

Ventura College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Support of Reaffirmation of Accreditation

Submitted by

Ventura College

4667 Telegraph Road

Ventura, California 93003

Draft

To

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

Submitted August 05, 2016

Certification of the Institutional Self Study Report

August 05, 2016

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

From: Dr. Greg Gillespie

Ventura College
4667 Telegraph Road Ventura,
California 93003

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflect the nature and substance of this institution.

Signature:

Dr. Greg Gillespie, President, Ventura College

Larry Kennedy, Chairperson, Board of Trustees

Dr. Bernie Luskin, Chancellor, Ventura County Community College District

Signatures continued:

Alex Kolesnik, President, Academic Senate

Peder Nielsen, President, Classified Senate

Joannamarie Kraus, President, Associated Students Ventura College

Dr. Kim Hoffmans, Accreditation Steering Committee Co-Chair and Accreditation Liaison
Officer, Ventura College

Eric Martinsen, Accreditation Steering Committee Co-Chair and English Faculty, Ventura
College

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A. Introduction: History of Ventura College

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

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

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

In 1974, Ventura College began offering classes in Fillmore to serve the Santa Clara River Valley's predominantly Hispanic population. In 1980, the Santa Paula Vocational Center, later known as East Campus, opened on Dean Drive in Santa Paula. In 2011, the satellite campus, now referred to as the Ventura College Santa Paula Site, moved to its current location on Faulkner Road. Designated as a Hispanic Serving Institution by the U.S. Department of Education, Ventura College continues to expand access to higher education for the underrepresented areas of the Santa Clara River Valley.

In 2002, Ventura County voters passed Measure S, authorizing \$356 million general obligation bond to renovate and expand the campuses of the district's three colleges as well as the district training facilities for police, fire, and sheriff's officers. The first Ventura College building constructed using bond funds was the Library and Learning Resources Center, which opened in 2005. The remodeled Student Services Center opened in 2008 and the Sportsplex in 2009. In 2011, Ventura College dedicated a new Health Science Complex and two classroom buildings: Multidisciplinary Center East and West. In 2012, a new professional-caliber Performing Arts Center opened its doors for educational and community programs. In 2015, the college began offering classes in the new Applied Science Center with three large classrooms, one outdoor classroom and a state-of-the-art Career Technical Center with training simulators and simulator software to provide hands-on real life lab experiences for students.

Ventura College serves a diverse student body through both credit and non-credit offerings. The college offers associate of arts or associate of science degrees in thirty-four majors, along with 16 associate degrees designed specifically for transfer to the California State University System. Students are also able to obtain an associate of arts degree in general studies, using one of three

patterns to obtain the required units. In addition, the college offers certificates of achievement in thirty-five career and technical education fields, and proficiency awards in twenty-six fields.

After several short-term presidencies early in the college history, Ventura College has had relatively stable administrative leadership, with Presidents serving an average of eight-year terms.

- H.O. Wise, Founding President (1925-1928)
- Melrowe Martin (1928-1929)
- Amos E. Clark(1929-1931)
- D.R. Henry (1931-1953)
- Hugh Price (1953-1956)
- Phil Putnam (1956-1960)
- Ed Rowins (1960-1966)
- Richard E. Loehr (1967-1974)
- Dr. Richard A. Glenn (1974-1985)
- Dr. Robert W. Long (1985-1992)
- Dr. Jesus Carreón (1992-1995)
- Dr. Larry A. Calderón (1995-2004)
- Dr. Robin Calote (2005-2013)
- Dr. Greg Gillespie (2013-present)

Since the last accreditation site visit in 2010, Ventura College has experienced significant turnover in top administrative positions. In addition to hiring a new college president in 2013, turnover has occurred in all top administrative positions during the transition from an Executive Vice President model to a three Vice President model in 2015. As of spring 2016, all three vice presidents are in interim positions with the hiring process underway for permanent positions.

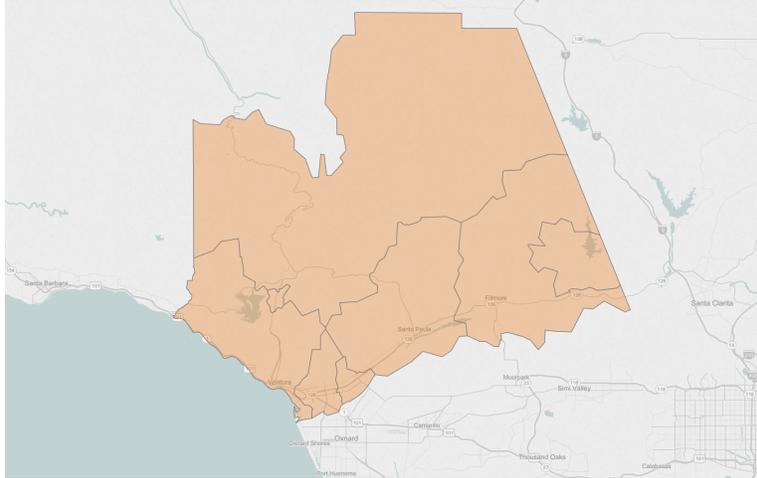
The Ventura County Community College District has grown to include two additional colleges, Moorpark College and Oxnard College, collectively serving more than 36,000 students per semester. The District Administrative Center offices are located on Stanley Avenue in Ventura.

Ventura College Service Area and Student Demographics

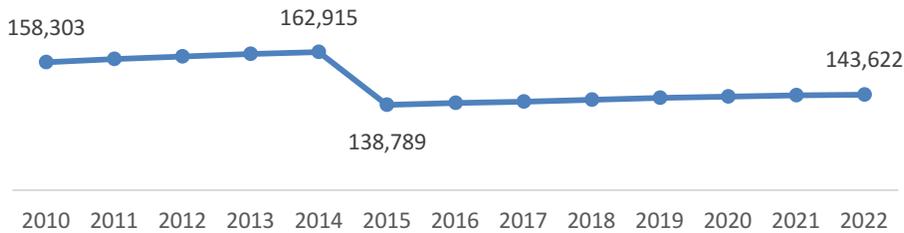
Ventura College Service Area

Ventura College serves a large geographic area that includes the cities of Ventura, Santa Paula, Fillmore, and Ojai, as well as the communities of Piru, Oak View, and Mira Monte. In 2015, the population of our service area was estimated at 138,789 residents. Between 2010 and 2022, the population of our service area is projected to decline by approximately 12%. In spite of this projected decline, however, the number of high school graduates in Ventura County is projected to remain fairly stable through 2022.

Ventura College Service Area

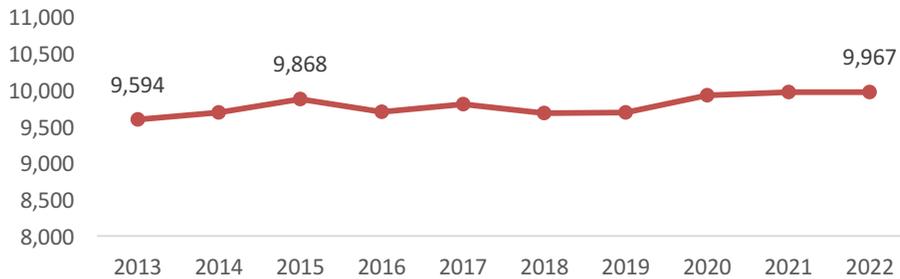


Projected Ventura College Service Area Population



Source: Economic Modeling Specialists Inc, EMSI 2015.3 Data Set

Projected Ventura County Public High School Graduates



Source: CA Dept of Finance, December 2014 California Public K-12 High School Graduate Projections by County
 The median household income of the VC Service Area is slightly higher than the median household income for the State of California, but is much lower than that of Ventura County. Fewer adults in the VC service area have a Bachelor’s, Graduate, or Professional Degree compared to Ventura County and the State of California.

Median Household Income (Dollars)

| VC Service Area | Ventura County | California |
|-----------------|----------------|------------|
| \$64,260 | \$77,335 | \$61,489 |

Source: 2010-2014 American Community Survey, U.S. Census

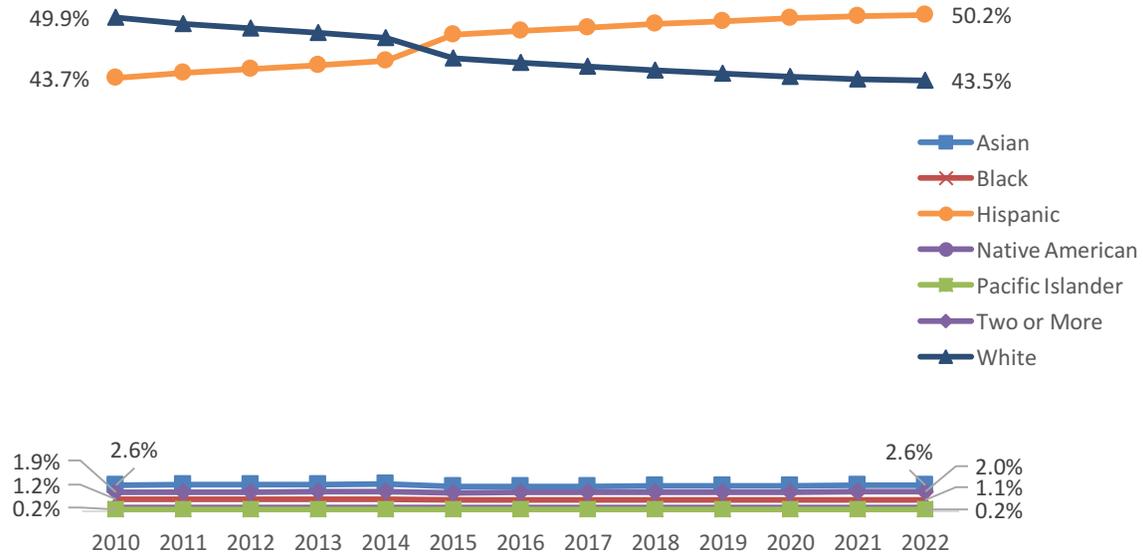
Adult (Over 25) Educational Attainment

| Educational Attainment | VC Service Area | Ventura County | California |
|---|-----------------|----------------|------------|
| Less than 9th grade | 8.7% | 9.7% | 10.1% |
| 9th to 12th grade, no diploma | 8.1% | 7.3% | 8.4% |
| High school graduate (includes equivalency) | 19.4% | 19.0% | 20.7% |
| Some college, no degree | 26.2% | 23.6% | 22.0% |
| Associate's degree | 9.1% | 8.8% | 7.8% |
| Bachelor's degree | 17.4% | 19.9% | 19.6% |
| Graduate or professional degree | 11.1% | 11.7% | 11.4% |

Source: 2010-2014 American Community Survey, U.S. Census Bureau

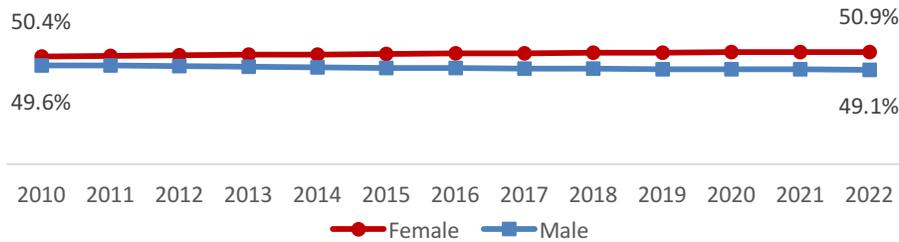
As with much of the country, the demographics of our service area are gradually changing. The relative percent of Hispanic residents has been gradually increasing, while the relative percent of White residents has been decreasing. Hispanics and Whites make up the vast majority of both our service area and our student population.

Projected VC Service Area Population Ethnicity



Source: Economic Modeling Specialists Inc, EMSI 2015.3 Data Set

Projected VC Service Area Population Gender



Source: Economic Modeling Specialists Inc, EMSI 2015.3 Data Set

Job growth in Ventura County is projected to increase by 10.6% over the next seven years. Industry growth is projected to be highest in the health care and social assistance industry. Ventura College offers multiple programs that prepare students for careers in this area. In addition, the College is developing programs in both agriculture (i.e. crop and animal production), and diesel technology (i.e. transportation), which both have a positive industry outlook.

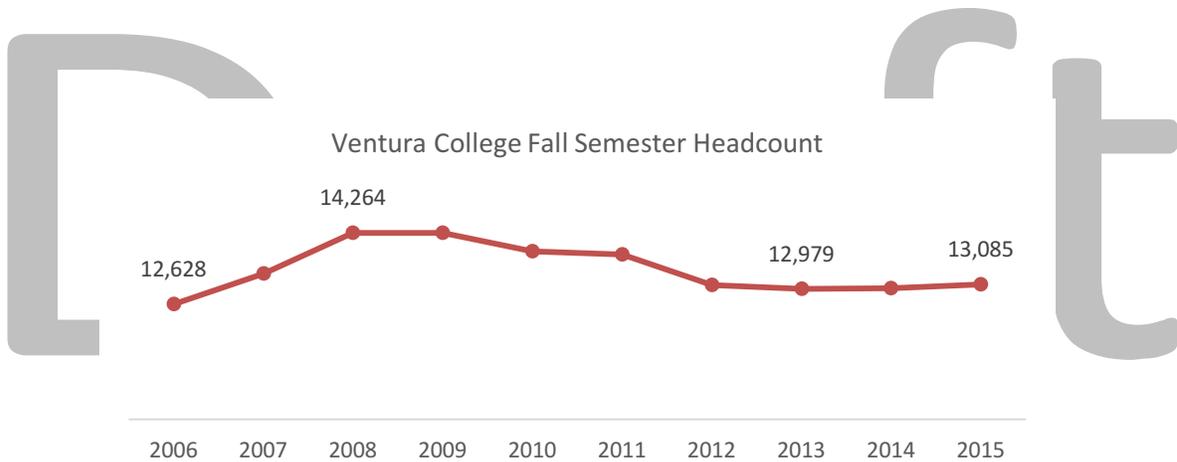
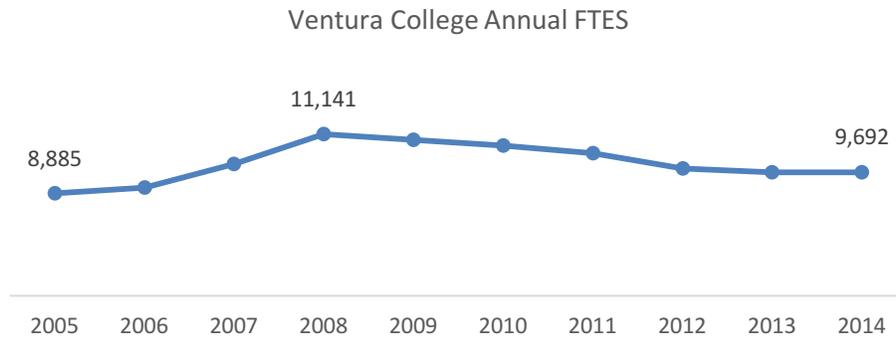
2015-2022 Ventura County Industry Projections

| NAICS | Industry | 2015 Jobs | 2022 Jobs | 2015 - 2022 Change | 2015 - 2022 % Change |
|-------|--|----------------|----------------|--------------------|----------------------|
| 44 | Retail Trade | 39,849 | 45,824 | 5975 | 15.0% |
| 62 | Health Care and Social Assistance | 35,099 | 44,107 | 9008 | 25.7% |
| 90 | Government | 42,354 | 43,137 | 783 | 1.8% |
| 72 | Accommodation and Food Services | 30,199 | 34,788 | 4589 | 15.2% |
| 11 | Crop and Animal Production | 26,662 | 28,799 | 2137 | 8.0% |
| 31 | Manufacturing | 29,287 | 28,236 | -1051 | -3.6% |
| 56 | Administrative and Support and Waste Management and Remediation Services | 18,003 | 19,908 | 1905 | 10.6% |
| 54 | Professional, Scientific, and Technical Services | 17,528 | 19,659 | 2131 | 12.2% |
| 23 | Construction | 14,149 | 15,656 | 1507 | 10.7% |
| 52 | Finance and Insurance | 13,665 | 15,379 | 1714 | 12.5% |
| 42 | Wholesale Trade | 13,002 | 15,292 | 2290 | 17.6% |
| 81 | Other Services (except Public Administration) | 8,250 | 8,581 | 331 | 4.0% |
| 61 | Educational Services | 4,725 | 5,925 | 1200 | 25.4% |
| 51 | Information | 5,382 | 5,677 | 295 | 5.5% |
| 48 | Transportation and Warehousing | 5,267 | 5,654 | 387 | 7.3% |
| 53 | Real Estate and Rental and Leasing | 4,740 | 5,227 | 487 | 10.3% |
| 71 | Arts, Entertainment, and Recreation | 4,666 | 5,049 | 383 | 8.2% |
| 21 | Mining, Quarrying, and Oil and Gas Extraction | 1,212 | 1,367 | 155 | 12.8% |
| 55 | Management of Companies and Enterprises | 1,918 | 1,204 | -714 | -37.2% |
| 22 | Utilities | 1,093 | 1,149 | 56 | 5.1% |
| 99 | Unclassified Industry | 969 | 1,024 | 55 | 5.7% |
| | | 318,019 | 351,640 | 33,621 | 10.6% |

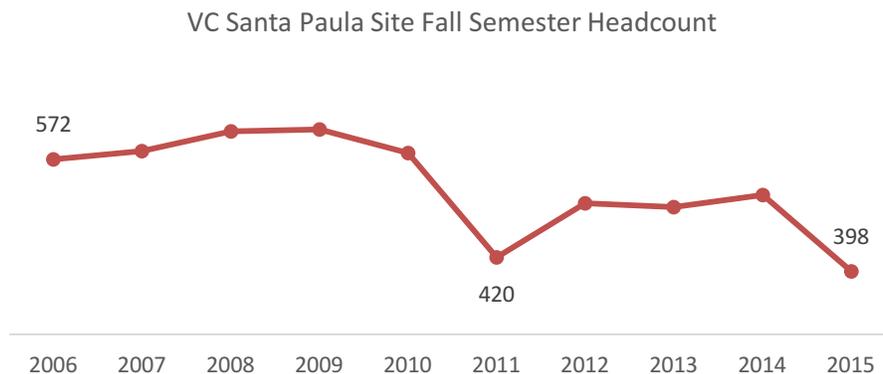
Source: Economic Modeling Specialists, Inc., 2015.3 QCEW Employees

Student Enrollment and Demographics

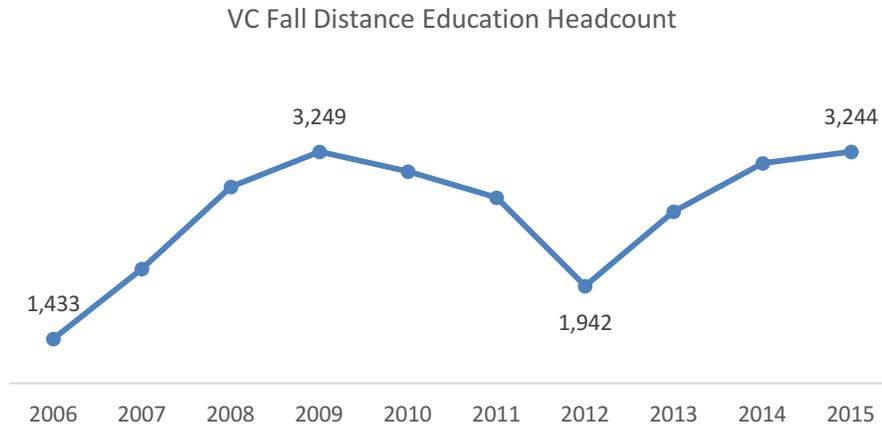
Ventura College's number of annual full-time equivalent students (FTES) has predictably fluctuated in response to economic conditions. During the past 10 years, FTES peaked in 2008 at the height of the Great Recession and has gradually declined as the economy has recovered. This decline is also likely related to the declining population in our service area. To counter this trend, renewed efforts have been made to increase marketing and outreach to local high schools.



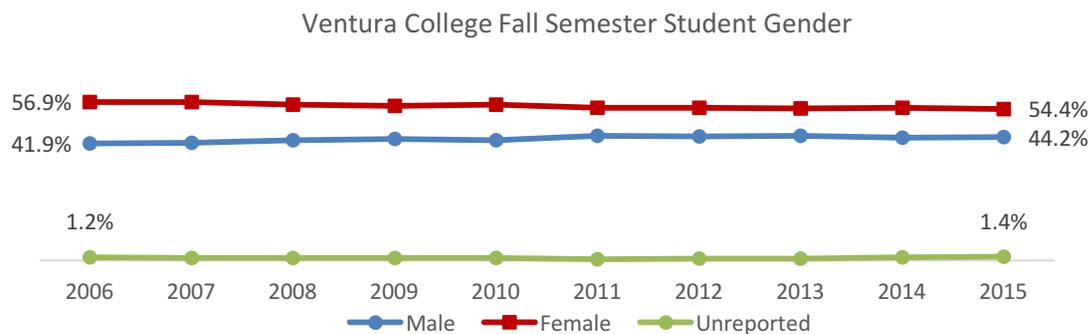
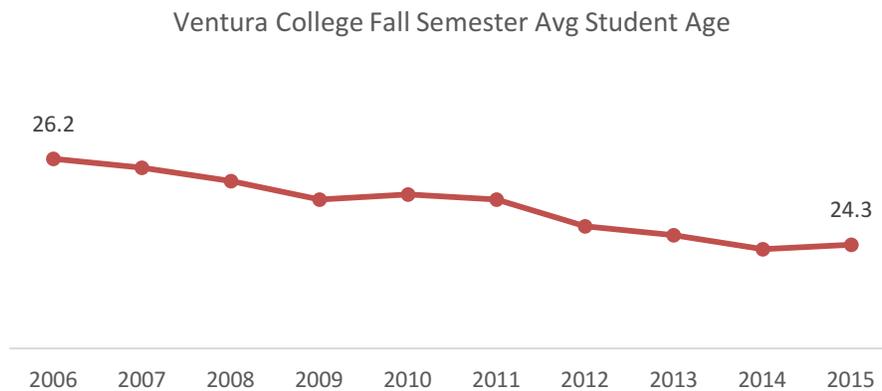
Enrollment at Ventura College's Santa Paula Site also followed a similar pattern. There was an increase through the Great Recession, and then a gradual decline.



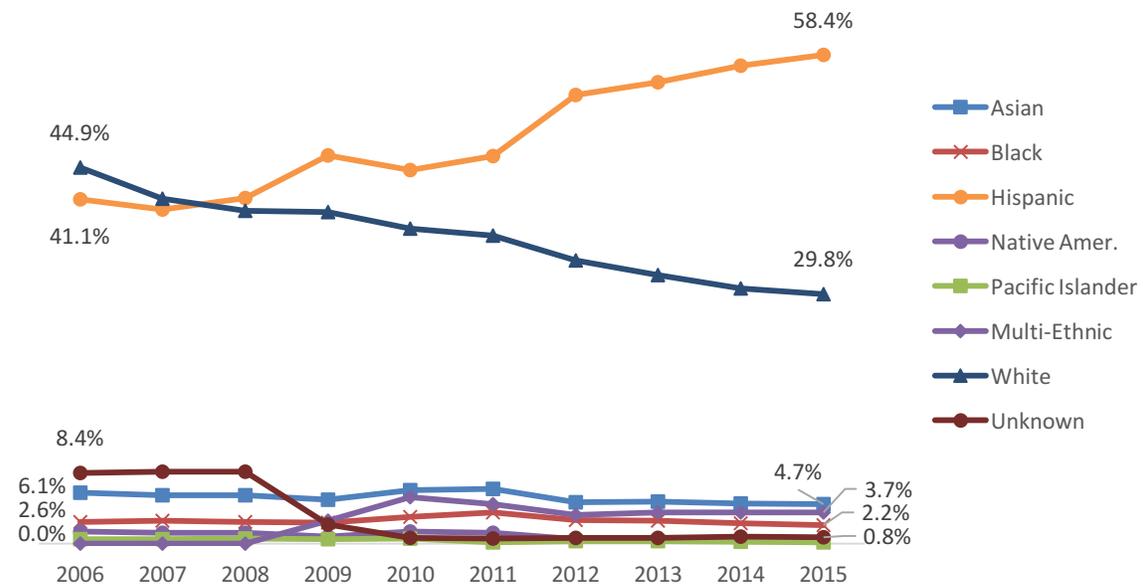
In contrast, enrollment in distance education courses has displayed a different pattern. It increased throughout the Great Recession, and then began declining, but the decline reversed after 2012. Enrollment in distance education in fall 2015 was nearly equal to its peak during the recession.



The demographics of Ventura College’s student population have gradually shifted over the past 10 years to become younger and more Hispanic. There is also a slightly higher percentage of male students today than there were 10 years ago.

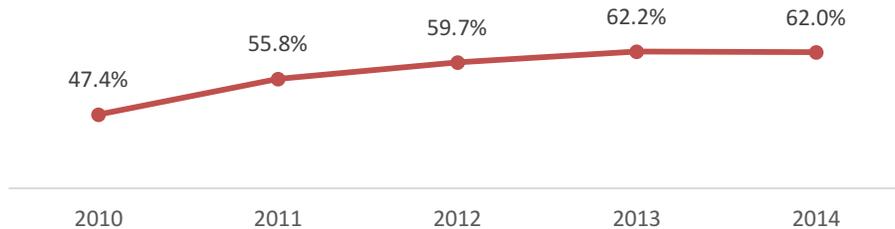


Ventura College Fall Semester Student Ethnicity



In addition, the percentage of students receiving financial aid at VC has been steadily increasing over the past five years.

Ventura College Students Receiving Financial Aid



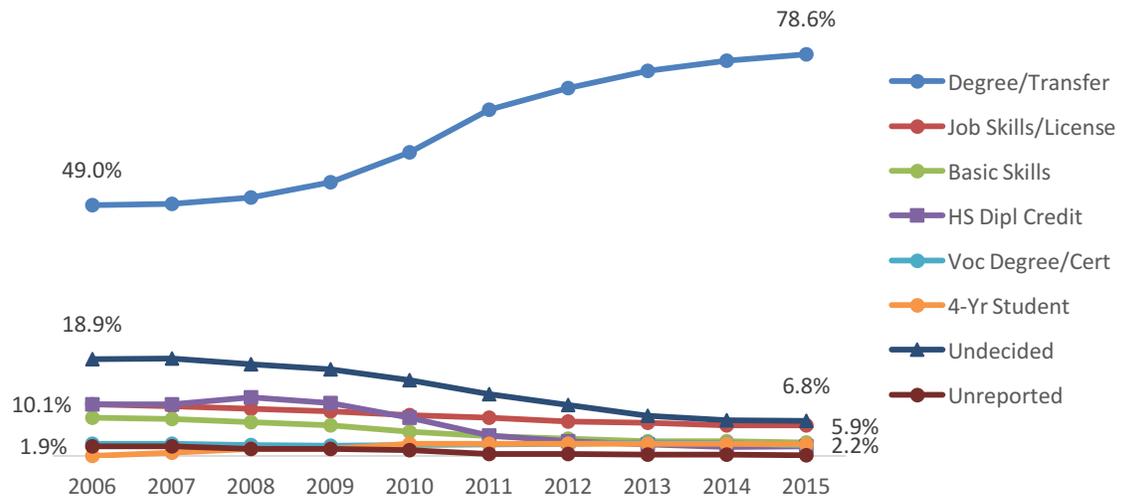
Source: California Community College Chancellor’s Office DataMart

Student Achievement and Institution-Set Standards

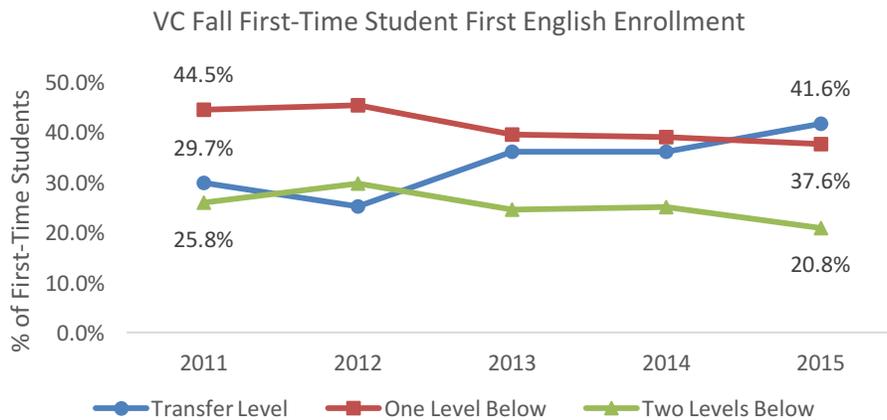
Data on Incoming Students

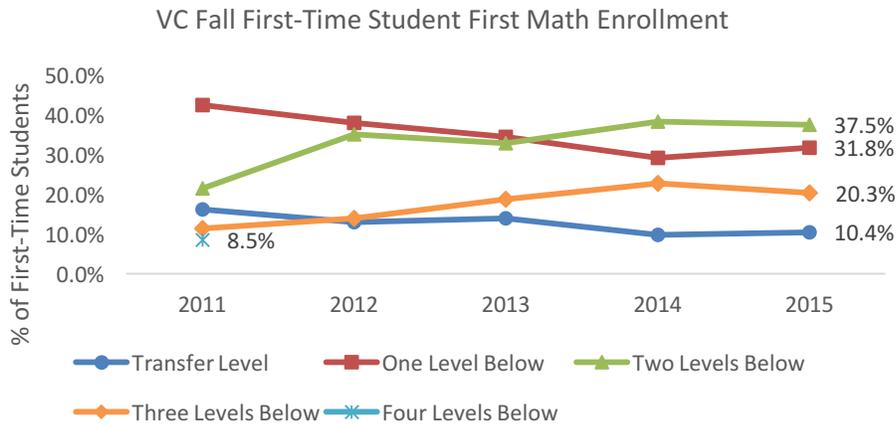
The majority of students at VC have an educational goal of completing an Associate’s Degree and/or transferring to a 4-year university. The percentage of students with this goal has increased substantially over the past 10 years. In contrast, the percentage of students who are undecided about their educational goal has substantially decreased. This is likely due to the implementation of the Student Success and Support Program Act, which requires that all new students complete an orientation, assessment, and educational plan.

Ventura College Fall Semester Student Educational Goal



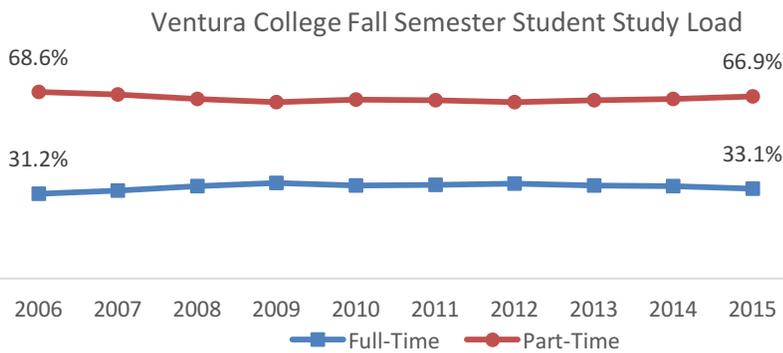
One obstacle that impedes students from completing their goals quickly is their level of English and math competency upon entry to the College. The majority of incoming students require some level of remediation in Math and/or English.



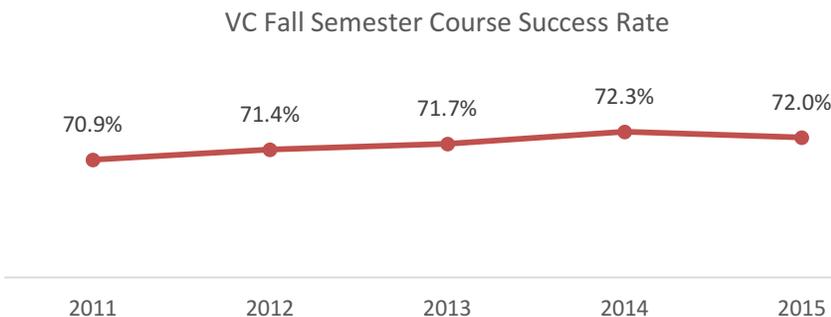


Data on Enrolled Students

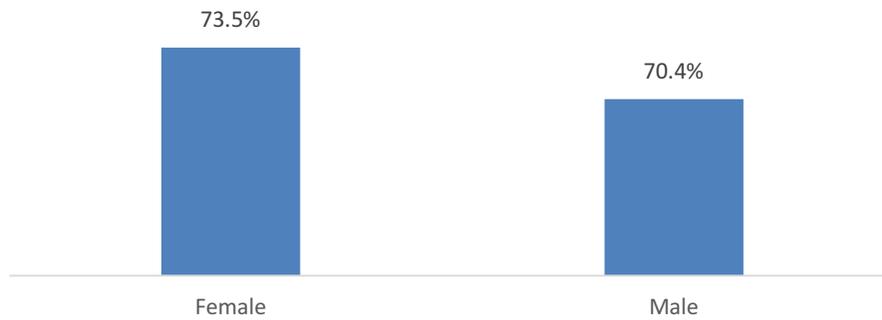
The majority of VC students attend part time. This has been a trend that has remained relatively stable for the last 10 years. Students who attend part time do not accumulate units as quickly as those who attend full time, and they are thus delayed in reaching their educational goals. Coupled with the fact that the majority of students require English and/or Math remediation, many students on campus simply cannot complete a two-year Associate's Degree within two years.



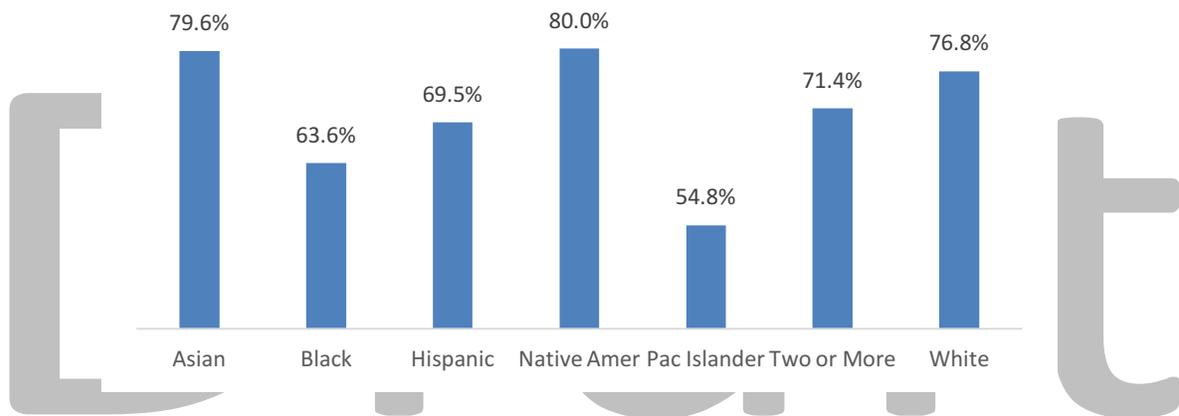
Course completion rates have shown a positive trend over the past 5 years. However, when the data are disaggregated, there are substantial differences between demographic groups.



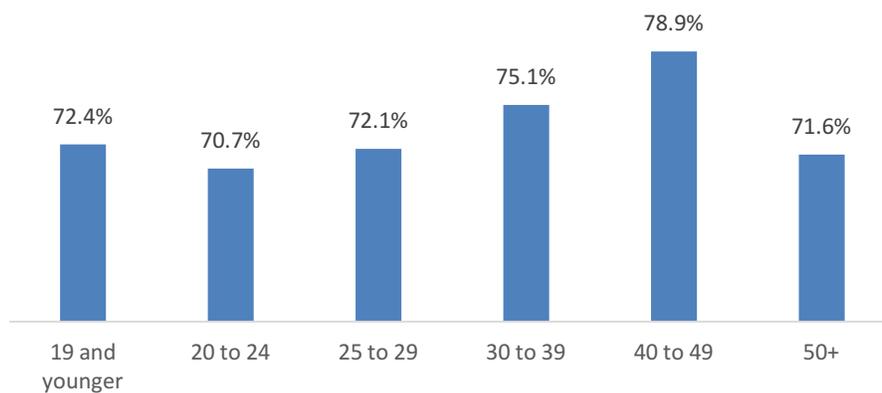
VC Fall 2015 Course Success Rate by Gender



VC Fall 2015 Course Success Rate by Ethnicity

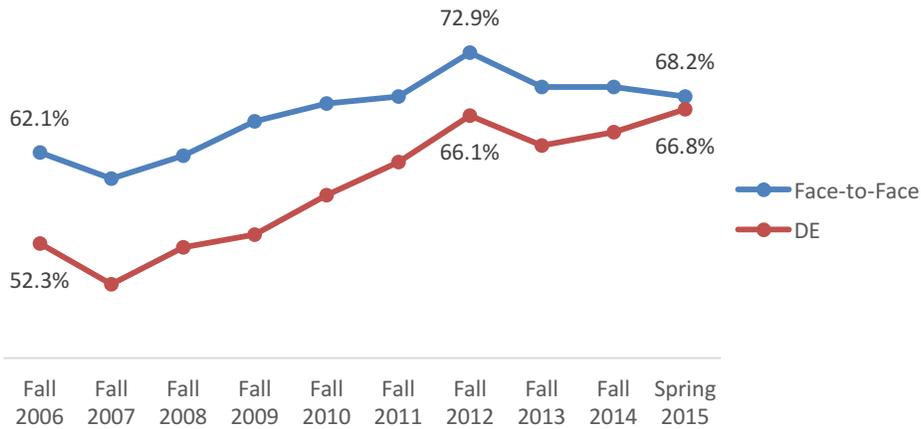


VC Fall 2015 Course Success Rate by Age



Course success in distance education (DE) has been lower than in face-to-face classes at Ventura College for years. To deal with this, the college implemented a number of policies designed to improve DE success. These appear to have had their intended effect, as the gap closed to 1.4% in spring 2015.

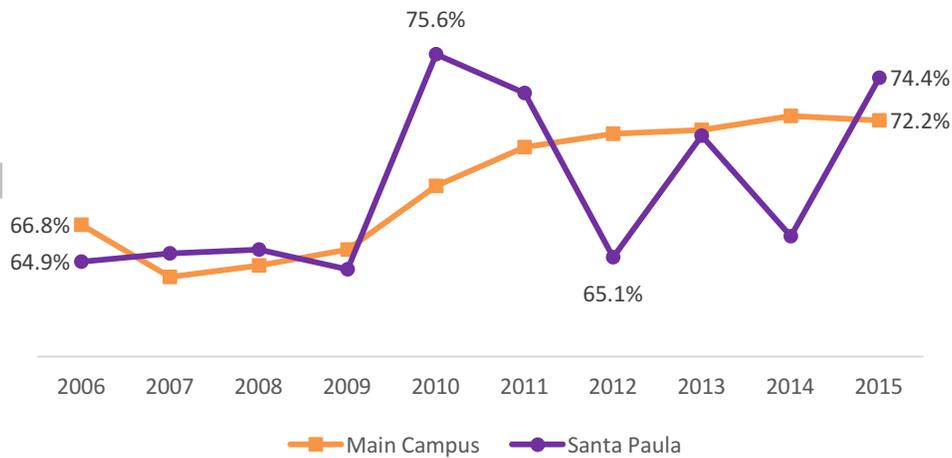
VC Face-to-Face and Distance Education Course Success Rates*



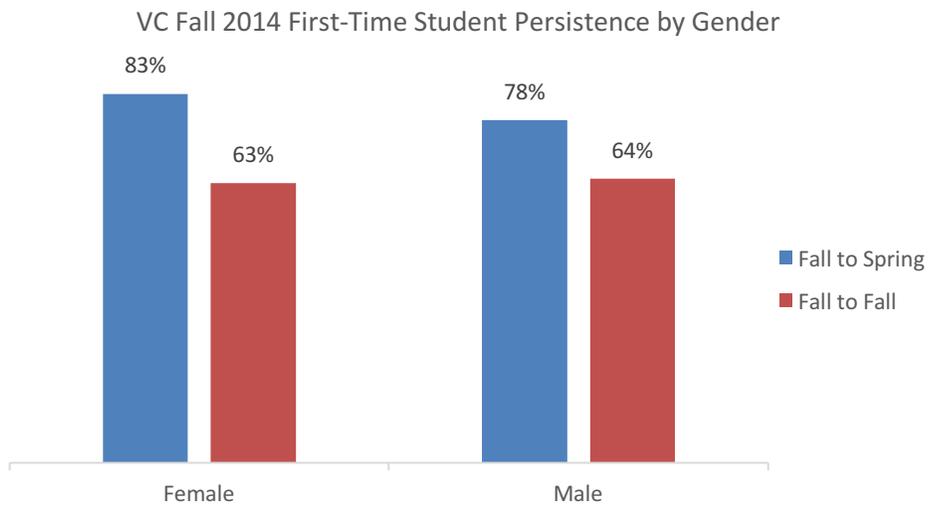
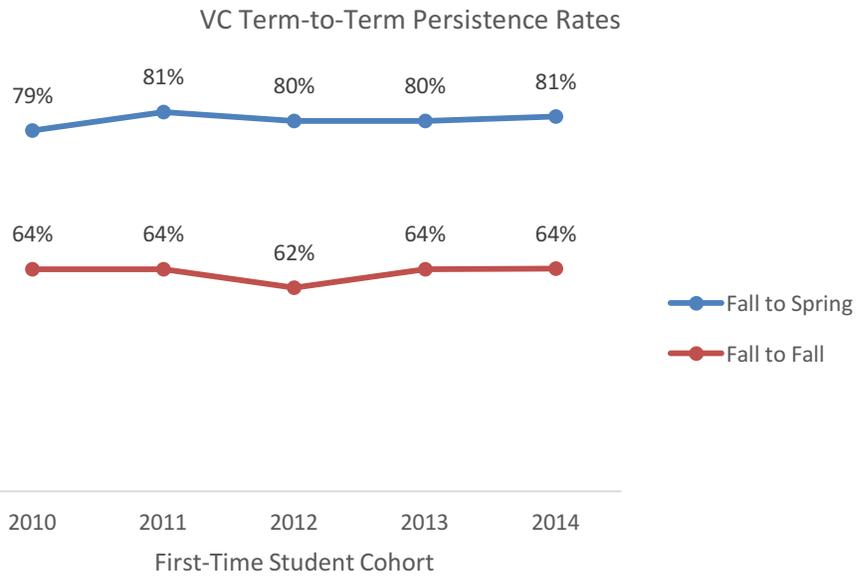
*Only includes courses that were offered both face to face and online

Course success rates at the Ventura College Santa Paula Site have fluctuated from year to year. These fluctuations are largely due to which classes are offered at the Santa Paula Site in a given semester.

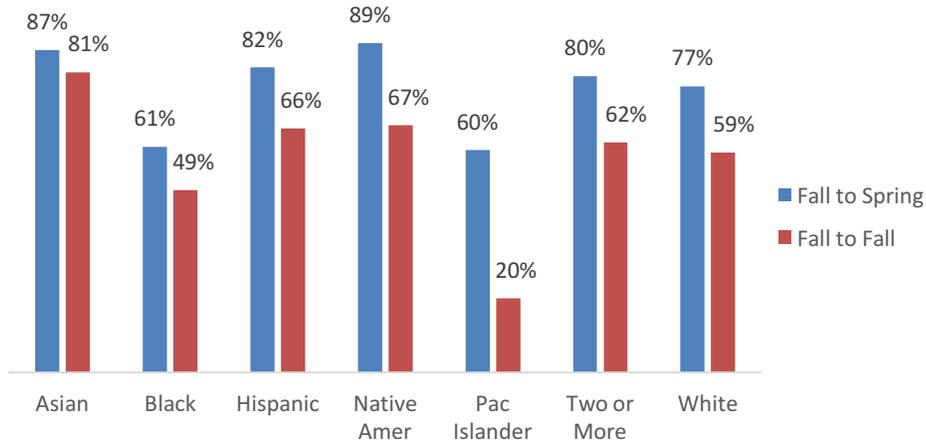
Fall Success Rates at VC Santa Paula and VC Main Campus



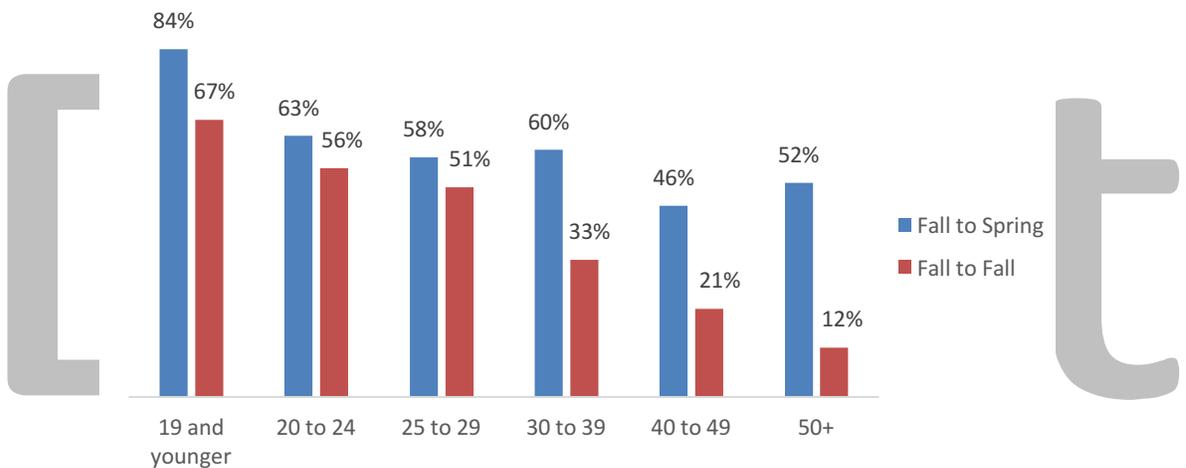
Term-to-term persistence rates have remained relatively unchanged over the past five years. However, when the data are disaggregated, there are substantial differences between demographic groups.



VC Fall 2014 First-Time Student Persistence by Ethnicity

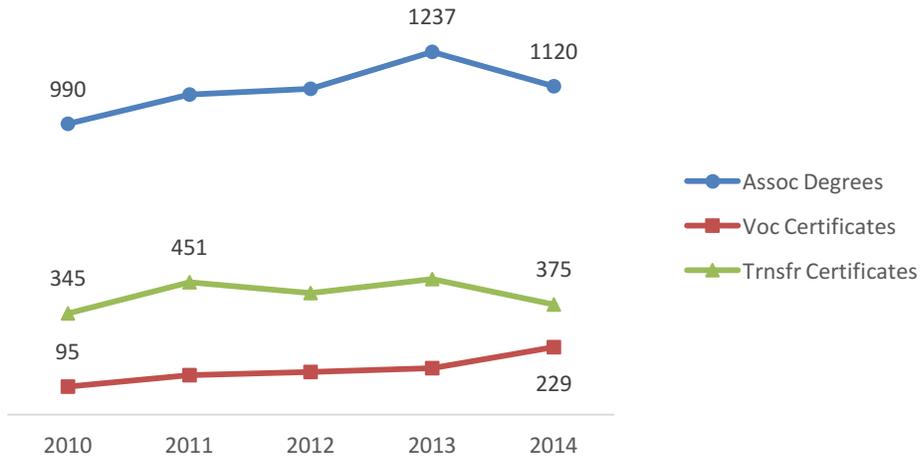


VC Fall 2014 First-Time Student Persistence by Age

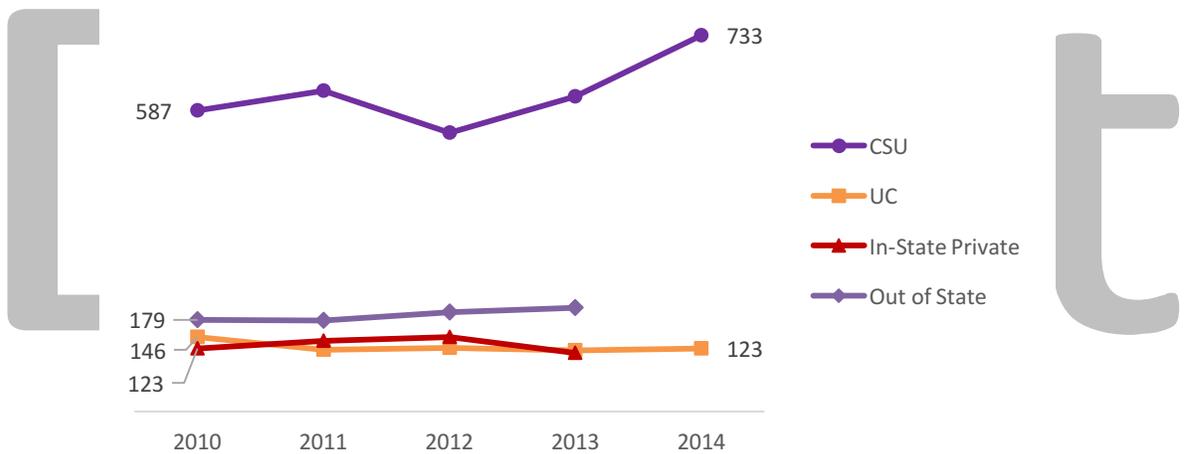


In general, there has been a positive trend in the number of degrees, certificates, and transfers over the past five years. **Transfer Data not available yet for 2014-2015 for ISP, OOS transfers – check again before finalizing document.**

VC Degrees and Certificates Awarded



VC Transfers to 4-Year Universities

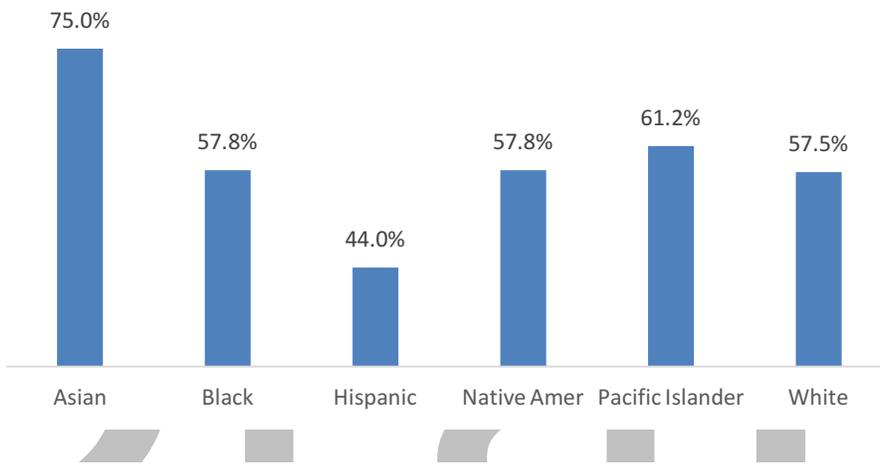


When the data are disaggregated, there are substantial differences in completion by demographic groups. Data presented below are six-year completion rates from the California Community College Chancellor's Office (CCCCO) Student Success Scorecard. This rate displays the number of completion-seeking students (i.e. students who completed a minimum of six units and attempted a Math or English course within their first three years) who completed a degree, certificate, and/or transfer within six years.

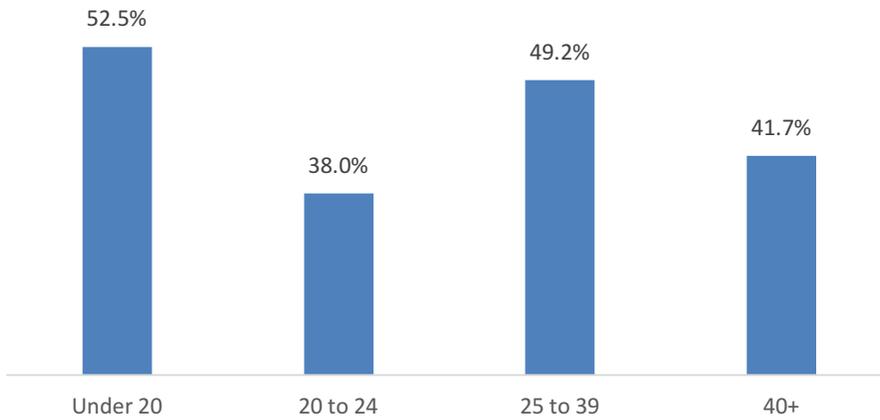
VC 2008 Cohort Six-Year Completion Rate by Gender



VC 2008 Cohort Six-Year Completion Rate by Ethnicity



VC 2008 Cohort Six-Year Completion Rate by Age at Entry



Institution-Set Standards

Ventura College began the process of setting standards in 2012, which was the year prior to the ACCJC requiring them. At that time, these standards were referred to as the College’s Core Indicators of Effectiveness. The original purpose of the Core Indicators was to measure annual improvement throughout each year of the 2009 Educational Master Plan. As such, the Core Indicator (or Institution-Set Standard) for each metric was set to be equal to the College’s performance in 2008-2009 (i.e. the year prior to the implementation of the 2009 Educational Master Plan). Thus, progress that resulted from the implementation of the plan could be measured in relation to the 2008-2009 baseline/standard.

| ACCJC-Required Standards | | | | | |
|-----------------------------|--|---|--|--|---|
| Data Element | Definition of the measure | Institution-Set Standard | Stretch Goal | Most Recent Year's Performance | Previous Year Performance |
| Fall Course Completion Rate | Successful Course Completion: % of A, B, C, or P grades, out of all grades | 66.7% | Annually maintain or increase rate above Standard | 72.0% | 2011 = 70.9% 2012 = 71.4% 2013 = 71.7% 2014 = 72.3% |
| Degrees and Certificates | Number of annual Degrees and Certificates awarded | 1,178 | Annually maintain or increase awards over Standard | 1,724 | 2010 = 1,430 2011 = 1,676 2012 = 1,669 2013 = 1,856 |
| Transfers | Number of annual transfers to 4-year universities | 595 | Annually maintain or increase transfers over Standard | 856 (No data avail for in-state private or out-of-state) | 2010 = 1,035 2011 = 1,062 2012 = 1,008 2013 = 1,049 |
| Job Placement | Employment rates of CTE Program graduates | - | - | - | - |
| Licensure Exam Pass Rates | Examination pass rates in programs for which students must pass a licensure exam | Reg Nursing = 92% CNA = 94% Paramedic = 100% EMT = 84% | Annually maintain or increase licensure pass rates over Standard | Reg Nursing = 90% CNA = XX% Paramedic = XX% EMT = XX% | Reg Nursing = 98% CNA = 93% Paramedic = 100% EMT = 74% |

| Additional Institution-Set Standards | | | | | |
|--------------------------------------|--|--------------------------|---|--------------------------------|--|
| Data Element | Definition of the measure | Institution-Set Standard | Stretch Goal | Most Recent Year's Performance | Previous Year Performance |
| Course Completion Rate (Retention) | % of students who do not withdraw from a class with a grade of W | 83.4% | Annually maintain or increase rate above Standard | 2014-2015 = 85.3% | 2010 = 85. 2011 = 85. 2012 = 85. 2013 = 84. |
| Retention Rate - All (Persistence) | Fall-to-fall persistence rate | 54.0% | Annually maintain or increase rate above Standard | 64% | 2010 = 64 2011 = 64 2012 = 62 2013 = 64 |

| | | | | | |
|--|---|---|---|---|---|
| Retention Rate - Ethnicity (Persistence) | Fall-to-fall persistence rate for each ethnic group | Asian = 62.5% Black = 57.1% Hispanic = 55.9% Nat Amer = 50% White = 50.1% Other = 52.8% Unknown = 48.5% | Annually maintain or increase rate for each ethnic group above Standard | Asian = 87% Black = 49% Hispanic = 66% Nat Amer = 67% White = 59% Other = 62% Unknown = 50% | Asian = 8 Black = 4 Hispanic = Nat Amer = 5 White = 5 Other = 5 Unknown = |
| Student Satisfaction | Student Satisfaction metric from student survey | - | - | - | - |
| Active Learning | CCSSE Active Learning and Collaboration Score | 50 | Score at or above the national mean | 49.6 | 48.3 |
| Student Effort | CCSSE Student Effort Score | 50 | Score at or above the national mean | 45.8 | 47 |
| Academic Challenge | CCSSE Academic Challenge Score | 50 | Score at or above the national mean | 49.5 | 49.7 |
| Student-Faculty | CCSSE Student-Faculty Interaction Score | 50 | Score at or above the national mean | 46.6 | 46.8 |
| Support for Learners | CCSSE Support for Learners Score | 50 | Score at or above the national mean | 45.8 | 46.2 |

| Data Element | Definition of the measure | Institution-Set Standard | Stretch Goal | Most Recent Year's Performance | Previous Year's Performance |
|----------------------------|--|--------------------------|---|--------------------------------|-----------------------------|
| Completion - Prepared | 6-Year Prepared-Student Completion Rate from CCCCO Student Success Scorecard | 69.7% | Score at or above the statewide average | 69.5% | 69.4% |
| Completion - Unprepared | 6-Year Unprepared-Student Completion Rate from CCCCO Student Success Scorecard | 39.2% | Score at or above the statewide average | 40.7% | 44.3% |
| Completion - Overall | 6-Year Overall Completion Rate from CCCCO Student Success Scorecard | 46.8% | Score at or above the statewide average | 51.4% | 54.6% |
| Persistence - Overall | 3-Term Persistence Rate from CCCCO Student Success Scorecard | 71.7% | Score at or above the statewide average | 64.5% | 66.4% |
| 30 Units - Overall | 6-Year 30 unit rate from CCCCO Student Success Scorecard | 66.5% | Score at or above the statewide average | 68.6% | 72.7% |
| Career Technical Education | CTE Completion Rate from CCCCO Student Success Scorecard | 49.9% | Score at or above the statewide average | 52.9% | 53.9% |

| | | | | | |
|--------------------|---|-------|---|-------|-------|
| Remedial - Math | 6-Year Remedial Math Rate from CCCCO Student Success Scorecard | 31.0% | Score at or above the statewide average | 29.5% | 30.7% |
| Remedial - English | 6-Year Remedial English Rate from CCCCO Student Success Scorecard | 43.4% | Score at or above the statewide average | 52.3% | 45.3% |

| Data Element | Definition of the measure | Institution-Set Standard | Stretch Goal | Most Recent Year's Performance | Previous Year's Performance |
|----------------------|--|--------------------------|---|--------------------------------|---|
| Remedial - ESL | 6-Year Remedial ESL Rate from CCCCO Student Success Scorecard | 28.4% | Score at or above the statewide average | 4.5% | 5.4% |
| Transfer Velocity | % of students who transfer within 4 years to a 4-year university | 29.0% | Annually maintain or increase rate above Standard | 22.0% | 25.0% |
| Transfer Certified | Number of students who are CSU-GE or IGETC certified | 155 | Annually maintain or increase rate above Standard | 375 | 2010 = 375 2011 = 475 2012 = 475 2013 = 475 |
| Annual FTES | Maintain college's medium-sized college designation | 9,635 (Varies each year) | Maintain college's medium-sized college designation | 9,692 | 2010 = 10,000 2011 = 10,000 2012 = 9,800 2013 = 9600 |
| Faculty Productivity | Meet District-established WSCH/FTEF goal | 525 | Meet District-established WSCH/FTEF goal | 495 | 2010 = 525 2011 = 525 2012 = 525 2013 = 525 |
| Fall 75/25 Ratio | State-mandated requirement that 75% or more of FTEF be full-time | 50.6% | Annually increase rate above Standard | 46.5% | 2011 = 52.0% 2012 = 49.0% 2013 = 50.0% 2014 = 51.0% |
| Institutional SLO's | - | - | - | - | - |

B. Organization of the Self Evaluation Process

Organizational charts with names and major functions

Functional map (from DCAP) providing account of primary responsibility related to Standards

C. Organizational Information

D. Certification of Continue Institutional Compliance with Eligibility Requirements

1. AUTHORITY

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Ventura College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Ventura Community College District (VCCCD). This authority has existed continuously since 1925 with accreditation status regularly renewed by the Accrediting Commission for Community and Junior Colleges, WASC (ER1: ACCJC Reaffirmation of Accreditation Letter).

2. OPERATIONAL STATUS

Ventura College is a comprehensive college that has been in continuous operation since 1925. Students actively pursue a wide range of academic opportunities for degrees, certificates, proficiency awards, and basic skills for transfer to four-year colleges and universities, job training, career advancement, personal enrichment, and lifelong learning (ER 2: Fall 2015 and Spring 2015 Class Schedule). Over the past three years, student enrollment at has remained relatively stable with a slight decline.

3. DEGREES

Ventura offers programs leading to ___ Associate in Arts (AA) degrees, ___ Associate in Science (AS) degrees, ___ Associate in Arts for Transfer (AA-T) degrees, ___ Associate in Science for Transfer (AS-T) degrees, ___ Certificates of Achievement, ___ Skills Certificates, and ___ (ER 3: Ventura College Catalog)

Noncredit Certificates courses and Certificates of Completion are in the developmental stage at Ventura College. Currently, we have 12 noncredit courses and one certificate available for students (ER 3.1: Ventura College Catalog- Noncredit section).

4. CHIEF EXECUTIVE OFFICER

Dr. Greg Gillespie has been Ventura College's president since August 2013 (ER 4: Gillespie Biography). His full-time responsibility is to serve as the chief executive officer of the College. Authority for him to administer board policies is given by the Board of Trustees (ER 4.1: BP/AP on Authority of College President). He does not serve on the District governing board.

5. FINANCIAL ACCOUNTABILITY

Annual financial audits are conducted by externally contracted certified public accountants (ER 5: VCCCD External Audit Report). The Board of Trustees reviews these audit reports annually. Financial audit and management responses to any exceptions are reviewed and discussed in the Board's public sessions.

ELIGIBILITY REQUIREMENTS #6 THROUGH #21 ARE ADDRESSED IN THE SELF EVALUATION REPORT

Evidence:

- ER 1: ACCJC Reaffirmation of Accreditation Letter
- ER 2: Fall 2015 and Spring 2015 Class Schedule
- ER 3: Ventura College Catalog
- ER 3.1: Ventura College Catalog- Noncredit section
- ER 4: Gillespie Biography
- ER 4.1: BP/AP on Authority of College President
- ER 5: VCCCD External Audit Report

E. Certification of Continued Institutional Compliance with Commission Policies

- Policy on Distance Education and on Correspondence Education
- Policy on Institutional Compliance with Title IV
- Policy on Representation of Accredited Status
- Policy on Institutional Degrees and Credits
- Policy on Institutional Integrity and Ethics
- Policy on Contractual Relationship with Non-Regionally Accredited Organizations
- Policy on Student and Public Complaints against Institutions

Standard I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Description

Ventura College’s (VC’s) mission reads:

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, April 8, 2014 (1.A.1.1)

Approved with modification by the Board of Trustees, July 14, 2015 (1.A.1.2)

Broad Educational Purposes: VC’s mission statement identifies its broad educational purposes as developing human potential and creating an informed citizenry through providing instruction and support services related to degree and certificate completion, transfer, career preparation, and basic skills improvement. In addition, the mission statement declares that the College aspires to be the “cultural heart” of the community it serves.

Intended Student Population: As part of the California Community College system, VC is an open-access institution, thus serving “a highly diverse student body.” The mission statement identifies the general types of courses offered. Students seeking to complete associate degrees, occupational certificates, transfer to a four-year college, workforce skills, and basic skill enhancement leading to the ability to succeed in a degree or certificate program constitute the intended student population. The geographic regions represented by the Board of Trustees (“...our community...”) define the primary service area of the College, and residents within that area are the primary intended student population.

Types of Degrees Offered and other credentials: The mission statement identifies VC as a degree- and certificate-granting institution. As a California community college, VC confers Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer to the California State University (CSU) system, Certificates of Achievement, and Proficiency Awards. The mission statement also identifies other offerings supporting “workforce preparation, and basic skills.” All degree, certificate, and other course offerings are listed in the College Catalog (I.A.1.3).

Commitment to Student Learning and Achievement: VC’s focus on student learning and achievement is reflected in its mission statement through the affirmations that the institution is committed to “placing students at the center of their learning experience” and focused on “sustainable continuous improvement of our college and its services.”

Evaluation

VC meets this Standard. The mission statement identifies VC’s broad educational purposes as being degree and certificate completion, transfer, career preparation, and basic skills improvement. Its intended “highly diverse” student population is identified as those seeking to complete associate degrees or occupational certificates, to transfer to a four-year college, to enhance workforce skills, and to acquire basic skills leading to the ability to succeed in a degree or certificate program. The mission statement affirms the College’s commitment to student learning and achievement.

Action Plan

None.

Evidence

- 1.A.1.1: Minutes, Board of Trustees, April 8, 2014, page xx
- 1.A.1.2: Minutes, Board of Trustees, July 14, 2015, page xx
- 1.A.1.3: 2015-2016 College Catalog

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Description

VC’s Institutional Equity and Effectiveness (IEE) division generates and organizes data to assess achievement of the institutional mission. The primary institutional effectiveness reports that utilize these data are the Educational Master Pplan (I.A.2.1), the Strategic Implementation Plan (I.A.2.2), the College Profile and Institutional Effectiveness Report (I.A.2.3), the Facilities Master Plan (I.A.2.4), the Technology Plan (I.A.2.5), and the data sheets used by departments and divisions during the annual program review process (I.A.2.6).

To determine how effectively it is meeting its mission, in 2012 the College established 13 Core Indicators of Effectiveness (I.A.2.7). The Core Indicators are:

1. Course Completion Rates
2. Course Success Rates
3. Student Retention Rates
4. Student Satisfaction
5. Student Engagement
6. California Community Colleges Student Success Scorecard
7. Degrees and Certificates Awarded
8. Transfers to Four-Year Universities
9. Licensure Pass Rates
10. Annual Full-Time Equivalent Students
11. Faculty Productivity (WSCH/FTEF)
12. Full-Time/Part-Time Faculty 75/25 Ratio
13. Institutional Student Learning Outcomes

As discussed more extensively in I.B.3, baseline levels and targets were established by the College Planning Council (CPC) for each Core Indicator (I.A.2.8). Progress towards the targets is analyzed annually by the IEE division, and is reported to the CPC each fall semester (I.A.2.9).

Evaluation

VC meets this Standard. The faculty, staff, and administration of VC review data to determine whether the College is accomplishing its mission. The faculty has identified Core Indicators of Effectiveness that track the degree to which the College is meeting its mission. Baseline levels and targets have been established for each Core Indicator. Progress towards the targets is analyzed annually by the IEE division, and is reported to the CPC each fall semester. Through this analysis, the College has an annual data-driven assessment of how well it is accomplishing its mission. It can also identify areas which need to improve, and/or indicate specific objectives or priorities on which the College should focus for the coming year.

In addition, disaggregated student data addressing some of these Core Indicators, along with statistics documenting course fill rates, full-time to part-time ratios, and program productivity, are used by programs and services as part of the annual program review and planning process, which in turn drives decisions made about the allocation of dollars for new personnel and program improvement.

In March 2011, an Office for Institutional Effectiveness was established with a dean assigned responsibility for institutional research, integrated planning, program review and student learning outcomes. In addition to these areas, the dean was also responsible for oversight of several academic programs, including English, Communication Studies, the Library, Tutoring, the Learning Resources Center, and a Title V Grant. During the summer of 2014, the dean assigned to this area left to accept a position at another institution. Concurrently with this change, an evaluation of the College's research capacity was conducted as part of developing the College's Student Equity Plan. As a result of that evaluation, the college president decided to create a

separate IEE division lead by a dean who did not oversee additional academic programs or grants (I.A.2.10). In January 2015, the College also hired a research analyst with expertise in qualitative research methods and analysis to augment the efforts of an existing faculty institutional researcher.

In addition to its support for the program review process and its tracking and analysis of the Core Indicators, the IEE regularly provides targeted data and analysis to the College to inform decisions in specialized areas. To this end, the IEE began a complete redesign of its website during the summer of 2015 as a way to provide a venue to share the numerous reports that were being generated and distributed by various campus constituencies. To assist this effort, the College expended funds in fall 2015 to purchase licenses for Tableau Business Intelligence software. Tableau is an established leader in business intelligence and analytics platforms. Using this product, the IEE created a number of publically available interactive data dashboards that allow anyone to easily analyze data on enrollment, student achievement, student engagement, student equity outcomes, and other key indicators of institutional effectiveness (I.A.2.11). The IEE is still in the early stages of implementing these dashboards and is actively exploring other areas to employ them to improve the College's ability to make data-driven decisions.

Action Plan

Continued implementation and modification of interactive dashboards. Promotion by the IEE of the data dashboards will expand during the spring 2017 semester.

Evidence

- I.A.2.1: Educational Master Plan, 2009 to 2019
- I.A.2.2: Strategic Implementation Plan, fall 2013 to spring 2016
- I.A.2.3: College Profile and Institutional Effectiveness Report, 2016
- I.A.2.4: Facilities Master Plan, 2004-2015
- I.A.2.5: Technology Plan, 2011-2016
- I.A.2.6: Program Review data sheets <http://www.venturacollege.edu/college-information/program-review/program-review-2015-2016>
- I.A.2.7: CPC Minutes, spring 2012 (adoption of Core Indicators)
- I.A.2.8: College Profile and Institutional Effectiveness Report 2015, page xx
- I.A.2.9: CPC Minutes, August 26, 2015
- I.A.2.10: Recommendation to Hire Institutional Effectiveness Dean, 2014-2015 Student Equity Plan, page xx.
- I.A.2.11: Tableau Dashboard Screenshots

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Description

VC's programs and services align with its mission to support associate degree and certificate completion, transfer, workforce preparation, and basic skills. VC offers Associate of Arts (AA)

and Associate of Science AS degrees in 34 majors and 16 AA/AS degrees for transfer. The College also offers Certificates of Completion and Proficiency Awards in 47 areas of study and maintains Transfer Agreements with California State University Channel Islands, California State University Irvine, California State University Northridge, and the University of California at Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. In addition, public school students can earn dual high school and college enrollment credit by working with their own high schools and middle schools, or by enrolling with the College's onsite middle college, El Camino High School.

Distance Education offerings at VC are aligned with the mission of the college in the same manner as face-to-face offerings. Distance Education serves as a service for students for time management, convenience for students that may otherwise not be able to attend face-to-face scheduled courses. The service of distance education offerings is provided in support associate degrees, and certificate completion in multiple areas. The courses mirror their face-to-face counterparts in learning outcomes, time on tasks, and text book accompaniment. While the delivery mode and interaction with students may differ in distance education courses the curriculum content remains the same. Distance Education course schedule offerings may be found at: <http://www.venturacollege.edu/online-services/distance-education/de-online-course-schedule> This web site page is updated each semester.

The mission statement serves as the guiding force behind all College programs, services, planning, and initiatives. It is operationalized into a set of long-term goals and objectives in the College's Educational Master Plan. Specific strategies for achieving these goals are then developed every three years through the College's Strategic Implementation Plan. Each spring semester, the president and the three vice presidents release for discussion and review their Planning Parameters for the coming academic year (I.A.3.1). The Planning Parameters are informed by the Strategic Plan and they serve to guide the development of the annual department and division program reviews and other planning documents. In addition, the Planning Parameters identify the considerations that are likely to influence the administration's resource decisions. Through the program review process that takes place each fall, program purpose is analyzed in relationship to the College mission and data are analyzed relative to program viability. Academic and service programs are identified for growth, reduction, or discontinuance, and recommendations are made for resource allocation to support new initiatives. This integrated planning and program review structure thus infuses the College mission throughout all long-term and short term decision-making, planning, and resource allocation (I.A.3.2).

Evaluation

VC meets this Standard. To guide institutional decision-making, College programs and services conduct data-driven self-analysis through the program review process, and are further assessed by the College Planning Council (CPC) for alignment to mission and viability relative to the Core Indicators (I.A.3.3). The interconnectedness of the mission statement, the Educational, Facilities, and Technology Master Plans, the Strategic Plan, the Annual College Effectiveness Report, and the program review cycle are described for College personnel in the Integrated Planning Manual (I.A.3.4).

During the program review process, departments request resources to support the development of initiatives. These requests are then prioritized at a meeting of all faculty and staff at the division level. The Faculty Staffing Priorities Committee, the Classified Staff Priorities Committee, the Facilities Oversight Group, and the Technology Committee each prioritizes requests for their specific category. The Faculty Staffing Priorities Committee uses a rubric to guide its decision-making (I.A.3.5), while the rest of the committee's decide through general discussion. After all requests are prioritized, the lists are submitted to the president and vice presidents for review. In most cases, the highest-priority requests are funded, contingent on available funding. High priority unfunded initiatives are tracked for possible implementation as future funds become available. During the program review process, departments request resources to support the development of initiatives. These requests are then prioritized at a meeting of all faculty and staff at the division level. The CPC assesses (is this a true statement?) the degree to which the initiatives address the mission statement and College priorities, and then the requests for new personnel, equipment and other resources are sent to college-wide prioritization committees. The Faculty Staffing Priorities Committee, the Classified Staff Priorities Committee, the Facilities Oversight Group, and the Technology Committee each prioritizes requests for their specific category. The Faculty Staffing Priorities Committee uses a rubric to guide its decision-making (I.A.3.5), while the rest of the committee's decide through general discussion. After all requests are prioritized, the lists are submitted to the president and vice presidents for review. In most cases, the highest-priority requests are funded, contingent on available funding. High priority unfunded initiatives are tracked for possible implementation as future funds become available.

Action Plan

To improve the objectivity of the priorities ranking process for new classified positions, facilities improvements, and technology purchases, during the fall 2016 semester rubrics to assist in decision-making will be developed by the committees charged with oversight in these areas.

Evidence

I.A.3.1: 2015-2016 Planning Parameters

I.A.3.2: Integrated Planning Diagram

I.A.3.3: Program Review Template

I.A.3.4: Integrated Planning Manual

I.A.3.5: 2015 Faculty Staffing Priorities Rubric

Need to add CPC minutes to document discussions of linking resources to mission

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Description

The mission statement is published widely through the College Catalog (I.A.4.1), the College website (I.A.4.2), in each semester's Schedule of Classes (I.A.4.3) and on posters displayed throughout the campus (I.A.4.4). The mission is reviewed and revised through an inclusive

process that initiates with the CPC, includes review and comment by the campus community, and culminates in approval by the Board of Trustees.

In accordance with the Integrated Planning Manual, the mission statement is reviewed every six years (I.A.4.5). Prior to 2016, this review occurred every three years. However, the CPC modified this in response to the modification of the Educational Master Plan timeline. Given that the Educational Master Plan is the operationalization of the mission statement, it seemed logical to review the mission each six years, which is when the Educational Master Plan would also be reviewed and updated (I.A.4.6). The previous college mission statement, approved by the Board of Trustees in 2009, underwent significant review and revision in 2011 and 2012. College faculty, staff, administration and students engaged in a collegial process of crafting a new mission statement for the college (I.A.4.7). The revised mission statement was approved by the Board of Trustees on April 8, 2014 (I.A.4.8). In accordance with the Integrated Planning Manual, the mission statement is reviewed every three years (I.A.4.5). The previous college mission statement, approved by the Board of Trustees in 2009, underwent significant review and revision in 2011 and 2012. College faculty, staff, administration and students engaged in a collegial process of crafting a new mission statement for the college (I.A.4.6). The revised mission statement was approved by the Board of Trustees on April 8, 2014 (I.A.4.7).

In fall of 2013, a group of faculty, staff, administrators, and students worked collaboratively as part of a “Visioning Team” and drafted the college’s Vision and Guiding Principles (I.A.4.98). As part of this process, the group recommended one minor edit to the College mission statement. The slightly revised mission statement was approved, along with the Vision and Guiding Principles, by all constituent groups on campus and by the Board of Trustees in July 14, 2015 (I.A.4.108).

Evaluation

The College meets this Standard. The College reviews its mission statement every three years, and if necessary, updates it to better reflect the purpose of the College. The mission statement is approved by the Board of Trustees, and is widely published.

Action Plan

To increase effectiveness (and in accordance with its existing timeline), the College will review the mission statement during the 2016-2017 academic year to confirm continuing compliance with 2014 Standards and to address emerging changes in the mix of programs and services offered and the student populations served.

Evidence

- I.A.4.1: 2015 Mission Statement, College Catalog, page xx
- I.A.4.2: Mission Statement Screenshot from College Webpage
- I.A.4.3: Mission Statement, Fall 2016 Schedule of Classes, page xx
- I.A.4.4: Mission Poster
- I.A.4.5: 20162012 Integrated Planning Manual

I.A.4.6: CPC Minutes, November 18, 2015

I.A.4.7: Approval of Mission Statement, Academic and Classified Senate minutes

I.A.4.87: Minutes, Board of Trustees, April 8, 2014, page xx

I.A.4.9: Evidence of Visioning Teamitnci.

I.A.4.108: Minutes, Board of Trustees, July 14, 2015, page xx

I.B. Assuring Academic Quality and Institutional Effectiveness

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Description

VC engages in ongoing, collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through regular institutional processes and established institutional structures. All committees and deliberative bodies referenced below include representation from across the College.

Student Outcomes: Sustained, substantive, and collegial dialog about student outcomes is conducted through both established and informal processes. Course, program, and service outcomes are discussed and analyzed during VC's annual program review process, during open campus forums, and at regular department and division meetings where faculty and staff discuss their established Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs), evaluation rubrics, and the data derived from the assessment of student learning (I.B.1.1, I.B.1.2, I.B.1.3). Student outcomes are also discussed by department faculty during course scheduling, curriculum development and revision, and other routine interactions.

Student Equity: VC engages in ongoing dialog about student equity at all levels of the institution. Faculty and staff review and formally discuss equity data related to student achievement in their programs as a component of the annual program review process. In addition, Student Equity has been a focus of a series of facilitated focus groups and campus wide discussions (I.B.1.4). In addition, the Student Equity Advisory Group meets regularly to develop, implement, and monitor the activities identified in the Student Equity Plan. Agendas and minutes from this group are available on the college website (I.B.1.5). The IEE division has also developed online equity data dashboards, which display disaggregated data on each of the five metrics required in the Student Equity Plan (I.B.1.6). Plans to address gaps in student achievement among student groups is documented in the Student Equity Plan (I.B.1.7). The IEE division maintains an accessible, comprehensive database of student achievement data disaggregated by subpopulations of students, including equity groups. Some of these data are formally analyzed and discussed by faculty and staff during the self-evaluation process for program review, with an emphasis on the analysis of trends in student achievement within and among equity groups. Plans to address gaps in student achievement among equity groups is documented in the Student Equity Plan (I.B.1.1). Progress is documented in the Student Success Scorecard (I.B.1.2).

Academic Quality: Program review and the Educational Master Plan are the primary institutional mechanisms for dialog about academic quality. Program review provides the most comprehensive opportunity for individual programs to discuss all factors that support academic quality, including the review of student learning and student achievement data, program curricula, student support, instructional equipment, staffing, technology, facilities, and budgets (I.B.1.83; I.B.1.94).

The Educational Master Plan provides a broader look at the total institutional environment, reviewing student learning and achievement in the context of long-range trends, community and industry needs, external pressures and resources, service area demographics, student enrollment trends, public school enrollment and projected graduation rates, and other factors (I.B.1.105). The Educational Master Plan is operationalized through the three-year Strategic Plan and the annual program review process.

Institutional Effectiveness and Continuous Improvement: VC regularly monitors institutional effectiveness through a number of College meetings and councils. The annual program review process is the primary location for dialog on continuous program improvement, and the CPC is the primary location for dialog on continuous institutional improvement (I.B.1.116). The CPC is a participatory governance committee that makes recommendations on the viability of programs and the relevance of new improvement initiatives to the college president. The CPC is composed of members from every constituent group at the College and is co-chaired by a faculty member and the dean of IEE.

The Student Learning Outcomes Advisory Group (SLOC) is another important venue for dialog about continuous improvement (I.B.1.12). SLOC is charged with overseeing the process of developing, assessing, and refining program, course and institutional SLOs and SUOs. The committee also provides vision and leadership for outcomes-based assessment; establishes a plan and timeline for the development and assessment of SLOs; and monitors and evaluates the process of assessing SLOs for courses, programs, and services.

The Distance Education Advisory Group meets monthly to discuss student outcomes and institutional effectiveness in distance education. The committee includes instructional faculty, representatives from the Learning Resource Center, EAC, and Counseling, and instructional technologists/designers and a student representative. The group is co-chaired by the dean of distance education and an elected instructional faculty member. The Distance Education Advisory Group reviews and discusses distance education training, ongoing best practices in Distance Education delivery, and Student Success in Distance Education at VC. This group regularly surveys faculty regarding the services provided. Survey results are reviewed at committee meetings and the discussions are noted in the minutes of these meetings (I.B.1.138). The committee also regularly reviews and updates the Student and Faculty Distance Education Handbooks and webpages (I.B.1.149). Handbooks are displayed on the Distance Education Web Page and circulated to Distance Education Faculty through emails with links to the online handbooks and in a variety of our training lessons and tools (I.B.1.150). Faculty DE Handbook <http://www.venturacollege.edu/online-services/distance-education/de-faculty/de-faculty-handbooks>

Student DE Handbook [http://www.venturacollege.edu/sites/default/files/files/online-services/Distance Ed/Student Tutorials/vc dis ed student handbook revised may 2014.pdf](http://www.venturacollege.edu/sites/default/files/files/online-services/Distance%20Ed/Student%20Tutorials/vc_dis_ed_student_handbook_revised_may_2014.pdf)

The Distance Education Committee (or are we changing it to something besides Committee) meet monthly and additionally as needed. The committee is made up of Instructional Faculty representatives from disciplines across the college. The committee also includes membership from our Learning Resource Center, EAC, and Student Services Counseling. Our Instructional Technologists/Designers are members as well as a student representative from the Student Government. The group is co-chaired by the Dean of Distance Education and an elected Instructional Faculty member. The committee sets goals each year and evaluates the success of the goals at the close of each academic year. The goals are listed on Agendas. The evaluations are available for review.

The Distance Education Committee reviews and discusses distance education training, ongoing best practices in Distance Education delivery, and Student Success in Distance Education at VC. This group regularly survey's faculty regarding the services provided. Survey results are reviewed at committee meetings and the discussions are noted in the minutes of these meetings. The primary task of this committee is student success and the improvement there of. Discussions lead to multiple aspects of achieving student success. Examples: 1. Adoption and purchasing of software and tools that support Distance Education learning environments and delivery. 2. The development of "Best Practices" in creating and managing distance education classes that result in student success. 3. Accreditation expectations and compliance in distance education delivery. 4. Trends in distance education across the state and country, and where we stand in that regard. 5. Reviewing what is working for students and what isn't. 6. Developing methods for encouraging student participation in online tutoring, and faculty office hours. 7. Establishing training agendas for continuous professional development of our faculty and staff in distance education. 8. Reviewing communication to students and faculty regarding Distance Education offerings and expectations. 9. Assuring student services are fully represented and accessible for our distance education students. 10. Assuring our distance education offerings are compatible and compliant with access standards for all students. 11. Committee members are the first to test new methods, new trainings, new delivery modes, and new software or hardware, assuring that any changes in our offerings are tested and ready for release to the greater campus population. 12. The committee also regularly reviews and updates the Student and Faculty Distance Education Handbooks and Web Site pages. The Faculty Distance Education Handbook is sent forward to Academic Senate for adoption. Handbooks are displayed on the Distance Education Web Page and circulated to Distance Education Faculty through emails with links to the online handbooks and in a variety of our training lessons and tools. Faculty DE Handbook <http://www.venturacollege.edu/online-services/distance-education/de-faculty/de-faculty-handbooks>

In addition, the Department Chair and Coordinator Council and the Academic Senate regularly include discussions of institutional effectiveness and continuous improvement.

Evaluation

VC meets this Standard. Substantive, sustained, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur through both formal and informal means.

Student Outcomes: The College engages in substantive dialog about student outcomes as a component of the annual program review cycle and as an ongoing topic of discussion at department meetings. In addition, there are numerous other forums at which faculty, staff and administrators regularly engage in discussions related to student outcomes. These venues include:

- Academic Senate
- Professional Development Committee
- Learning Communities Committee
- College Planning Council
- Curriculum Committee
- Distance Education Committee
- Student Learning Outcomes Committee
- Basic Skills Committee
- Department Chair and Coordinator Council
- Student and Faculty Equity Forums
- Library and Learning Resources Committee
- Student Services Leadership Team (I.B.1.167)

Student Equity: VC regularly engages in substantive dialog on student equity. On October 1, 2012, VC began activities under a grant from the United States Department of Education, Title V, Hispanic Serving Institutions, designed to scale-up transfer services, improve student academic success outcomes at barrier points, increase institutional effectiveness, and proactively work toward closing the differential in course success and transfer outcomes. At that time Hispanic students were successful (as defined by earning a grade of A, B, C or Pass) at a rate that averaged 8.3 percent lower than the class as a whole on the 20 courses found to be the most challenging for students to pass in order to transfer to a university.

As part of its ongoing efforts to improve access and success for all students, the College contracted with the Center for Urban Education (CUE) of the University of Southern California to help discover and analyze the reasons for the inequitable outcome for subgroups of the College's students (I.B.1.178).

On August 21, 2013, Dr. Estela Bensimon, the co-director of CUE, addressed over one hundred faculty, staff and administrators on the subject of equity on campus. CUE representatives led VC personnel in an analysis of VC's Student Service's website to identify and remedy information that was presented in a biased or inequitable manner. CUE also began work with the Math Department to help the Math V03 (Intermediate Algebra) faculty examine their syllabi to ensure that the information in those documents was not off-putting to any segments of the student body. Approximately 30 Math faculty members participated in this activity. Finally CUE trained three faculty members (one each from the Biology, Chemistry and English Departments), one researcher, and one administrator on CUE's tactics for examining a syllabus so VC would have personnel able to lead other departments in an examination of their syllabi.

Other related activities included the following:

- In September 2013, CUE met with several counselors and other faculty, other student services personnel, and some administrators (approximately thirty people total) to initiate the Equity Scorecard effort (I.B.1.189)
- In March 2014, CUE reported findings to Student Services personnel (approximately 25 people in attendance) and to Math faculty (approximately 30 people in attendance) (I.B.1.190; I.B.1.2011).

The final CUE report was presented to the Ventura College administration in September 2014 (I.B.1.2112). This report served as the foundation for the college's Student Equity Plan.

In fall of 2014, the College received word that it would be receiving ongoing annual funds from the state of California to promote student equity. The initial requirement to receive that money was to write a campus-wide Student Equity Plan that would address identified gaps in student equity and outline a general plan for how the College would close those gaps. A 20-member Equity Team composed of faculty, staff, administrators and students was assembled to undertake this task. The Student Equity Team met 13 times during the 2014-15 academic year to advance Student Equity efforts and draft the College's Equity Plan (I.B.1.2213).

Under the co-leadership of the (then) executive vice president of student learning and a faculty member, the Equity Team examined disaggregated data on ethnicity, gender, age, income, disability status, foster care status, veteran status, returning students, and first family member in college. The team identified gaps in student outcomes that were disproportionate to the numbers of each sub-population at VC.

An additional task force of 12 faculty and staff were trained to conduct focus groups to extract qualitative information from students and faculty as to why performance gaps might occur and to solicit thoughts from the groups on appropriate interventions to close the gaps. In addition, the College's Student Equity Team sponsored a campus wide forum on October 24, 2014, at which approximately 100 college personnel engaged in a six-hour workshop focused on the concept of student equity and examined areas in which unintended inequities may exist (I.B.1.2315).

On April 9, 2015, a Student Equity Roundtable discussion was held with 15 faculty members, eight classified employees and four administrators participating. The intent was to further campus conversation about Student Equity and to provide feedback for the Student Equity Team (I.B.1.2415).

Also during the spring of 2015, the first focus groups of sub-populations of students took place. Among the groups who participated in the first focus groups were students with disabilities, African American students, and English language learners. Focus group leaders collected and distributed the qualitative research data to the Student Equity Team on April 16, 2015 (I.B.1.2516). Smaller groups from the Student Equity Team then met to examine the information and formulate suggested interventions to address identified issues.

As part of implementing the Student Equity Plan, the College joined the national Achieving the Dream (ATD) initiative. ATD is a reform network dedicated to community college student

success and completion, focused primarily on helping low-income students and students of color complete their education. ATD offers a research and evidence based approach to improving outcomes for students and uses coaches and facilitators to assist colleges in the process of understanding equity, developing a culture of evidence and equity, and achieving equitable outcomes for students. In conjunction with the ATD initiative, VC held a college wide data summit on November 6, 2015. At this summit, campus staff analyzed VC student demographic data and equity gaps in student outcomes (I.B.1.2617). The summit was led by Kay McClenney and Mark Figueroa, who are national experts on improving outcomes for community college students.

Academic Quality: The annual program review process provides the most comprehensive opportunity for individual programs to discuss all factors that support academic quality, including the review of student learning and student achievement data, program curricula, student support, instructional equipment, staffing, technology, facilities, and budgets. The Educational Master Plan provides a broader look at the total institutional environment, reviewing student learning and achievement in the context of long-range trends, community and industry needs, external pressures and resources, service area demographics, student enrollment trends, public school enrollment and projected graduation rates, and other factors.

Beyond this, the College offers a robust professional development program focused on the improvement of instruction and service to students. During “Flex Week,” held prior to the start of each fall and spring semester, the Professional Development Committee organizes a series of presentations and trainings for faculty and staff. On average, over 500 faculty and staff attend these Flex Week sessions each semester. The presentations deal with a myriad topics including SLO development and assessment, teaching and classroom management strategies, student services, campus safety, and effective utilization of instructional technologies (I.B.1.2718). In addition to the Flex Week program, the Distance Education staff conducts some 15-20 training sessions each academic year for faculty teaching online or web-enhanced courses (I.B.1.2819). Faculty are also encouraged to apply to the Faculty Travel Fund Pool to secure the resources that allow them to attend trainings and conferences in their professional area.

As part of a federal Title V Cooperative Grant, the Professional Development Committee organized Summer Institute for Teaching Excellence (SITE) conferences from 2011 – 2015 (I.B.1.2920). These four-day conferences were designed to stimulate discussion and introspection on approaches to educating students, and were attended by a cumulative total of over 200 faculty over the five year period they were held. The SITE Team, with assistance from faculty and staff, designed collegial experiences to demonstrate the power of learning communities, technology in the classroom, and experiential learning. The teams worked to help faculty get to know each other, to get to know student services, and to consider the student perspective when designing learning and assessment activities.

The faculty evaluation process, as negotiated between the faculty union (American Federation of Teachers) and the District, is a peer-review process designed “to provide a genuinely useful and substantive assessment of faculty performance, to recognize and acknowledge good performance, to enhance performance, and to help employees further their own growth. The evaluation process should be implemented in a positive, supportive manner that encourages self-

improvement and excellence in the faculty members' areas, promotes professionalism and enhances performance.” (I.B.1.3021) This evaluation process combines classroom observation with frequent feedback and coaching meetings intended to foster instructional and service excellence.

Institutional Effectiveness and Continuous Improvement: Institutional effectiveness and continuous improvement is addressed through the College’s annual program review process, as overseen by the CPC. At the CPC, (which includes representatives from faculty, classified staff, administration, and students), SLOs and SLO assessments are a standing discussion item at each meeting. In addition, at virtually every meeting of the CPC in the past three years, committee members have evaluated the effectiveness and efficiency of the program review process and voted to implement changes as needed. In addition, SLOC ensures that departments and programs are engaged in ongoing discussions of program, course, and institutional SLOs and SUOs.

The College’s Basic Skills Committee serves as the coordinating body for discussions on how to improve the achievement of students who need to improve their skill level in English or mathematics. The committee meets on a monthly basis throughout the school year and its membership includes faculty from a cross-section of instructional disciplines, general and disabilities counselors, academic and student services deans, the campus institutional researcher, the learning resources supervisor, and the tutoring services supervisor. The committee regularly discusses, analyzes and disseminates information related to improving the success of basic skills students, including:

- tracking of student achievement data in basic skills courses
- reading and writing across the curriculum
- integrating student services with basic skills instruction
- accelerated course instruction
- tutoring and supplemental instruction
- qualitative research conducted that targets basic skills students (I.B.1.3122).

Action Plan

The College will continue to evaluate and refine its program review process to ensure that it maximizes collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College will continue to hold regular data summits and forums to bring the college together to discuss these constructs.

During the spring 2017 semester, the IEE will increase the number of student equity tracking measures into the data sheets used for the annual program review process.

VC will continue to hold *Achieving the Dream* data summits each fall semester.

Evidence

I.B.1.1: Spring 2016 ISUO Forum Minutes

I.B.1.2: Spring 2016 ISLO 3 Forum Minutes sPRING

- I.B.1.3: **Department Minutes with SLO Discussion**
- I.B.1.4: Spring 2015 Student Equity Focus Group Data
- I.B.1.5: Student Equity Advisory Group webpage screenshot
- I.B.1.6: Equity Dashboard Screenshots2015 Student Equity Plan
- I.B.1.7: 2015 Student Equity Plan
- I.B.1.8: Program Review Data Sheet
- I.B.1.9: Program Review Template
- I.B.1.10: 2009 Educational Master Planview4 s
- I.B.1.11: 2016 Integrated Planning Manual
- I.B.1.12: SLO Committee Minutes 2/5/2013, 2/11/2014, 9/8/2015
- I.B.1.13: **Distance Education Advisory Group Minutes**
- I.B.1.14: Student and Faculty Distance Education Handbooks
- I.B.1.15: Screenshot of Distance Education Webpage
- I.B.1.16: Making Recommendations Document
- I.B.1.17: Overview, Contract for Services, Center for Urban Educationsan
- I.B.1.18: September 2013 Minutes, Center for Urban Education Meeting Regarding Equity Scorecard
- I.B.1.19: March 2014 Minutes, Center for Urban Education Report to Student Services**

March 2014 Minutes, Center for Urban Education Report to Student Services

- I.B.1.20: March 2014 Minutes, Center for Urban Education Report to Math FacultyMarch 2014 Minutes, Center for Urban Education Report to Student Services**
- I.B.1.21: Final Center for Urban Education Report**
- I.B.1.22: 2014 Student Equity Plan**
- I.B.1.23: October 2014 Minutes, Student Equity Forum**
- I.B.1.24: April 2015 Minutes from Student Equity Roundtable, April 9, 2015**
- I.B.1.25: Reports from Equity Focus Group Leaders, April 16, 2015**
- I.B.1.26: November 2015 PowerPoint, Achieving the Dream Data Summit**
- I.B.1.27: Fall 2016 Flex Week Schedule**
- I.B.1.28: Calendar of Distance Education Trainings**
- I.B.1.29: SITE Programs, 2011-2015**
- I.B.1.30: VCCCD/AFT Agreement, Article 12.19**
- I.B.1.31: Sample Minutes, Basic Skills Committee**

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- I.B.1.1: Student Equity Plan
- I.B.1.2: Student Success Scorecard
- I.B.1.3: Program Review Template
- I.B.1.4: Sample Program Review Data Sheet
- I.B.1.5: Educational Master Plan, pages xx to xx
- I.B.1.6: Table, Frequency of Discussion per Topic, CPC, 2013-2014 and 2014-2015
- I.B.1.7: List and Description of College Committees, Making Decisions, pages xx to xx
- I.B.1.8: Overview, Contract for Services, Center for Urban Education
- I.B.1.9: September 2013 Minutes, Center for Urban Education Meeting Regarding Equity Scorecard
- I.B.1.10: March 2014 Minutes, Center for Urban Education Report to Student Services
- I.B.1.11: March 2014 Minutes, Center for Urban Education Report to Math Faculty

- I.B.1.12: Final Center for Urban Education Report
- I.B.1.13: Student Equity Plan
- I.B.1.14: October 2014 Minutes, Student Equity Forum
- I.B.1.15: April 2015 Minutes from Student Equity Roundtable, April 9, 2015
- I.B.1.16: Reports from Equity Focus Group Leaders, April 16, 2015
- I.B.1.17: November 2015 PowerPoint, Achieving the Dream Data Summit
- I.B.1.18: Fall 2016 Flex Week Schedule
- I.B.1.19: Calendar of Distance Education Trainings
- I.B.1.20: SITE Programs, 2011-2015
- I.B.1.21: VCCCD/AFT Agreement, Article 12.1
- I.B.1.22: Sample Minutes, Basic Skills Committee

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Description

VC defines and assesses SLOs and SUOs for all programs of the College, including instructional programs, student and learning support services, and administrative support services. SLOs/SUOs have been established for each course, program, certificate, and degree (I.B.2.1).

SLOC is charged with overseeing the campus wide process of developing, assessing, and refining program, course and institutional SLOs and SUOs. The committee also provides vision and leadership for outcomes-based assessment and evaluates the process of assessing SLOs/SUOs for courses, programs, and services. SLOC recommends improvements to the SLO/SUO process to the Academic Senate, and documents SLO/SUO efforts and results for accreditation. SLOC membership is comprised of the IEE dean, six faculty members drawn from all academic divisions (appointed by the Academic Senate), two student services faculty, one library faculty, one academic dean, two classified staff members (appointed by the Classified Senate), three classified supervisors, one Business Services representative, one Distance Education representative, one student representative (appointed by the Associated Student Body), and two faculty SLO facilitators (I.B.2.2). Disaggregated data is provided for analysis of student learning (I.B.2.3), and the use of data is a required component for preparing the annual program reviews (I.B.2.4).

Programs and departments adhere to a assess one or more SLOs/SUOs in their areas each semester, using a five-year rotational plan to ensure all courses, programs, degrees and certificates are reviewed (I.B.2.5). Service programs assess SUO's annually. Modifications to instructional techniques and revisions to course content are made based on the conclusions drawn from these assessments.

Evaluation

VC meets this Standard. All instructional and service programs have established SLOs/SUOs for existing courses, programs, degrees, certificates, and services. As a component of the annual program review, instructional programs are required to report:

- whether any of their courses have never been assessed (and if so, why)
- what percentage of their program's courses have assessed at least half of their SLOs
- what changes have been made to courses based on the results of SLO assessment
- how many of their courses have assessed SLOs, implemented a change, and then reassessed the SLOs
- how closely they have adhered to their SLO rotational plan
- how many meetings they have held in which SLOs were discussed (I.B.2.6).

In addition, instructional programs are asked how their program facilitates the achievement of the College's Institutional Student Learning Outcomes (ISLOs). Student service programs are asked to provide similar information about their SUOs (I.B.2.7).

Departments review SLO/SUO assessment data and identify initiatives and strategies to improve student success. After initiatives have been implemented, departments reassess to see what changes resulted from the initiatives in a process referred to as "closing the loop." Departments and service units then enter the reassessment data into the College's data management system, TracDat, and create additional initiatives as needed.

The College has established a five-year rotational plan for SLO/SUO assessments and, in addition, each year has an assigned ISLO or ISUO for college wide assessment. The five ISLOs are:

1. Communication – Written, Oral, and Visual: Students will write, speak, perform, or create original content that communicates effectively and is facilitated by active listening skills.
2. Reasoning – Scientific and Quantitative: Students will locate, identify, collect, and organize data in order to analyze, interpret, or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking and Problem Solving: Students will recognize and identify the components of problems or issues, examine them from multiple perspectives and investigate ways to resolve them using reasoned and supportable conclusions while differentiating between facts, influences, opinions, and assumptions.
4. Information Literacy: Students will formulate strategies to locate, evaluate, and apply information from a variety of sources in a variety of formats such as print and/or electronic.
5. Personal/Community Awareness and Academic/Career Responsibilities: Students will examine the ethical responsibilities and the dynamic role of individuals and active citizens in society. Students will develop skills and employ strategies to self-manage their personal, academic, and career goals and to cooperate, collaborate, and interact successfully within groups and with a variety of cultures, peoples, and situations.

(Adopted by the Academic Senate on March 1, 2012.)

The two ISUOs are:

1. The Service will support or facilitate a positive learning or service environment for students.
2. The Service will support or facilitate institutional accountability by monitoring and ensuring compliance with statutory mandates, local policy and procedures, and state or federal law.

(Adopted by the Academic Senate on Month date, year.)

All faculty teaching courses mapped to an ISLO perform assessments regardless of the teaching modality of face-to-face, hybrid or fully online during the assigned year and provide analysis of their data as well as suggestions for increasing student success. During the 2012-2013 academic year, the College focused on ISLO 1 (Communication). Faculty created distinct rubrics for assessing written, oral, visual and performance communication, as appropriate to their subject discipline or service area (I.B.2.8). During the 2013-2014 academic year, faculty focused on ISLO #2 (Scientific and Quantitative Reasoning). Faculty created two rubrics for this ISLO; one for scientific reasoning (I.B.2.9) and one for quantitative reasoning (I.B.2.10). During the 2014-2015 academic year, faculty focused on ISLO #3 (Critical Thinking and Problem Solving), for which one rubric was developed (I.B.2.11). The focus in the 2015-2016 academic year was on ISLO #4 (Informational Literacy) (I.B.2.12). All rubrics were created with input from faculty across campus. These rubrics are available on the SLO webpage on the Ventura College website and are updated as needed (I.B.2.13)

Campus ISLO and ISUO forums are held each year, focusing on the ISLO/ISUO that was assessed the previous year. Data is reviewed and speakers provide insight into ways to incorporate the institutional level skills across the curriculum and/or services. These forums ensure that there is campus-wide dialogue on an ongoing basis about ISLO/ISUO data and improving ISLO/ISUO outcomes. On March 17, 2014, SLOC held a forum for ISLO #1 (Communication) at which a summary of data and suggestions from faculty were presented. Speakers from the English Department provided insight on how to improve writing skills across the curriculum and handed out a booklet with tips of simple classroom activities that can be used to improve writing skills. A speaker from the Communications Department discussed ways to increase oral communication skills across the curriculum (I.B.2.14). On March 10, 2015, the SLO Committee held a forum for ISLO #2 (Scientific and Quantitative Reasoning). Again, a summary of data and suggestions from previous assessments were presented. Speakers from the Geosciences program provided insight on how these concepts can be integrated into classroom instruction and interaction (I.B.2.15). A forum for ISLO #3: (Critical Thinking and Problem Solving) was held in April March 2016 (I.B.2.16), and a forum for ISUO #1 was held in March 2016 (I.B.2.16, I.B.2.176).

Two faculty members each year are assigned for a portion of their teaching load to serve as SLO Facilitators. These two facilitators lead the SLO and SUO development processes for new programs, train faculty and staff, oversee TracDat, and assist the campus in successfully completing SLO/SUO assessments. The activities of the SLO Facilitators strongly contribute to substantive dialog about SLOs. These activities include:

- conducting SLO/SUO workshops during Flex Day and at other times during the year as needed

- training individuals and/or departments in the development of SLOs/SUOs, in the entering of data into TracDat, and in the use of data for meaningful improvement of courses, programs, and services
- monitoring compliance by all departments and service units with SLO/SUO responsibilities
- providing SLO/SUO status reports to the vice presidents, deans, and department chairs (I.B.2.187)

Oversight of the SLO/SUO process comes from SLOC and the SLO Facilitators, with support from IEE dean. The SLOC is charged with overseeing the process of developing, assessing, and refining program, course and institutional SLOs and SUOs. The committee also provides vision and leadership for outcomes-based assessment; establishes a timeline for the assessment of SLOs; and monitors and evaluates the process of assessing SLOs for courses, programs, and services. SLOC recommends improvements to the SLO process to the Academic Senate, and documents SLO efforts and results for accreditation. Committee members represent divisions and service units across campus and provide ongoing and constructive dialog. Members report to the SLOC about SLO/SUO activities and concerns from their departments and then relay information from the meetings back to their constituents. Recent notable activities initiated by SLOC include the following:

- Forms were created for gathering assessment data (I.B.2.198)
- A quality assurance plan was developed to ensure that all SLO processes are followed across campus in a meaningful way to improve student success (I.B.2.2019).
- Newsletters were distributed to inform faculty and staff in SLO matters and to provide calendars of events and training opportunities (I.B.2.210)
- Updated forms for gathering SLO and SUO assessment data, rubric templates and ISLO rubrics were made available on the SLOC webpage on the VC website (I.B.2.221).

Action Plan

During the 2016-2017 and 2017-2018 academic years, the SLOC will lead the College in the development of an assessment rubric for ISLO #5 (Personal/Community Awareness and Academic/ Career Responsibilities), and will facilitate the development of rubrics for the two ISUOs.

The SLOC will continue to schedule and facilitate annual ISLO and ISUO forums.

Evidence

- I.B.2.1: SLO/SUO Data Files
- I.B.2.2: Sample Minutes, SLOC
- I.B.2.3: Sample Screenshots, Interactive Data Dashboard
- I.B.2.4: Sample Program Review Data Set
- I.B.2.5: SLO/SUO Rotation Plan
- I.B.2.6: Instructional Program Review Template, Section E
- I.B.2.7: Service Program Review Template, Section C
- I.B.2.8: Sample ISLO Rubrics for Communication

I.B.2.9: ISLO Rubric for Scientific Reasoning
I.B.2.10: ISLO Rubric for Quantitative Reasoning
I.B.2.11: ISLO Rubric for Critical Thinking and Problem Solving
I.B.2.12: ISLO Rubric for Information Literacy
I.B.2.13: Screenshot, SLO Webpage
I.B.2.14: Handouts, March 17, 2014 ISLO Forum
I.B.2.15: Handouts, March 10, 2015 ISLO Forum
I.B.2.16: Handouts, March 4xx, 2016 ISULO Forum
I.B.2.17: Handouts, April 12, 2016 ISLO Forum
I.B.2.187: Representative Samples of Resource Materials Developed by SLO Faculty Facilitators
I.B.2.198: SLO/SUO Forms for Gathering Assessment Data
I.B.2.2019: SLOC Quality Assurance Plan
I.B.2.210: SLOC Newsletters, Spring 2014 and Spring 2016
I.B.2.221: Screenshot, SLOC Webpage

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Description

In spring 2012 (a year before the ACCJC required that Colleges establish institution-set standards), the College Planning Council (CPC) developed and approved VC's "Core Indicators of Effectiveness." The Core Indicators of Effectiveness are broad measures that act as important gauges of the college's overall effectiveness as an institution of higher education. Using effectiveness indicators from several colleges as models, the CPC analyzed and discussed the various effectiveness measures before deciding on the particular metrics that were most applicable to VC (I.B.3.1). Using academic year 2008-2009 as a baseline, data associated with each indicator is tracked over time to ascertain the College's performance. Thus, these baseline measures serve as the College's institution-set standards.

The 13 Core Indicators of Effectiveness include (not in any ranked order):

1. Course Completion Rates
2. Course Success Rates
3. Student Retention Rates
4. Student Satisfaction
5. Student Engagement
6. California Community Colleges Student Success Scorecard
7. Degrees and Certificates Awarded
8. Transfers to Four-Year Universities
9. Licensure Pass Rates
10. Annual Full-Time Equivalent Students
11. Faculty Productivity (WSCH/FTEF)
12. Full-Time/Part-Time Faculty 75/25 Ratio
13. Institutional Student Learning Outcomes

Each year, performance relative to the Core Indicators is discussed at the CPC, Academic Senate, and at campus forums. Further, data are posted on the college website (I.B.3.2), for the dual purpose of celebrating accomplishments and identifying areas needing additional support.

Evaluation

VC meets this Standard. The College has established institution-set standards for student achievement, systematically assesses how well it is achieving these standards, and publishes this information. While the college has established 13 Core Indicators, several of these Core Indicators are sub-divided into two or more effectiveness measures, so there are actually a total of 31 standards of effectiveness. What the college refers to as its “Scoreboard” provides an overview of the results of evaluations of the 31 indicators. For academic year 2014-2015, the effectiveness goals were met for 14 of the measures (including [list the measures met]). The goals were not met for 15 of the measures (including [list the measures unmet]). The remaining two measures (xxx and xxx) are to be evaluated in a future semester (I.B.3.3). The shortfalls in attaining the Core Indicators goals are consistent with the focus of the goals and strategies identified in the Equity Plan and the focus of faculty professional development activities (discussed more extensively in I.B.1).

In 2015, selected institution-set standards were also incorporated into program review. Instructional programs analyzed course success rate and WSCH/FTEF data relative to the College’s institution-set standards. Further, faculty and staff responded to questions about how they are contributing to the College’s institution-set standard of degrees and certificates awarded (I.B.3.4; I.B.3.5). Through this process, each program is able to use the institution-set standards as benchmarks against which to compare their own performance.

Action Plan

As part of its revision of the Educational Master Plan, the Core Indicators of Effectiveness will be evaluated and revised. This will ensure that they are directly aligned with the ACCJC institution-set standards, the State of CA Institutional Effectiveness Partnership Initiative Goals, and the State of CA Student Success Scorecard. This will streamline reporting requirements, and better focus efforts on high-priority areas.

With oversight from the IEE, the College will continue to monitor shortfalls in meeting the Core Indicators of Effectiveness.

With oversight of the CPC and scheduled activities generated by the Professional Development Committee, the College will continue to implement the Student Equity Plan strategies and professional development activities to improve its performance relative to the indicators not met.

Evidence

I.B.3.1: CPC Minutes, Spring 2012

I.B.3.2: Screenshot, Core Indicators of Effectiveness Data

I.B.3.3: 2015 College Profile and Institutional Effectiveness Report

I.B.3.4: 2015 Program Review Datasheet

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Description

Through its tracking of Core Indicators of Effectiveness and its integrated program review and planning model, VC systematically assesses the effectiveness of programs and services, using multiple sources of assessment data in order to inform decision-making and direct resources to initiatives designed to improve student learning. During the program review process, each program is provided with comprehensive student achievement data spanning five years. For instructional programs, this includes data on course enrollment, successful course completion, numbers of degrees and certificates conferred, percentage of courses taught by full-time faculty, productivity, and course fill rates. Student services programs and administrative services departments collect, present and analyze data in accordance with the service provided. Program faculty and staff include analyses of these data in their program review reports, and use the results in developing improvement plans and initiatives. Data tracking the degree to which the College has met or exceeded its baseline targets for the Core Indicators are reported to the CPC and the campus as a whole each year, and shortfalls provide institutional committees with insight into areas in need of additional attention.

Evaluation

While data collection is systematic and uniform for instructional programs, the same cannot be said for student services programs and administrative service departments (I.B.4.1). This lack of uniformity makes it difficult for the CPC to make data-driven recommendations to the administration about the relative need and merit for additional personnel or equipment or to evaluate the degree to which proposed initiatives are necessary.

Action Plan

During the 2016-2017 and 2017-2018 academic years, the IEE division will work with the student services programs and administrative service departments to identify and track uniform data elements for use in program review.

Evidence

I.B.4.1: Sample data reports from Student Service Programs and Administrative Service Departments

I.B.4.2: Pull out examples connecting program review, program initiatives and data trends for evidence

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement.

Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Description

As described and documented in I.A.2, I.B.1, I.B.2, and I.B.3, VC assesses accomplishment of its mission through the annual program review process, through a five year cycle of SLO/SUO review, and through an annual report on the 13 Core Indicators of Effectiveness. Programs are provided with disaggregated data for analysis and discussion for purposes of developing program review initiatives, and the CPC reviews disaggregated data for purposes of recommending objectives to help achieve the goals of the College's Strategic Plan. In addition, as described in I.A.2, in January 2015 the College hired a research analyst with expertise in qualitative research methods to augment the efforts of an existing faculty institutional researcher. Further, as described in I.B.1, 12 faculty and staff have been trained by CUE to lead student and faculty focus group discussions on issues related to Student Equity. Finally, each semester, the IEE produces a report entitled "Success Rates by Method of Instruction." Method of instruction is defined as the manner in which a class is conducted or the process by which instruction occurs. The report details its findings by student enrollments, credit units, and success rates by instructional method (i.e. face-to-face,online) (I.B.5.1)

Evaluation

VC meets this Standard. As previously described and documented, under the leadership of IEE, the College assesses accomplishment of its mission through program review and evaluation of goals and objectives, SLOs/SUOoPs, and student achievement. Quantitative data are disaggregated for analysis by program type and mode of delivery. Qualitative data are collected and are used to inform committee discussions and institutional plans. Program review at Ventura College includes a thorough and systematic assessment of each program's strengths and weaknesses based on multiple data measures. As part of the annual program review process, each program provides a descriptive summary of the instruction or services that it provides, and describes the degrees and certificates it offers and any significant changes that might have occurred in its operations since the last review was conducted. Programs offering Certificates of Achievement provide data related to the cost of the certificate and gainful employment figures. All programs reference the College mission, vision and guiding principles and provide information on the qualifications of the full-time personnel responsible for operating the program. A significant element of the program review process involves the analysis of disaggregated data. Each program describes and analyzes the results of SLO/SUO assessments and links these assessments to new initiatives. Likewise, colleagues in each program examine the effectiveness of their instruction or services based on data disaggregated by student age, race, ethnicity and gender (I.B.5.2). These data include multiple measure of performance for programs and courses including: student enrollment, retention, and success; and program completion. Each program also provides data on its operations, including budget, faculty productivity, staffing, equipment inventory, and facility needs, and summarize the outcomes of any initiatives taken as a result of the previous program review cycle. Finally, as part of the reflective process, each instructional program completes a "Rubric for Instructional Program Vitality" survey (I.B.5.31), developed and approved annually by the Academic Senate (I.B.5.42). The program vitality rubric

requires instructional faculty to assess the viability of their program based on the following variables:

- enrollment demand
- availability of qualified instructors
- financial resources, equipment and space
- productivity rate
- course completion rate
- ongoing and active participation in the SLO assessment process

The findings emerging from the data analysis form the basis for the creation of initiatives for the upcoming year(s). These initiatives must be linked to the District and College mission and strategic goals. For each findings-linked initiative, departments or programs describe the action or actions to be taken, a timeline for completion, the expected benefits to the college and students, the type of resources requested (computers, other equipment, facilities, full-time faculty, classified staff), the estimated cost, and the ranked priority level of each initiative for the department or program (low, medium or high).

As part of the assessment of the program review process, each program or department is asked to provide feedback on positive and negative aspects of the program review process itself, and to offer suggestions for how the process could be improved (I.B.5.53). The CPC considers this input regarding the program review process and appoints a work group (Program Review Process Team) to engineer needed changes. During the period from 2013 to 2015, the CPC discussed program review and the program review process in all of its monthly meetings (I.B.5.64). In the spring of 2015, the group reached consensus on the creation of a three-year cycle for program review in which, in any given year, one-third of College programs would undergo a complete program review (“full process”), while two-thirds would complete a modified, slightly slimmed down review (“interim process”) (I.B.5.75). Additional recommendations adopted by the CPC were as follows:

- Maintain a program review timeline that prompts that requires the completion of staffing initiatives by December and non-staffing initiatives by April.
- Continue to simplify the program review writing, analysis and data entry process by implementing better data publication and entry screens (relational entity data using the new one-drive SharePoint environment).
- Provide more assistance to department chairs (help teams, peers mentoring, etc.).
- Consider standardized performance benchmarks, such as comparative analysis of a program’s prior year data relative to a three-year average of its data.
- Establish operating metrics for programs and divisions: FTESs, budget, productivity, percentage of instructional budget, completion rates.
- Continue to use and improve prioritization rubrics.

For the 2017-2018 2015-2016 program review cycle, the CPC agreed that one-third of the college’s instructional programs would conduct a full program review and to incorporate the program review process improvements identified above. The new three-year 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, while at the

same time, relieving some of the burden of re-analyzing extensive amounts of data every year. Programs conducting the “interim” process are expected to focus on their previous findings and to craft 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.

The College does not rely on quantitative assessments alone; several sources of qualitative data are obtained, analyzed and incorporated into college wide planning initiatives. In May 2014, the research analyst released her finding from a qualitative study of student perceptions of the matriculation process and of the college’s academic quality (I.B.5.86). The study was designed to create a greater understanding of students’ perceptions of the college’s academic programs and student services and how these related to their success. Overall, the results indicated that students experienced both barriers and supports to student success. The study helped inform the dialog surrounding the greater integration of student services and instruction. The study further identified key factors for student engagement in the classroom, including faculty:

- being organized
- being enthusiastic
- using interactive pedagogy
- challenging students with high expectations
- making coursework relevant to students’ lives

These findings have provided the college faculty with crucial insights to inform dialogue on classroom teaching and effective instruction.

Each semester, the IEE produces a report entitled “Success Rates by Method of Instruction” (I.B.5.197). Method of instruction is defined as the manner in which a class is conducted or the process by which instruction occurs. The report details student enrollments, credit units, and success rates by instructional method. At VC, the four main instructional methods in order of enrollments are: lecture and/or discussion (65%), lecture/lab (16%), distance education (12%), and laboratory/studio/activity (7%). The success rate data in distance education classes and in traditional classes (i.e., all non-distance education classes) are further disaggregated by ethnicity in order to assess disproportionate impacts on any ethnic group. Further, the IEE provides longitudinal data on success rates in distance education classes compared to success rates in all other classes in the same course. The purpose of this report is to provide longitudinal success data for use by deans, department chairs, instructional designers and all faculty for the purposes of assessing the efficacy of the distance education instructional mode.

Action Plan

Based on feedback received during the fall 2015 program review cycle, during the fall 2016 semester, and annually thereafter as needed, the elements and format of the data presented for program review will be modified to enhance the ability of College personnel to analyze student achievement trends and other elements essential to mission.

Evidence

I.B.5. ___ (include example of descriptive summary referenced above “As part of the annual program review process, each program provides a descriptive summary”)
I.B.5. ___ (include example of disaggregated data and new initiatives referenced above)
I.B.5.1: Success Rates by Method of Instruction Report, Spring 2016
I.B.5.2: Program Review Data Sheet
I.B.5.31: Sample Rubric for Instructional Program Vitality
I.B.5.42: Minutes Showing Approval of Rubric for Instructional Program Vitality, Academic Senate, month day, year
I.B.5.53: 2015 Program Review Process Assessment [Link to Sample Completed Rubric for Instructional Program Vitality](#)
I.B.5.64: **Sample CPC Minutes Documenting Discussions of Program Review Process**
I.B.5.75: Flowchart, Revised Program Review Model
I.B.5.86: Findings, Qualitative Study of Student Perceptions, May 2014
I.B.5.7: Success Rates by Method of Instruction, Spring 2016

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Description

As described and documented in I.A.2, I.B.1, I.B.2, I.B.3, and I.B.4, VC disaggregates and analyzes learning outcomes and achievement for subpopulations of students. Identified performance gaps are discussed at the program level, and by the CPC and various other College committees.

Evaluation

VC meets this Standard. The analysis of disaggregated student achievement data plays a key role in the program review process and informs discussions of overall College effectiveness. During program review, departments and programs examine, analyze and discuss student access and success based on these disaggregated performance measures:

- Student Retention and Success by Course, by Age Group: The number and percentage of students who complete a course and who pass with a grade of “C” or better disaggregated by the age of the students.
- Student Retention and Success by Course, by Ethnicity: The number and percentage of students who complete a course and who pass with a grade of “C” or better disaggregated by the ethnicity of the students (Hispanic, White, African American, Asian, Other.)
- Student Demographics by Subject, Year, Term, and Course: The number and percentage of students enrolled in each college course disaggregated by ethnicity, gender, and age.
- Program Completion by Student Ethnicity and Gender: For each degree or certificate issuing program the number of students earning a degree or certificate disaggregated by ethnicity and gender.

- College Retention and Success by Course, by Ethnicity: The percentage of students in all college courses who receive a grade of “C” or better or “P” (success) or who complete a course, as well as the grade distributions for all courses disaggregated by ethnicity.

The College’s Title V Velocidad Grant has played a key role in facilitating the identification of performance gaps (especially for Hispanic students), and for the creation of targeted initiatives designed to close those gaps. Some of the relevant data reports prepared for the Title V Velocidad Grant by the College’s institutional researcher that have been used in this on-going process include:

- Dashboard Report: Status of Progress Toward Completion of Five Year Objectives (I.B.6.1)
- High-Risk Barrier Courses: Outcomes and Equity Gaps Report (I.B.6.2)
- Peer Mentoring, 2013/2014 Report (I.B.6.3)
- Fall 2011 to Fall 2014: First-Time, Full-Time Students with Transfer or Degree Goal (I.B.6.4)
- Reading and Writing Center, Fall 2014 (I.B.6.5)
- Supplemental Instruction (SI): Fall 2014 Academic Performance of SI Students (I.B.6.6)
- Accelerated Learning: Fall 2014 Math and English (I.B.6.7)
- Success Rates for Hispanic Students in High-Risk “Barrier” Courses (I.B.6.8)
- Tutoring Center, Fall 2013 (I.B.6.9)
- Math Center, Fall 2014 (I.B.6.10)

The College’s Student Equity Plan also focuses specifically on identifying gaps in student outcomes between student groups, and then developing and implementing interventions specifically designed to close those gaps (I.B.6.11). To document progress, and to provide disaggregated data to the entire campus community, the IEE Division has developed a series of interactive dashboards with disaggregated student access and outcome data. These dashboards are posted on the IEE Division’s webpage, and are freely accessible to all who are interested (I.B.6.12).

As part of its Student Equity Plan, the College recently joined the Achieving the Dream Initiative (I.B.6.1131). This nationwide initiative provides colleges with best practices and resources to close equity gaps in student outcomes. It also provides each college with two coaches, who guide the college through the process of implementing large-scale interventions. The coaches for Ventura College are Kay McClenney and Mark Figueroa, who are both nationally recognized experts in improving equitable student outcomes.

In order to fully integrate the College’s efforts in implementing strategies to improve student outcomes, the College recently created an overarching Student Success Committee (I.B.6.132)9. The charge of this committee is to integrate the efforts and resources of the College’s Student Equity Plan, SSSP Plan, and Basic Skills Plan. This committee also serves as the College’s Achieving the Dream Core Team. This integration will ensure that there are no duplication of efforts amongst the different student success efforts, and will focus resources from each effort into a manageable set of large-scale, empirically proven student success interventions.

The College also regularly examines data by instructional mode. Each semester, the IEE produces a report entitled “Success Rates by Method of Instruction” (I.B.6.135.197). Method of instruction is defined as the manner in which a class is conducted or the process by which instruction occurs. The report details student enrollments, credit units, and success rates by instructional method. At VC, the four main instructional methods in order of enrollments are: lecture and/or discussion (65%), lecture/lab (16%), distance education (12%), and laboratory/studio/activity (7%). The success rate data in distance education classes and in traditional classes (i.e., all non-distance education classes) are further disaggregated by ethnicity in order to assess disproportionate impacts on any ethnic group. Further, the IEE provides longitudinal data on success rates in distance education classes compared to success rates in all other classes in the same course. The purpose of this report is to provide longitudinal success data for use by deans, department chairs, instructional designers and all faculty for the purposes of assessing the efficacy of the distance education instructional mode.

Action Plan

None.

Evidence:

- I.B.6.1: Dashboard Report: Status of Progress Toward Completion of Five Year Objectives
- I.B.6.2: High-Risk Barrier Courses: Outcomes and Equity Gaps Report
- I.B.6.3: Peer Mentoring, 2013/2014 Report
- I.B.6.4: Fall 2011 to Fall 2014: First-Time, Full-Time Students with Transfer or Degree Goal
- I.B.6.5: Reading and Writing Center, Fall 2014
- I.B.6.6: Supplemental Instruction (SI): Fall 2014 Academic Performance of SI Students
- I.B.6.7: Accelerated Learning: Fall 2014 Math and English
- I.B.6.8: Success Rates for Hispanic Students in High-Risk “Barrier” Courses
- I.B.6.9: Tutoring Center, Fall 2013
- I.B.6.10: Math Center, Fall 2014 (I.B.6.10)
- I.B.6.11: 2015 Student Equity Plan
- I.B.6.12: Screenshot of Equity Dashboards
- I.B.6.13: Success Rates by Method of Instruction Report, Spring 2016sTUD

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Description

The College documents the role of its committee structure and its governance processes in its “Making Recommendations” document (I.B.7.1). A standard operating procedure for all campus committees is to conduct a A (at minimum) one goal-setting session at the start of the new academic year and a self-evaluation of the committee’s performance at the conclusion of the academic year. Goal-setting sessions provide the opportunity to reflect on the charge of the committee and how well it is serving the college mission and goals. In addition, the goal-setting

sessions allow for dialog related to institutional policies and practices and help to guide the efforts of the group for the coming year. Similarly, at the close of the academic year, each group is tasked with reflecting on its accomplishments and any shortcomings in its efforts. These self-evaluations are typically conducted via an online survey platform such as Survey Monkey. The results of the self-evaluations are shared at the conclusion of the academic year and at the beginning of the next one (I.B.7.21).

The College documents the role of its committee structure and its governance processes in its “Making Decisions” document (I.B.7.2).

Evaluation

VC meets this Standard. At the direction of the college president, during the 2014-2015 academic year a team of faculty, classified staff and administrators conducted an examination of the committee and decision-making structures at the College with the goal of clarifying and streamlining both (I.B.7.3). The group met numerous times during the academic year and presented its recommendations for the Making Decisions at Ventura College 2015-2016 document to the CPC in spring 2015 (I.B.7.4), and to Classified (I.B.7.5) and Academic Senates (I.B.7.6) in fall 2015.

The “Making Recommendations” document reiterates the College’s commitment to its mission, vision and core commitments and clearly defines the roles of the College’s constituent groups. The document classifies campus committees as either governance, operational or advisory, defines what is meant by each term, and lists each committee with a description of its membership make-up and charge. To provide a broader context to the decision-making process, the document includes the Integrated Planning Process chart and a description of the three major planning documents (Educational Master Plan, Technology Plan, and Facilities Master Plan) and how these plans inform the three-year Strategic Plan. Making Decisions also includes a flowchart showing the path that recommendations follow through the committee structure in order to reach the appropriate decision-maker. Finally, the document outlines how the program review process is incorporated into the resource allocation process.

Action Plan

The CPC will review the Making Recommendations document during the spring of each academic year, and will make recommendations to the administration and the Academic and Classified Senates for updates and improvements to the document.

Evidence

I.B.7.1: Sample Survey Results, Annual Committee Self-Evaluation

I.B.7.2: **Sample Minutes showing discussion of Committee Self-Evaluations**A

I.B.7.32: Minutes, Taskforce to Examine Committee and Decision-Making Structures Making Recommendations, 2016

I.B.7.43: Making Recommendations, 2016 Minutes, Taskforce to Examine Committee and Decision-Making Structures

I.B.7.54: Minutes Showing Reporting Out of Task Force Findings, CPC
I.B.7.65: Minutes Showing Reporting Out of Task Force Findings, Classified Senate
I.B.7.76: Minutes Showing Reporting Out of Task Force Findings, Academic Senate

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Description

As described and documented in I.A.2, I.B.1, I.B.2, I.B.3, I.B.4, and I.B.6, each College department or program receives a multitude of disaggregated student enrollment and achievement data to review and to analyze in the process of formulating their annual program reviews. All of this data is readily available to college personnel and to students and the general public on the college Institutional Equity and Effectiveness (I.B.8.1) and Institutional Research (I.B.8.2) webpages. Interactive data dashboards are available on that page, as well as a number of PDF reports dating back multiple years, which include the following: Other reports are also available on the Institutional Research webpage including:

- College Profile and Institutional Effectiveness Report
- Basic Skills Retention and Success Rates
- Basic Skills Tutoring and Success Rates
- CCSSE (Community College Survey of Student Engagement)
- Grade Distribution by Division, Discipline and Course
- College Success by Method of Instruction (traditional vs. Distance Education)
- Supplemental Instruction Success Rates
- Student Survey Results including Welcome Center, Library, Health Center

In addition, as described earlier, the college administration and faculty hold regular campus forums focused on student equity and specific topics throughout the school year. Further, the Title V Velocidad Grant publishes its annual reports on Hispanic student achievement at the College each spring (I.B.8.23).

Evaluation

VC meets this Standard. Under the leadership of the IEE's dean, institutional researcher, and research analyst, the College is provided with a wide variety of data. The IEE makes these data available to college personnel, students, and members of the general public by posting relevant reports to its webpages.

Action Plan

The IEE will continue to update and improve the Institutional Effectiveness and Institutional Research webpages.

Evidence

I.B.8.1: Screenshot, Institutional Equity and Effectiveness Webpage

I.B.8.2: Screenshot, Institutional Research Webpage
I.B.8.23: Annual Report, Title V Velocidad Grant

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Description

As described in section I.B.5, the College engages in a continuous, cohesive, integrated, systematic, and holistic approach to planning, assessment, and resource allocation designed to support its mission and improve institutional effectiveness and academic quality. The College mission underlies all efforts in this area and frames the creation of the Educational, Facilities, and Technology Master Plans. Each of these longer-range plans provide the context for the development by the CPC of the three-year Strategic Plan with its Strategic Goals and specific Action Steps outlined with a timeline for completion. Each spring the College administration publishes its Planning Parameters to provide direction and context for the formulation of the following year's program reviews (I.B.9.1).

Evaluation

VC meets this Standard. As part of the program review process, faculty, staff and administrators analyze pertinent student learning and achievement data and “close the loop” on prior year program initiatives. They then draft new initiatives for improving instruction and services to students and request appropriate resources required to meet their goals. College committees then review the initiative requests based on the nature of the initiative. Requests for facilities are discussed at the Facilities Oversight Group (FOG.) Requests for classified staff positions are heard by the Classified Staffing Priorities Committee and requests for full-time faculty are heard by the Faculty Staffing Priorities Committee. Requests for computers and related technology are heard by the Technology Committee and requests for other equipment are heard by the Budget Resource Council. The Office of Business Services, under the direction of the vice president of business services, compiles all of the initiative requests and creates spreadsheets for the review by the CPC, which then makes its recommendations to the College leadership team (I.B.9.21).

Action Plan

None.

Evidence

I.B.9.1. Integrated Planning Manual
I.B.9.2: Spreadsheet of Requests for Personnel and Equipment, spring 2016

I.C. Institutional Integrity

I.C.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)

Description

The College mission statement is readily available and accessible on the VC webpage under “College Information” (I.C.1.1) and in the College Catalog (available in print and online) on page XX (I.C.1.2). Information regarding every aspect of SLOs and SUOs and their assessments are available on the “College Information” tab of the college website (I.C.1.3). ISLOs and ISUOs also listed in the college catalog on page XX. Program SLOs are posted for academic and occupational programs in the College Catalog. on each respective program web page.

Classroom faculty are advised to place SLOs on their course syllabi, and to discuss the SLO’s with their students. Faculty submit syllabi to their Division Office each semester for reference. The Faculty Handbook (I.C.1.4) includes a model for SLO inclusion on course syllabi.

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 XX 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.

Information regarding available student support services is provided on the College webpage under the “Services for Students” tab (I.C.1.5) as well as in the college catalog on pages XX-XX. 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 available from a link on on the college homepage under “College Information” tab (I.C.1.6) and in the College Catalog on page XX.

Evaluation

VC meets this Standard in that the College provides accurate and relevant information 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 mission statement is accessible online and in the College Catalog. Learning outcomes are stated on the SLO/SUO page on the college website and on program web pages. Academic

programs, student services, and accreditation status are stated both in the college catalog and on the website.

In reviewing the requirements of I.C.1 for purposes of this self-evaluation, it became clear that the College's accreditation status was not easy to find on its webpage as it required moving through multiple levels of the menu. To address this, a link to the College's accreditation status was added to the college's online home page.

Action Plan

During the spring 2017 semester, the research analyst will conduct student and community focus groups and/or surveys will be conducted to identify whether additional improvements to the navigation system of the College webpage are needed.

Evidence

I.C.1.1: Mission Statement Webpage; (<http://www.venturacollege.edu/college-information/about-ventura-college/mission>)

I.C.1.2: College Catalog

I.C.1.3: SLO/SUO Webpage; <http://www.venturacollege.edu/college-information/student-learning-outcomes>

I.C.1.4: Faculty Handbook

I.C.1.5: Student Services Webpage; <http://www.venturacollege.edu/services-for-students>

I.C.1.6: Accreditation Webpage; <http://www.venturacollege.edu/college-information/about-ventura-college/accreditation>

I.C.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." (ER 20)

Description

The College Catalog provides current and prospective students with an accurate, up-to-date and comprehensive description of 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. The online version of the catalog can be viewed on screen or downloaded and saved as a .pdf file. Catalogs for ten prior years are also available online (I.C.2.1).

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. (I.C.2.2). 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 (I.C.2.2)

Evaluation

VC meets this Standard. Both a print and online College Catalog are available for students and prospective students that contains precise, accurate information on requirements, policies and procedures. This Catalog is supplemented by the Schedule of Classes, which contains additional accurate information about District policies and College procedures.

Action Plan

None.

Evidence

I.C.2.1: College Catalog on VC Website; <http://www.venturacollege.edu/apply-and-enroll/college-catalog>

I.C.2.2: Schedule of Classes on VC Website; <http://www.venturacollege.edu/apply-and-enroll/schedule-of-classes>

I.C.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)

Description

VC communicates matters of academic quality to appropriate constituencies through its website. The office for Institutional Equity and Effectiveness is the main entity for collecting, assessing and publishing student achievement data related to academic quality. The following information is included on the web:

- The College's current Accreditation status and ACCJC correspondence (I.C.3.1)
- All program reviews and program-level student achievement data (I.C.3.2)
- SLO's assessments, course outcomes, program outcomes, and institutional outcomes (I.C.3.3)
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information (I.C.3.4)
- The College Profile and Institutional Effectiveness Report, an exhaustive factbook that shows trends in enrollment, student demographics, student completions, and the annual budget (I.C.3.45)
- Interactive data dashboards that display data on a variety of enrollment, student achievement, and student equity indicators (I.C.3.5).

Evaluation

VC meets this Standard. Documented assessments of student learning and evaluation of student achievement are available online to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Action Plan

None.

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 data dashboardsScreenshot of VC OIEE webpage

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

Description

VC describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes through its College Catalog. The Catalog is available both online in a downloadable PDF format and in printed format, where it is available at the Bookstore, Admissions and Records Office, Counseling Services, the Library, and each division office. Each program listing states the program purpose, course requirements, recommended additional courses (when applicable), and program SLOs (I.C.4.1)

The College website contains program web pages. These web pages contain information about the program purpose, description, program and college SLOs, 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 (I.C.4.2).

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 (I.C.4.3).

Evaluation

VC meets this Standard, in that printed and online resources are available to describe describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. In the process of evaluating College compliance to this Standard, it was observed that instructional program level webpages are not uniform in the kinds of information provided to current and prospective students. It was also revealed that no system has been implemented that would require the updating of program level webpages on a set calendar.

Action Plan

During the fall 2016 semester, a task force comprised of members of the IEE, the Curriculum Committee, the Technology Committee, and SLOC will draft a template to be used to guide the improvement of program level webpages. This draft template will be reviewed by the Academic Senate for possible implementation during the 2017-2018 academic year.

By October 2016, a calendar for updating program level webpages will be developed by the Office of Instruction. Deans will work with department chairs to ensure compliance with this calendar.

Evidence

I.C.4.1: Sample Program Page from College Catalog

I.C.4.2: Sample Program Page from College Website

I.C.4.3: Sample CTE Program Brochure

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

Description

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

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

- The 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 (I.C.5.1).
- The 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 (I.C.5.2).
- 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 (I.C.5.3).

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 (I.C.5.4). The District has a Making Decision's Handbook that 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 (I.C.5.5).

Evaluation

VC meets this Standard. The College’s Making Decisions; newly renamed College Making Recommendations, document is updated and distributed every year. The District Making Decisions document is updated every two years and as needed. The Academic, Classified, and Student Senates review procedures as appropriate to their role in the governance process.

Action Plan

None.

Evidence

I.C.5.1: Academic Senate Website; <http://www.venturacollege.edu/faculty-and-staff/academic-senate>

I.C.5.2: Classified Senate Website; <http://www.venturacollege.edu/faculty-and-staff/classified-senate>

I.C.5.3: ASVC Website; <http://www.venturacollege.edu/departments/student-services/associated-students-of-ventura-college/asvc-constitution-bylaws>

I.C.5.4: District Policies and Procedures Website; (<http://www.vcccd.edu/board-of-trustees/policies-and-procedures>)

I.C.5.5: District Making Decisions Handbook Website; <http://www.vcccd.edu/about-the-district/participatory-governance>

I.C.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.

Description

VC provides current and prospective students with information about the total cost of their education both in the college catalog and on the college website. The College Catalog explains all fees on pages **xx to xx** (I.C.6.1). Although the catalog does not include specific information about the costs of textbooks, students can use the Bookstore’s website to locate required texts and their cost (I.C.6.2). On VC’s 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 (I.C.6.3).

The website also provides Gainful Employment information for each certificate program that is approved for financial aid (I.C.6.4). Information provided includes the career pathway, cost of the program (including tuition, fees, books, and supplies), financing options, and length of the program. 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.

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) (I.C.6.5). Here students are provided with 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 (I.C.6.6). 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 2006, the VC Foundation 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. Through the program, qualified Ventura County high school graduates have their enrollment, student representation, health, and Student Center fees covered during their first year of attendance at Ventura College. The program is also extended to students with a GED (I.C.6.7).
- 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. Over 9000 students have benefited from this program since its inception in 2006. In addition to the lending library, the Ventura College Foundation provides eligible students with vouchers that can be redeemed for the purchase of textbooks at the College Bookstore (I.C.6.8).
- 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.

Evaluation

VC 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, online videos, 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.

Action Plan

None.

Evidence

I.C.6.1: Fees Information, College Catalog, pages xx to xx

I.C.6.2: Bookstore's Website; <http://venturacollege.bncollege.com>

Descriptive Summary

I.C.6.3: Screenshot, Paying for College Webpage; <http://www.venturacollege.edu/apply-and-enroll/paying-for-college>

I.C.6.4: Gainful Employment Webpage;

<http://www.venturacollege.edu/departments/administrative/executive-vice-president/gainful-employment-disclosures>

I.C.6.5: Financial Aid Webpage; <http://www.venturacollege.edu/departments/student-services/financial-aid/cost-of-attendance>

I.C.6.6: Financial Aid Handbook & Planner

I.C.6.7: Screenshot, VC Promise Webpage;

<http://www.venturacollege.edu/departments/administrative/foundation/programs/vc-promise>

I.C.6.8: Screenshot; Textbook Lending Library Webpage;

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

I.C.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)

Description

VC is guided by published District Board policies on academic freedom and responsibility. Board Policy (BP) 4030 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” (I.C.7.1). An administrative procedure supports this policy, AP 4030 (I.C.7.2). Links to these policies are provided on the college website on the Faculty and Staff page. The BP and AP are supported both by the Office of Student Learning and the Academic Senate.

A statement of academic freedom is published in the College Catalog (I.C.7.3). The Full-time and Part-time Faculty Handbooks also address academic freedom (I.C.7.4; I.C.7.5).

Evaluation

VC meets this Standard. BPs and APs addressing academic freedom are established by the Ventura County Community College District (VCCCD) and are published on their website for public access. The College Catalog and faculty handbooks also state these policies.

Action Plan

None.

Evidence

I.C.7.1: BP 4030;

(<http://www.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=83LD750DD2BD#>).

I.C.7.2: AP 404;

(<http://www.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=83LD750DD2BD#>)

I.C.7.3: Academic Freedom Statement, College Catalog, page xx.

I.C.7.4: Academic Freedom, Full-time Faculty Handbook, page xx.

I.C.7.5: Academic Freedom, Part-time Faculty Handbook, page xx.

I.C.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.

Description

The College and the District have established and published clear policies regarding honesty, responsibility, and academic integrity. The following BPs and Aps address these matters:

- BP 5500 and AP 5500 Standards of Conduct (I.C.8.1)
- BP 5520 and AP 5520 Student Discipline Procedures (I.C.8.2)
- BP 5530 and AP 5530 Student Rights and Grievances (I.C.8.3)
- BP 3900 and AP 3900 Speech: Time, Place, and Manner (I.C.8.4)

These policies ensure 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.” Conduct that is subject to discipline and potential disciplinary actions is described in AP5520.

The College website includes a web page that clearly explains the policies and procedures regarding student conduct (I.C.8.5). The College Catalog also includes the student Code of Conduct (I.C.8.6). Clear and consistent explanations of plagiarism, cheating, and fabrication are provided for students, faculty, and staff. All faculty have access on the College website to Turnitin’s plagiarism detection tools (I.C.8.7). The proper use of Turnitin helps faculty know best how to assist students and contributes significant value to student learning.

Evaluation

VC meets this Standard. Formal policies and procedures regarding academic honesty, responsibility, and integrity are published 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.

Action Plan

None.

Evidence

I.C.8.1: BP 5500 and AP 5500, Standards of Conduct

I.C.8.2: BP 5520 and AP 5520, Student Discipline Procedures

I.C.8.3: BP 5530 and AP 5530, Student Rights and Grievances

I.C.8.4: BP 3900 and AP 3900, Speech: Time, Place, and Manner

I.C.8.5: Screenshot, Student Conduct Webpage; <http://www.venturacollege.edu/current-students/standards-of-student-conduct>

I.C.8.6: Student Conduct, College Catalog, page xx.

I.C.8.7: Screenshot Turnitin webpage; <http://www.venturacollege.edu/online-services/distance-education/faculty/faculty-resources/turnitin>

I.C.9 Faculty distinguish between personal convictions and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

College faculty are guided in their work by the charge of the BP 4030 (Academic Freedom), which 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 (I.C.9.1). This code is included in the Full-time Faculty Handbook (on page xx), the Part-time Faculty Handbook (on page xx), and on the College website. Classified staff have adopted their own Code of Ethics (I.C.9.2).

Evaluation

VC meets this Standard. Both faculty and classified staff have adopted codes of ethics.

Action Plan

None.

Evidence

I.C.9.1: AAUP Statement on Professional Ethics;

http://www.venturacollege.edu/sites/default/files/imported/assets/pdf/president_office/Faculty_Professional_Ethics_2012.pdf

I.C.9.2: Classified Code of Ethics;

http://www.venturacollege.edu/sites/default/files/imported/assets/pdf/president_office/Employee_Code_of_Ethics.pdf

I.C.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.

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

Action Plan

None.

I.C.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.

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

Action Plan

None.

I.C.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)

Description

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 (I.C.12.1), 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 (I.C.12.2).

The College further complies with public disclosure requirements. The VC website hosts an accreditation page documenting the current accreditation status (I.C.12.3). It also has links to 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 webpage. 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 CPC for incorporation into the College plan. Interval reports delineating actions taken are prepared as required and posted on the College's website. The CPC monitors the College's compliance with Accreditation Standard I.

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 CPC are tasked with ensuring compliance with the accreditation standards and procedures. Substantive changes are reported to ACCJC by the Accreditation Liaison Officer (ALO).

Action Plan

None.

Evidence

I.C.12.1: BP 2000 (Accreditation)

I.C.12.2: Screenshot, District Accreditation Webpage; <http://www.vcccd.edu/about-the-district/accreditation>

I.C.12.3: Screenshot, VC Accreditation Webpage; <http://www.venturacollege.edu/college-information/about-ventura-college/accreditation>

I.C.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)

Description

As described in I.C.1 and I.C.12, the College 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:

- CTE programs are approved by the South Central Regional Consortium and are reviewed regularly by advisory committees (I.C.13.1).
- 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) (I.C.13.2) <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) (I.C.13.3). <http://www.rn.ca.gov/schools/rnprograms.shtml>

- The Paramedic Studies program is fully accredited by the Commission on Accreditation of Allied Health Education Programs (I.C.13.4).
- The Automotive Program is fully accredited by the National Automotive Technicians Education Foundation (I.C.13.5). <http://www.venturacollege.edu/departments/academic/automotive>

Maintaining these accreditations requires full compliance with the external agencies' regulations.

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.

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 and the California Community College Athletic Association (CCCAA). The athletics webpage (<http://www.vcweplayhard.com>) contains a link to the compliance page on the CCCAA webpage. The athletics programs 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.

The College participates in the CalWorks program, in collaboration with Ventura County Human Services, and complies with that agency's regulations. This program provides supportive services to students who are receiving Temporary Assistance for Needy Families (TANF), 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.

Evaluation

VC meets this Standard. It complies with external regulations and it communicates any changes in its accredited status to the Commission, students, and the public.

Action Plan

None.

Evidence

I.C.13.1: List of CTE Advisory Committees

I.C.13.2: POST Certification Information; <https://www.post.ca.gov/basic-training-academies.aspx>

I.C.13.3: BRN Accreditation; <http://www.rn.ca.gov/schools/rnprograms.shtml>

I.C.13.4: Commission on Accreditation of Allied Health Education Program;

I.C.13.5: National Automotive Technicians Education Foundation Accreditation;

I.C.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.

Description

This Standard does not apply to the College. As a state-funded community college, VC does not have investors, have a parent organization, or serve external interests.

Action Plan

None.

Draft

Standard II: Student Learning Programs and Support Services

II.A. Instructional Programs

II.A.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 institution's 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)

Description

Ventura College's (VC's) instructional programs align with its mission to support associate degree and certificate completion, transfer, workforce preparation, and basic skills. VC offers Associate of Art (AA) and Associate of Science (AS) degrees in 34 majors. The College also offers Certificates of Completion and Proficiency Awards in 47 career and technical education (CTE) areas of study. (II.A.1.1) Transfer agreements are maintained with California State University Channel Islands, California State University Irvine, California State University Northridge, 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 (II.A.1.2). Under the leadership of their department chairs, faculty develop new courses and revised and/or update 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. In addition, CTE courses and programs are reviewed for occupational relevance and currency by advisory committees (II.A.1.3). Student learning outcomes are identified for each course, degree or certificate through the process described in II.A.3.

Evaluation

VC meets this Standard. Degrees and certificates offered are offered in fields consistent with the College's mission, and the units attained are accepted for transfer and credit toward a Bachelor's Degree major at both public and private universities. In addition, the relevance and appropriateness of CTE certificates and proficiency awards are monitored by occupational advisory committees.

Action Plan

None.

Evidence

II.A.1.1: 2015-2016 College Catalog, Curriculum: Courses, Degrees, Certificates, and Awards, page 45.

II.A.1.2: Transfer Agreements, California Lutheran University and University of LaVerne
II.A.1.3: Sample CTE Advisory Committee Minutes

II.A.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.

Description

Under the leadership of their department chairs, full- and part-time faculty ensure that the content of their courses and the method and mode of their instruction meet academic and professional standards and expectations through two systematic methods: content review of the curriculum and the assessment of student attainment of student learning outcomes (SLOs).

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 (II.A.2.1). Faculty are required to identify the variety of teaching methodologies that are employed, and must provide a list of representative assignments, textbooks, and supplementary materials (II.A.2.2). The Curriculum Committee also reviews all proposed distance education (DE) curriculum to ensure online courses meet the same standards and rigor as traditional courses (II.A.2.3).

SLOs are assessed at the course level, program level, and institutional level. Faculty collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs on a staggered basis, such that all courses are assessed within a five-year period (II.A.2.4). 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 that are submitted to the Program Review Committee. Once the initiatives are implemented, faculty reassess the SLOs to see if the initiatives brought a higher level of student attainment.

Evaluation

VC meets the Standard. Two established processes, curriculum content review and SLO assessment, ensure that course content is relevant and that student learning is being enhanced by the methods and techniques with which the courses are taught. The Curriculum Committee vets all DE courses, requiring faculty who have submitted proposals for DE classes to identify whether the course is partially or fully online, the means that will be used to ensure regular and effective contact between the instructor and student, and whether students will be required to come to campus to take exams or attend an orientation session for the course. The DE submission form is reviewed and approved by the DE dean or representative. The form is also reviewed and approved by a representative of the Educational Assistance Center (EAC) to ensure the course meets Americans with Disabilities Act (ADA) requirements. The Curriculum

Committee debates the pedagogical soundness of the proposed course and the appropriateness of the content delivery method. As required by Title 5, if the Curriculum Committee approves the course, then they make a separate motion on whether or not to approve the DE aspect of the course. (II.A.2.5)

Action Plan

None.

Evidence

II.A.2.1: Content Review Calendar

II.A.2.2: Content Review Template

II.A.2.3: Curriculum Committee Distance Education Form

II.A.2.4: Sample Five Year Rotations, Program Level SLO Assessments

II.A.2.5: Curriculum Committee DE Procedures

II.A.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.

Description

The Student Learning Outcomes Committee (SLOC) is charged with overseeing the campus-wide process of developing, assessing, and refining program, course and institutional SLOs (II.A.3.1). Disaggregated data are provided to faculty for analysis of student learning by the Institutional Equity and Effectiveness (IEE) division (II.A.3.2), and the use of data is a required component for preparing the annual program reviews. In addition, the program review process requires instructional programs to report on the degree to which they are maintaining their SLO assessment rotational schedule (II.A.3.3). Working together, faculty design rubrics and select methods for assessing student attainment of the SLOs (II.A.3.4) and develop initiatives to improve student learning (II.A.3.5).

Official course outlines of record (CORs) are submitted as part of the curriculum approval process (II.A.3.6). A master set of course outlines is maintained in the Office of Academic Affairs and Student Learning and is also available for faculty use through CurricUNET, an online curriculum content management system (II.A.3.7). The identification of SLOs is a required component on the template used for the submission of new and revised CORs (II.A.3.8). In the Full-time Faculty Handbook (II.A.3.9) and the Part-time Faculty Handbook (II.A.3.10), faculty are informed of the institutional expectation that they will provide their students with a course outline that contains SLOs.

Evaluation

VC meets this Standard. The development and assessment of SLOs for courses, programs, certificates and degrees are tracked by the SLOC and documented in TracDat. The College program review process requires instructional programs to reflect on the results of SLO assessments within the context of creating initiatives for instructional improvement. The institution has officially approved CORs that include SLOs. Members of the Curriculum Committee review the SLOs stated in the CORs before courses are approved. Faculty members are instructed to include the SLOs officially stated in the COR on their syllabi for each course they teach. In addition, deans and department chairs instruct faculty on the importance of discussing the SLOs with their students as part of the customary review of the course syllabus.

Action Plan

None.

Evidence

II.A.3.1: Screenshot, Student Learning Outcomes Committee Webpage

II.A.3.2: Sample Data Report

II.A.3.3: Program Review Template

II.A.3.4: Sample Rubrics

II.A.3.5: Sample Initiatives

II.A.3.6: Curriculum Committee Handbook

II.A.3.7: Screenshot Sample COR on CurricUNET

II.A.3.8: Template for Submission of New and Revised CORs

II.A.3.9: Full-time Faculty Handbook, page x.

II.A.3.10: Part-time Faculty Handbook, page x.

II.A.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.

Description

VC offers pre-collegiate curriculum in Mathematics, English, English as a Second Language (ESL), and English for Multilingual Students (ENGM). The College Catalog, available online and in print, distinguishes pre-collegiate curriculum from college level curriculum via notations in the course description that the class is “Not applicable for degree credit” (II.A.4.1) and via flow charts that document the path to be taken to reach collegiate level performance (II.A.4.2; II.A.4.3; II.A.4.4).

Pre-collegiate courses are offered in compressed, extended, and traditional formats, and through a variety of delivery methods including online, partially online, and on-campus classes. In addition to providing a range of paces and delivery formats for courses, VC prepares students for college level curriculum by providing 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, a Supplemental Instruction program, the MESA Center, the

Library, and the Learning Resource Center. These services are described more fully in II.B and II.C.

Evaluation

VC meets this Standard. Pre-collegiate curriculum, offered in a variety of modes, is clearly identified in the College Catalog, both through text and via flow charts. To assist students who require more time to absorb material, the Math Department offers the traditional one-semester MATH V01 course (Elementary Algebra) (II.A.4.5) in a format that is extended over two semesters (MATH V11A-B) (II.A.4.6). The Math Department also offers the one-semester MATH V03 (Intermediate Algebra) course (II.A.4.7) in a format that is extended over two semesters (II.A.4.8). For those who learn best by attempting fewer classes in a more intense format, the Math Department offers MATH V01 and MATH V03 in a compressed schedule that enables students to take both MATH V01 and MATH V03 in one semester.

The English Department offers a compressed version of ENGL V02 (Fundamentals of English Composition) (II.A.4.9) and ENGL V03 (Basic English Composition) (II.A.4.10) (ENGL V03), where students can take both classes in one-semester, instead of two semesters.

The ESL Department offers several levels of classes in which students are encouraged to take higher-unit oral communication courses with lower-unit vocabulary and grammar courses (II.A.4.11). These courses are taught in a lecture/lab format and are supplemented with computer software.

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.

Action Plan

None.

Evidence

- II.A.4.1: Sample Course Description Notations
- II.A.4.2: Flowchart, Math
- II.A.4.3: Flowchart, English and Reading
- II.A.4.4: Flowchart, English as a Second Language
- II.A.4.5: MATH V01 Course Description
- II.A.4.6: MATH V11A-B Course Description
- II.A.4.7: MATH V03 Course Description
- II.A.4.8: MATH V13A-B Course Description
- II.A.4.9: ENGL V02 Course Description
- II.A.4.10: ENGL V03 Course Description
- II.A.4.11: Catalog Descriptions, ESL Courses

II.A.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)

Description

Each of the VC's AA/AS degrees and CTE programs are vetted through a rigorous, multi-tiered process, ensuring that the degrees and programs meet the professional standards of length, breadth, depth, and rigor and that they follow practices common to American higher education. 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, (a subset of the Curriculum Committee), where the submitted material is reviewed for accuracy of proposed unit load, appropriateness of instructional delivery format, logic of placement of the course within the program sequence, similarity in content to existing courses, and other issues (II.A.5.1). 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 (II.A.5.2). Next, these courses or degree/certificate programs move to the District Technical Review Workgroup-Instructional (DTRW-I) committee for a final review (II.A.5.3). The DTRW-I 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 Chancellor's Office for approval. This multiphase vetting process ensures that the courses or degree/certificate programs offered by the College meet accepted standards for length, breadth, depth, and rigor.

An AA or AS degree requires the completion of 60 units, including courses in general education and courses in the chosen major. Ventura College also offers a General Studies degrees that allows students to choose an area of emphasis from a group of disciplines rather than a specific major (II.A.5.4).

Evaluation

VC meets this Standard. Courses, degrees, and certificates are reviewed at the College and District levels prior to Board approval. Four-year colleges review individual courses for articulation purposes, and in accordance with Transfer Agreements accept classes taken at VC as meeting prerequisite requirements for upper division work in specific subject majors. Associate degrees are 60 semester units in length (I.A.5.5). Students desiring an AA or AS must complete coursework in the natural sciences, the social and behavioral science, the humanities, language and rationality, and health and physical education, and must take a class in either ethnic studies or women's studies. In addition, students must demonstrate that they have mastered the college's Institutional/GE student learning outcomes (ISLOs) 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 (I.A.5.6).

Action Plan

None.

Evidence

II.A.5.1: Sample Technical Review Committee Minutes

II.A.5.2: Sample Curriculum Committee Actions

II.A.5.3: DTRW-I Committee Description

II.A.5.4: 2015-2016 College Catalog, Earn an Associate Degree, page 47.

II.A.5.5: 2015-2016 College Catalog, Associate Degree in General Studies Patterns I, II, and II, pages x – x.

II.A.5.6: ISLO Mapping

II.A.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)

Description

Department chairs are required to submit four-semester scheduling plans to their deans, ensuring as they do so that the College offers all courses that are required to complete a degree or certificate at least once in every two-year period (II.A.6.1). As demand for the courses dictates and as funds permit, required courses are offered multiple times over the four-semester rotation, and at various times of day.

Evaluation

VC meets this Standard. Tracking course scheduling over a four-semester time period assures that students are able to complete their required coursework in a timely manner. An analysis of the four-semester scheduling plans conducted by the vice president of academic affairs and student learning as a part of the self-evaluation process found that

Action Plan

None

Evidence

II.A.6.1: Sample Four-Semester Rotations

II.A.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.

Description

VC faculty employ a wide range of delivery modes and teaching methodologies to meet the diverse and changing needs of their students. CORs reflect the diversity of instructional methodologies employed at the College (II.A.7.1). A sample of these methodologies includes:

- Lecture
- Multimedia presentations
- Class discussions
- Collaborative group work
- Computer-aided presentations
- Guest speakers
- Inquiry research
- Community service
- Flipped classrooms
- Web-enhanced instruction
- Use of course management systems
- Learning communities
- Field trips
- Performance coaching
- Portfolios

Courses at Ventura College are offered fully online, partially online, in a face-to-face format, off-site in Santa Paula and a limited number of hospital clinic environments, and in dual enrollment at various high schools. As described in II.A.4, VC courses are offered as appropriate to the discipline in traditional, extended, compressed, or accelerated formats to meet the diverse learning styles of enrolled students. As described in II.B.1 and II.C.2, VC offers a wide range of learning support services that meet the diverse and changing needs of students.

Evaluation

VC meets this Standard. College faculty employ a variety of instructional methodologies as appropriate to their subject disciplines (II.A.7.1). Services, described in II.B.1 and II.C.2, are designed to support the diverse and changing needs of students, in support of equity in success for all students.

Action Plan

None.

Evidence

II.A.7.1: Sample Course Outlines Showing Diversity of Instructional Methodologies

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.

Description

The Nursing Science program utilizes the Test of Essential Academic Skills (TEAS V) as a part of its admissions process (II.A.8.1). This state mandated online, normed, 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, content validity, and 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 Nursing program. This is the only use of a standardized test for department-wide or program examinations. The College does not use program exit evaluations or departmental course evaluations in common.

Evaluation

VC meets the Standard. The Nursing program uses an admissions assessment instrument that has been validated and accepted nationwide, and has been examined for reliability, content validity, and bias. No other departmental course evaluations are conducted in common.

Action Plan

None.

Evidence

II.A.8.1: Description of TEAS V

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)

Description

As described in I.B.2, VC awards course credit, degrees, and certificates based on the attainment of learning outcomes. As described in II.A.3, SLOs are recorded on the official COR for each course and are listed on course syllabi. All degree and certificate programs regularly assess program-level SLOs. The process used for the development and assessment of SLOs is described in I.B.2. 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.

The College applies the Carnegie unit formula (II.A.9.1) to all credit courses offered based on the semester system. The appropriate units of credit for each course are determined during the curriculum approval process based on formula that are compliant with the parameters set forth in federal regulations (II.A.9.2) and state regulations (II.A.9.3).

VC bases its semester unit on one lecture class period of 50 minutes each week of a minimum 16 week semester. 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 equates to 52.5 hours of laboratory instruction per semester.

Evaluation

VC meets this Standard. Course credit, degrees, and certificates are based on student attainment of learning outcomes that are documented in the COR. Units of credit awarded are based on the Carnegie unit formula and are consistent with District Administrative Procedure (AP) 4020 (Program, Curriculum, and Course Development), which reflects generally accepted norms or equivalencies in higher education (II.A.9.4). AP 4020 directs the College to assess and designate each of its programs as either a “credit hour” program or a “clock hour” program. In doing so, VC follows federal standards for clock-to-credit-hour conversions, basing one semester credit hour on 37.5 clock hours of direct faculty instruction and a minimum of two hours of out of class student work each week.

Action Plan

None.

Evidence

II.A.9.1: Description of Carnegie Unit Formula

II.A.9.2: Code of Federal Regulations, 34 CFR 600.2

II.A.9.3: California Code of Regulations, §55002.5, Title 5, Division 6, Chapter 6

II.A.9.4: BP 4020

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Description

The College Catalog describes the methods used for the evaluation of credits from other institutions, international transcripts, military credits, credit by examination, and advance placement (II.A.10.1). The process starts with submission of official transcripts to the College. Each transcript is validated that it is from a regionally accredited institution, and then each course is evaluated for transferability. To determine whether a course is equivalent, the course description and COR are reviewed. International transcripts must be evaluated by an accredited evaluating service located within the United States. VC students may also earn credit by examination and advanced placement in compliance with BP 4235 (Credit by Examination) (II.A.10.2).

The College Catalog also advises students that while all California community colleges have transfer agreements with various educational institutions, it is important to understand there are limits on the number and type of course credits that can transfer. Students are told that while the majority of VC's courses are articulated to transfer to the University of California (UC) system and/or the California State University (CSU) system, there is a possibility that not all units for every course will transfer in their entirety to every transfer institution due to the receiving institution unit limitations. Students are encouraged to contact an academic counselor, visit the Transfer Center, and regularly check the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) system to learn whether their specific courses are transferable to an institution of choice (II.A.10.3).

The articulation officer works with faculty to coordinate articulation agreements with four-year and independent institutions, as well as with other local community college programs. For UC and CSU institutions, articulation agreements have been developed for general education requirements and various majors (II.A.10.4). The College Catalog provides information about transfer degrees (II.A.10.5) and course identification numbering system (C-ID) websites (II.A.10.6).

Evaluation

VC meets this Standard. Information on transfer-of-credit and articulation are clearly stated in the College Catalog and on the website. There are numerous resources available to assist students in locating and interpreting the most current information for a smooth transfer-of-credit process. These include College Catalog, the Transfer Center (and its webpage) (II.A.10.7), the Counseling Department, and Admission and Records.

Action Plan

None.

Evidence

II.A.10.1: 2015-2016 College Catalog, Acceptance of Transfer Coursework, pages x to x
II.A.10.2: BP 4235
II.A.10.3: 2015-2016 College Catalog, Unit Transferability, page x
II.A.10.4: Articulation Agreements

II.A.10.5: 2015-2016 College Catalog, Course Identification Numbering System, page 65
II.A.10.7: Screenshot, Transfer Center Webpage

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.

Description

As described in I.B.2, VC faculty have developed five Institutional Student Learning Outcomes (ISLOs). These five ISLOs address communication competency (ISLO #1: Communication), information competency (ISLO #4: Information Literacy), quantitative competency (ISLO #2: Scientific and Quantitative Reasoning), analytic inquiry skills (ISLO #3: Critical Thinking and Problem Solving), ethical reasoning and the ability to engage diverse perspectives (ISLO # 5: Personal/Community Awareness and Academic/Career Responsibilities). The College uses a five-year rotational plan for ISLO assessments across the curriculum (II.A.11.1). Also described in I.B.2, each subject discipline offered at the College has identified its own program-specific learning outcomes (PSLOs). PSLOs are mapped to identify where each is covered within the program curriculum, and are tracked to ensure that all are assessed over a multiple year period (II.A.11.2).

Evaluation

VC meets this Standard. A system has been implemented to ensure that there is ongoing and systematic assessment of student performance relative to the five ISLOs. The five ISLOs address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

Action Plan

None.

Evidence

II.A.11.1: Five Year Rotation, ISLOs

II.A.11.2: PSLO Tracking

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)

Description

VC students are awarded degrees upon completion of general education (GE) requirements and major or area of emphasis program requirements. Board Policy 4025 (Philosophy and Criteria for Associate Degree and General Education) (II.A.12.1) 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.

The VC GE Philosophy Statement is included in the College Catalog (II.A.12.2) 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.

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

Six classifications of GE have been established:

1. Natural Sciences
2. Social and Behavioral Sciences
3. Humanities
4. Language and Rationality

5. Health and Physical Education/Kinesiology
6. Ethnic/Gender Studies

As described in II.A.5, all Students pursuing the AA degree in General Studies Pattern I, must complete this General Education plan in its entirety as part of their degree requirements. Through the work of the Curriculum Committee, faculty expertise is utilized to determine the appropriateness of each course for inclusion in the GE curriculum. Faculty course authors work closely with the articulation officer, the Faculty Curriculum Committee co-chair, and the Technical Review Committee chair during the development of their curriculum to determine the appropriate GE category assignment/s based on VC, CSU and Intersegmental General Education Transfer Curriculum (IGETC) general education requirements. Technical Review Committee 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 GE categories reviewed and approved by the Curriculum Committee.

Evaluation

VC meets this Standard. The College's associate degree GE requirements are based on a carefully considered philosophy for degrees that is clearly stated in its Catalog. Faculty expertise is utilized to determine the appropriateness of courses for inclusion in the GE curriculum. The six categories of GE requirements ensure that students acquire a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences, as well as an appreciation for cultural and gender diversity. As described in II.A.11, ethical reasoning and the ability to engage diverse perspectives are also addressed through ISLO # 5 (Personal/Community Awareness and Academic/Career Responsibilities).

Action Plan

None.

Evidence

II.A.12.1: BP 4025

II.A.12.2: 2015-2016 College Catalog, Ventura College General Education Philosophy Statement, page 59

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.

Description

All associate degree programs at Ventura College require an 18-unit focused major or area of emphasis. Thirty-four identified AA and AS majors are available, along with 16 associate degrees designed specifically for transfer to the California State University System, Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T). AA-T and AS-T degrees can be completed in 60 CSU transferable semester units and include coursework in general education and major preparation and electives. In addition, students may choose to obtain their degree by selecting from one of three general studies patterns, as described in II.A.5.

Evaluation

VC meets this Standard. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Courses that comprise degree majors have identified SLOs. Courses articulate for GE and degree major credit to four-year colleges and universities. Student mastery of course content is documented through TracDat (II.A.13.1)

Action Plan

None.

Evidence

II.A.13.1: Sample TracDat Data Illustrating Mastery of PSLOs

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Description

Students in VC's automotive technology, nursing, paramedic/emergency medical technology, machine trades, and welding programs must pass external certification or licensure examinations in order to practice in their chosen professions (II.A.14.1).

Evaluation

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

The Automotive program at Ventura College has been evaluated by the National Automotive Technical Education Foundation (NATEF) and has been certified by the National Institute for Automotive Service Excellence (ASE) in all eight automotive repair categories (II.A.14.2). The college is also certified by the California Bureau of Automotive Repair (BAR) to teach

all BAR related courses (II.A.14.3). The College's Registered Nursing program is approved by the California State Board of Registered Nursing (II.A.14.3) and the national Accreditation Commission for Education in Nursing (II.A.14.5). The college's Emergency Medical Technician program has been approved by the California State Department of Emergency Services (II.A.14.6). VC serves as a certified testing agency in the field of welding.

Action Plan

None.

Evidence

II.A.14.1: Licensure Pass Rates, Automotive, Nursing, EMT, Machine Trades, and Welding

II.A.14.2: NATEF Certification

II.A.14.3: BAR Certification

II.A.14.4: BRN Certification

II.A.14.5: Accrediting Commission for Education in Nursing Approval

II.A.14.6: California Department of Emergency Services Approval

II.A.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.

Description

BP 4021 (Program Discontinuance) (II.A.15.1) and AP 4021 (Program Discontinuance) (II.A.15.2) provide directives and guidelines for program discontinuance at VC. 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; vice president review, analysis, and recommendation; Academic Senate review and recommendation; college president review and recommendation; Board of Trustees review and action; implementation of board actions.

VC's program review process contains a provision for the elimination of entire programs. Programs placed on "Caution" are identified as having problems (such as difficulty in making load for contract faculty) as noted by the planning parameters distributed each year by the college president and vice presidents, and by recommendation of the Program Review Committee. The dean who oversees the program and the appropriate 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 College's leadership team and by 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” (II.A.15.3). 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.

Evaluation

The College has a procedure in place that is in accordance with an adopted Board Policy for the elimination of programs with a minimum of disruption to students. Architecture and Computer Science were eliminated as degree programs, effective as of the 2012-2013 catalogs. Individual courses remain in these subject disciplines.

Action Plan

None.

Evidence

II.A.15.1: BP 4021

II.A.15.2: AP 4021

II.A.15.3: 2015-2016 College Catalog, Catalog Rights/Continuous Enrollment, page 54

II.A.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.

Description

All instructional programs are evaluated annually for quality and currency through the program review process that is described in detail in I.B.5. During the program review process, faculty and staff discuss and evaluate curricula and disaggregated achievement data. The process concludes with the development of initiatives linked to the District and College Strategic Implementation Plans.

Program improvements emerging from program review 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.

Faculty evaluate and revise course and program curricula outside of the program review 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 II.A.5.

Evaluation

VC meets this Standard. Through the program review process and the assessment of SLOs and student equity data, faculty and staff regularly evaluate the quality and currency of all instructional programs offered. All instructional programs offered by the College are included in these processes, including collegiate, pre-collegiate, career-technical, and non-credit programs offered both online and on-campus. Initiatives designed to improve student success are developed as part of the program review process and are tracked for effectiveness over a period of years.

Action Plan

None.

II.B. Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Description

VC supports student learning and achievement by providing a wide variety of learning support services. Under the oversight of the dean of English, Communications, Languages, and Learning Resources and a classified learning resources supervisor, the College Library provides a wide range of services including a popular selection of current textbooks (available for both semester-length loan and for in-library use only), reference materials, information literacy instruction and reference assistance, research databases, and circulating materials. Learning support services such as the Learning Center, supplemental instruction (SI), and tutorial services are similarly under the administrative oversight of the Dean of English, Communications, Languages, and Learning Resources and the learning resources supervisor. There is also a grant-funded Math

Center that remains under the oversight of the learning resources supervisor with extensive participation by members of the Math Department.

Library: The Evelyn & Howard Burroughs Library is located on the second floor of the Learning Resources Center building. The mission of the Library is "... to serve the faculty, staff and students of the Ventura County Community College District as a reliable source for education, research, information, continuing education fulfilling intellectual curiosity and promoting student retention through an effective Library program" (II.B.1.1)

The Library supports the College's instructional programs and student learning by providing:

- a 86,000 square foot physical space conducive to study, research, collaboration, and reflection;
- direct assistance and instruction to guide students in effective use of information resources (II.B.1.2);
- access to a robust collection of both print and online resources;
- point of need information literacy instruction (ILI) to classes (II.B.1.3);
- a one-unit credit ILI course entitled "Using the Library of the Twenty-First Century" (II.B.1.4);
- library personnel, available primarily face-to-face but with an emerging online presence, who can address the full spectrum of student needs and abilities, including, but not limited to students under-prepared for college work, students speaking English as a second language, and academically prepared students.

The Library's collection includes over xxx print titles with over xxx titles added in 2015-2016. Over 125,000 e-book titles are available online to serve students regardless of whether they are on- or off-campus. The Library subscribes to xx electronic databases that provide access to hundreds of thousands of full-text articles from journals, magazines, and newspapers. In addition, the Library provides audio books, popular reading materials, graphic novels and young adult (YA) collections (II.B.1.5). Each one of these areas has seen significant usage and supports the Library's desire to foster a culture of intellectual curiosity (II.B.1.6). The Library also houses a revolving collection of approximately xx textbooks. This textbook collection, underwritten by the College Foundation and supplemented with faculty donations, enables students who cannot afford to purchase their textbooks to borrow needed materials for a semester (II.B.1.7).

Voyager, an integrated library system used by more than 1,300 libraries around the world, was adopted as the integrated library system (ILS) for the Ventura County Community College District in 20xx. The adoption of this ILS made it possible for VC and its sister colleges (Oxnard College and Moorpark College) to establish a combined union catalog (Primo), thus providing access to the collections of all three institutions. Reciprocal borrowing privileges thus make it possible for students to access a combined collection of over xxx print titles.

The Library website contains access to Primo, e-books collections, electronic full-text article databases, librarian-developed online research guides, general information about the Library, and telephone and email contact information (II.B.1.8). Online library resources are available to off-campus users via a remote authentication tool (EZ Proxy) administered by District Information

Technology (IT) staff. Remote authentication to online library resources via EZ Proxy can be accessed directly from the Library website by clicking a given database name or by logging in through the “Library and Learning Resources” tab of the student portal. In conjunction with the IT staff, the Library also provides on-campus access to a variety of technology tools including computers, printers, copiers, scanners, and a Wi-Fi network.

The Library on the main campus is staffed by two full-time librarians, six hourly librarians, three classified staff, and a varying number of student assistants (II.B.1.9). One of the classified staff members splits her assignment between the main campus and the Santa Paula site, where she provides services two days a week. There are no librarians at the Santa Paula site unless a faculty member requests an information literacy instructor session there.

Learning Center: The Learning Center computer lab, called the "BEACH," is located on the first floor of the Learning Resource Center building (II.B.1.10). The "BEACH" is an acronym for "Best Educational Access to Computers and Help." The 369 station computers serve as a lab for classroom instruction and as an open-access drop-in resource. The lab provides instructional support through technology for several academic and vocational disciplines, including English, Foreign Language, English as a Second Language, Geography, Learning Skills, Math, Nursing, Emergency Medicine, Reading and Study Skills. The Learning Center also supports Ventura College's distance learning program by hosting many of the orientations and exams. The Learning Center is open to all students of Ventura College for academic and recreational use. Special populations are also served through technology in the Center.

While the Learning Center acts as a drop-in lab that supports student retention and personal growth, the Center also offers students the opportunity to enroll in IDS 100 in order to take advantage of instructors available throughout the day to assist with academic needs (II.B.1.11). IDS 100 instructors also provide free workshops to provide students with skills in note-taking, test taking, textbook reading, time management, collaborative study, and specific writing and research skills including thesis, organization, and citations (II.B.1.12).

Learning Center is divided into pods of computers. This arrangement allows for grouping of students by software (such as My Math Lab and Reading Plus) and discipline (when the pods are used for classes). The Learning Center serves as the classroom laboratory space for approximately eighty-five sections of scheduled classes each semester (II.B.1.13). In addition, faculty who do not have their sections officially scheduled in the Learning Center are able to schedule space and time for testing, orientations, and instructional assignments.

There are seventy-two stations available for daily drop-in use by students. Three instructional lab technicians provide training and support for instructors and students utilizing the Learning Center technology.

Supplemental Instruction: Headquartered in the Tutoring Center on the first floor of the Learning Resources building, the University of Kansas inspired-Supplemental Instruction (SI) program is staffed by the tutorial services specialist II and approximately 45 tutors who provide support for more than 50 sections of basic skills courses in English, ESL, and Math (II.B.1.14).

SI tutors must complete the IDS V09 course (Tutorial Procedures and Methods) (II.B.1.15) and attend several mandatory workshops covering such topics as facilitation skills, lesson planning,

basic skills sensitivity training, learning styles, group techniques, study skills, time management, campus resources and procedures, and sexual harassment awareness.

SI tutors attend the classes they are assigned to and act as model students. They communicate with instructors, model study skills, and participate in group activities within the classroom. Outside of the classroom, SI leaders provide weekly, non-remedial group study sessions. SI leaders also create handouts and quizzes related to the course content to help ensure that students are well prepared to take on their current and upcoming assignments, papers and exams (II.B.1.16).

Through observing and talking to students both inside and outside of class, SI leaders are able to monitor their students' skills and confidence levels. This allows them to think about how they can best use sessions to cater to each student's individual needs. SI leaders are trained to teach students to combine "how to learn" with "what to learn." The SI program implements various learning theories including behavioral, cognitive developmental, social interdependence, and experiential learning in its collaborative, student-centered approach. At the end of each semester, the SI program is evaluated by students and faculty. The results are compiled and provided to SI leaders so that they can see the ways in which SI benefited their students and also find ways in which the program can improve (II.B.1.17).

Tutoring Center: Located on the first floor of the Learning Resources Center building, the Tutoring Center is dedicated to providing no-cost academic tutorial support for VC students in a wide variety of subject areas (II.B.1.18). On-campus tutoring is supervised by a tutorial services specialist II. Tutoring services are also offered on a more limited basis at the Santa Paula site, and are supervised by a bilingual tutorial specialist I. The team of 70 student tutors are Ventura College students, past and present, who have been recommended by their instructors. The Center also has volunteer tutors, many of which are retired faculty and professionals from the community, to assist students with their classes. The tutors are assisted by ten part-time front desk student assistants.

To access tutoring services, a student must be enrolled during the term in which tutoring is requested and he/she must also enroll in IDS N100 (Individualized Study), a non-credit, no-fee lab class (II.B.1.19). The Center supports students with course content, clarifies instructions for assignments, helps brainstorm ideas for papers and projects, and teaches strategies for effective study and exam preparation. Students self-identify their academic goals in the following categories: Writing, Reading, Math, Study Skills, Computer Literacy, Language Acquisition, Vocational Skills, and Other (II.B.1.20).

The Tutoring Center is currently open at VC main campus Monday through Saturday, for a total of 48 hours per week. The Center offers several forms of tutoring for students with various learning needs: group sessions, drop-in sessions, and study groups for many disciplines, including, but not limited to: Accounting, Biology, Chemistry, Child Development, Economics, English, ESL, Foreign Language, History, Math, Anatomy, and Physics. Individual tutoring, although limited by budget, is also provided for students who are identified as high risk (II.B.1.21).

With the increase in classes offered online, it has become important to successfully implement services distance learning students and for students who need access to services during hours that the Tutoring Center is not open. To address this need, VC purchases 1,000 hours of Smarthinking, a commercial online tutoring services, for the calendar year (II.B.1.22). Students are directed to Smarthinking via the web portal housed on the Tutoring Center website or through a link in their online courses. As with other tutoring options the online tutoring service is strongly encouraged, but not required (II.B.1.23).

A primary concern of faculty, staff, and students is the lack of space. The 2015-16 Tutoring program review includes an initiative to create a Space Utilization Task Force so faculty, staff, and students can review the current use of space in the Learning Resource Center and make recommendations of how to expand services (II.B.1.24).

Math Center: The VC Math Center is located in room SCI-223A in the Sciences and Mathematics building. Grant-funded Math tutors are supervised and trained by the tutorial services specialist II and Math faculty volunteer to serve their office hours in the Center. The Math Center assists students at all mathematics levels in acquiring the skills they need to succeed in their current math class. The Math Center is open 24 hours per week, from 9:30 a.m. - 3:30 p.m. Monday through Thursday (II.B.1.25).

Reading and Writing Center: Between spring 2013 and summer 2015, VC had a Reading and Writing Center (RWC) that shared a space with the Testing Center. The number of students served initially increased initially, but then decreased due to a lack of funds to hire additional tutors and the inability to expand its service hours in the shared space. In fall 2015 the RWC was moved back into the Tutoring Center to expand hours of service, and the number of tutors was increased from three to five. English and IDS faculty have developed a new series of orientations and workshops (II.B.1.26). It is now anticipated that the number of students served will increase.

The Learning Resource Center at Ventura College Santa Paula: The VC Santa Paula LRC contains 30 computer workstations, which provide access to the research databases and the electronic book collection, a limited number of reference materials in print format, and a textbook lending library. Tutorial software is available to compliment and support classroom instruction in math, English, accounting, essay writing, medical assisting, resume-building, and keyboarding. There are also resources for English language learners to improve grammar and pronunciation. Individual and small group tutoring is provided, as is assistance in using the computers.

Evaluation

VC partially meets this Standard. The College supports student learning and achievement by providing library, tutoring, and supplemental instruction services, and provides access to computing technologies in a staffed open laboratory. The Library has a nontraditional organizational structure, with the librarians reporting to the dean and the classified employees reporting to the learning resources supervisor. Thus there is no formal relationship between the faculty and classified employees of the Library, except through the dean, who has no training or expertise in learning resources and who is responsible for a variety of other academic

departments (II.B.1.25). There are only two contract librarians to serve a student population of xxx students. While supplemental coverage is provided by hourly librarians, any scheduled (sabbatical, governance) or unscheduled (medical) leaves hinder the full provision of professional reference, orientation, or collection development services. The Library requested an additional full-time digital initiatives librarian through its program review process during the 2014-2015 academic year, and then again in 2015-2016. The scope of work for the digital initiatives librarian would be to serve the College's distance education students more adequately (II.B.1.26).

While library, computing, and tutoring services are made available at the Santa Paula site, staffing levels to provide support and oversight are minimal. One classified library assistant splits her assignment between the main campus and Santa Paula. [NOTE: Describe what this person does there and why this is not enough to equitably meet student needs.]

General and reference questions can be submitted to librarians in-person and via telephone and email. No chat or text features are available to support newer modes of student communication.

The grant-funded Math Center has been a valuable and heavily used resource for all levels of students. With the impending termination of the grant, it will be necessary to decide whether to continue to maintain both tutoring services in Math through a centralized Tutoring Center and to offer separate Math Center services, or whether there would be both financial and organizational benefits to recombining these two entities.

Action Plan

By the end of the 2016-2017 program review cycle, a staffing and funding plan will be developed to support the need to provide librarians and technicians to support learning resources services at the Santa Paula site.

By the end of the fall 2016 semester, VC will have either funded an additional faculty librarian position to support quality and continuity of on-campus and online services or it will consolidate the dollars used to pay for hourly librarians in order to pay for the services of a full-time librarian. One of the many initiatives to be undertaken by this librarian will be the initiation of reference services via chat and text.

During the 2016-2017 academic year, the dean of English, Communications, Languages, and Learning Resources will engage librarians and classified personnel in a review of the Library's organizational structure. The advantages and disadvantages of more traditional organizational structures will be studied and an optimal organizational structure will be proposed to the vice president of academic affairs and student learning.

Six months prior to the end of the xxx grant, the dean of English, Communication, Languages, and Learning Resources, the dean of Math and Science, the tutorial services specialist II, and the Math Department faculty will review the advantages and disadvantages of maintaining two locations for the provision of Math tutoring services. A plan for either maintaining a separate

Math Center with general fund dollars or a plan for combining both services will be presented to the vice president of academic affairs and student learning.

Evidence

- II.B.1.1: Library Policy Handbook, page 5
- II.B.1.2: Reference Desk Statistics
- II.B.1.3: Class Orientation Statistics
- II.B.1.4: LIB V01 Course Description
- II.B.1.5: Library Book Collection Statistics
- II.B.1.6: Library Circulation Statistics
- II.B.1.7: Textbook Lending Library Statistics
- II.B.1.8: Screenshot, Library Webpage
- II.B.1.9: Screenshot, Library Staff Webpage
- II.B.1.10: Screenshot, Learning Center Webpage
- II.B.1.11: IDS 100 Course Description and Statistics
- II.B.1.12: Sample IDS 100 Worksheets
- II.B.1.13: Learning Center Schedule of Class Use
- II.B.1.14: List of SI Tutor, Spring 2015
- II.B.1.15: IDS V09 Course Description
- II.B.1.16: Sample Materials Created by SI Leaders
- II.B.1.17: Evaluation of SI Program, Fall 2015 and Spring 2016
- II.B.1.18: List of Subject Areas Tutored, 2015-2016 Academic Year
- II.B.1.19: IDS N100 Course Outline
- II.B.1.20: Tutoring Intake Form
- II.B.1.21: Tutoring Statistics by Subject Area and Format
- II.B.1.22: Description of Smarthinking
- II.B.1.23: Online Tutoring Statistics
- II.B.1.24: 2015 Tutoring Program Review, page x
- II.B.1.25: Math Center Usage Statistics, 2015-2016
- II.B.1.26: Instructional Materials Prepared for RWC Students

II.B.2 Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Description

Working within the guidelines of adopted collection development procedures, the librarians work collaboratively with classroom faculty to acquire library materials that support student learning. The Library Executive Team (the dean, the learning resources supervisor, and the two full-time librarians) frequently review the library book budget to ensure that the limited funds are allocated to subject disciplines in an equitable manner and that those funds are spent within established District guidelines. Librarians work with department chairs and other discipline faculty to ensure that these funds are spent appropriately. Additionally, a librarian is a member of the college's Curriculum Committee as a means to ensure that the library contains materials on

new and revised courses and programs prior to their approval by the Committee. The librarian on the Curriculum Committee is required to sign off that Library resources are sufficient to support the curriculum of new programs (II.B.2.1).

The librarians also ensure that the collection is weeded on a regular, systemic, on-going basis and that it contains current materials. When deficiencies are found in the collection, the librarians, in concert with discipline faculty, update the collection to meet student needs. Librarians also become aware of collection development needs through reference desk interactions and individualized/specialized information literacy instruction sessions. The Library regularly solicits input from faculty regarding materials needed in the collection (II.B.2.2). This is done each semester with a view toward having new materials in place for the following semester. The Library also accepts unsolicited suggestions submitted by faculty and students (II.B.2.3). The annual survey of faculty and staff is an additional opportunity for input into the state of the library collection (II.B.2.4).

Collection development guidelines for books, periodicals and electronic databases were drafted and updated during the 2012-2013 academic year (II.B.2.5). Crafted by library staff, the document was approved by the Library Committee in spring 2013 (II.B.2.6). The Library Committee is an advisory committee that works to support and advocate for the interests of the Library and provides input on policies, guidelines, procedures and services (II.B.2.7). The collection development policy is consistent with Board Policy 4040 and Administrative Procedure 4040 (Library Services) (II.B.2.8).

All librarians are assigned selection responsibilities (II.B.2.9) and regularly collaborate with faculty members to analyze book collection age and use patterns in a regular cycle of purchasing and weeding of the collection. An online form is available for faculty to submit requests for individual titles (II.B.2.10).

The Library uses reports from Voyager, its ILS, to assess the effectiveness of its collection in terms of quantity, quality, depth, and breadth. For example, the Library uses reports indicating counts of item types, number of acquisitions, discards, and year-to-year growth of the collection (II.B.2.11). In this way, library staff can track areas where numbers show additions or other maintenance may be needed. ILS reports can also be helpful for gleaning some sense of the depth and variety of the collection. Reports can show the number of items held according to call number range (II.B.2.12) and may be tailored more narrowly as well.

In terms of the quality of the collection, usage data is an indication of its value to the users (II.B.2.13). While this data cannot indicate how students use items they borrow, it does give a sense of what parts of the collection are most relevant to the students' interests. Library staff systematically review the collection by call number range, looking at how many circulations and when the last circulation was, as part of the decision-making for weeding items from the collection (II.B.2.14).

Age of the collection is an additional indication of quality. A report generated through the ILS can show a breakdown of the age of the collection (II.B.2.15). Generally speaking, the Library strives to have newer, up-to-date materials available to the students. In some disciplines,

however, there are older materials that are considered canonical, historical or otherwise worth retaining. In a similar vein, usage data from the databases to which the Library subscribes offers some sense of the use and quality of the databases. The Library can pull various reports from the databases, including for different time periods or other variables (II.B.2.16).

Since 2010, through a balance of weeding and new selections the Library has maintained a current and relevant print collection that is close to xxx volumes. The Library has also steadily built an e-book collection which now totals over 125,000 titles. E-book usage has grown steadily and indicates a healthy distribution across 30 broad subject areas with the heaviest use in the social sciences, business, and health and medicine. The addition of very affordable e-books is a prudent use of materials dollars and has diversified the formats available to support all students at all times at all locations.

Due to budget problems, the college's Media Services Department was closed in 20xx. Since that time, the DVDs from Media Services have been transferred to the Library, which now houses the collection behind the reference desk, continuing its use as a classroom-only collection. Since the transfer of Media Services to the Library, no additional funds have been allocated to the Library for the maintenance of this collection and, as it ages, its use is declining (II.B.2.17). No online streaming videos are provided at this time although discussion has begun to address this.

Working with the structure of the College's Technology Committee, the Library and LRC rely upon the expertise of the District IT department to ensure that the educational computing equipment in the BEACH is maintained and refreshed on a regular basis. The campus Technology Master Plan (II.B.2.18) ensures that computers and equipment within the LRC are updated on a systematic basis. Computers and software needs in tutoring labs are met through the college wide process of replacing computers according to age so they are equitably distributed (II.B.2.19).

Evaluation

VC meets this Standard. The Library relies on expertise of faculty, librarians, learning support professionals and other standard library methodologies to select, maintain, and assess its educational equipment, systems and materials, to support student learning for all the College's locations and delivery modes. Materials for the Library collection are selected within adopted parameters, and outdated materials are withdrawn in accordance to an established schedule. Data provided by the College's ILS guide decisions relative to the development of the materials collection.

The defunding of the College's Media Services department has resulted in the Library housing a collection of DVDs that is of decreasing value to the instructional program. Discussions are still in the early stages regarding the value of adding video streaming services to the resources offered to faculty for classroom use.

Action Plan

The Library Executive Team and the Library Committee will continue to discuss the possibility of adding video streaming services. By the end of the fall 2016 semester, a decision will be made whether it is feasible to pilot such a service to determine the degree to which it will be useful to the instruction program.

Evidence

- II.B.2.1: Curriculum Committee Form Showing Librarian Sign-Off
- II.B.2.2: Library Solicitation of Faculty Input
- II.B.2.3: Sample Unsolicited Suggestions
- II.B.2.4: Annual Survey of Faculty and Staff
- II.B.2.5: Collection Development Guidelines
- II.B.2.6: Minutes, Month day, 2013, Library Committee Approval of Collection Development Guidelines
- II.B.2.7: Library Committee Description
- II.B.2.8: BP 4040 and AP 4040
- II.B.2.9: List of Librarian Selection Responsibility Assignments
- II.B.2.10: Screenshot, Online Form for Faculty Request for Library Materials
- II.B.2.11: Voyager Reports: Counts of Item Types; Number of Acquisitions and Discards; Year to Year Growth of Collection
- II.B.2.12: Voyager Reports by Call Number Range
- II.B.2.13: Circulation Statistics
- II.B.2.14: Schedule of Weeding
- II.B.2.15: Voyager Report on Age of Book Collection
- II.B.2.16: Library Periodicals Database Reports
- II.B.2.17: DVD Usage Statistics
- II.B.2.18: Technology Master Plan
- II.B.2.19: Computer Replacement Schedule

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

VC utilizes a variety of methods to assess the adequacy of learning support services in meeting identified student needs, including the assessment and evaluation of Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs), and the administration of an annual college wide survey.

Library: Instruction in information competency is carried out by all librarians via reference and one-shot instruction sessions, as well as by the librarian who is the instructor of record for the College's credit-bearing LIB V01 course.

Each semester, the Library provides information literacy instruction (ILI) sessions for classes across a range of disciplines. The SUOs for the ILI sessions are:

1. Students will demonstrate the ability to:
2. Identify an information need
3. Choose appropriate library resources that best meet a particular information need
4. Successfully use library services/resources
5. Find or request materials to meet information needs (II.B.3.1)

Classes are generally a single-session ILI type, with the occasional follow-up instruction whereby the class comes into the Library two (or more) times for continued instruction. Librarians work with faculty on campus to arrange these ILI sessions and to ensure that the content is tailored to fit the needs of the class. During the 2015-2016 academic year, the Library offered XX sessions to YYY students (II.B.3.2).

As part of the Library's SUO assessments, after ILI sessions, librarians conduct an interview with the instructors to capture perceptions of what the sessions covered well and/or didn't cover adequately. In past years, the librarians made inconsistent use of a pre-test/post-test tool to determine whether students are effectively learning information competencies, and also for setting subsequent goals for improvement (II.B.3.3). Librarians have resumed the practice of administering pre- and post-tests for ILI sessions, making a more concerted effort to do so after each session. A longer period of data collection from the pre- and post-tests will be needed in order to provide the basis for any potential needed changes to instruction.

The Library also offers an information competency course, LIB V01, which has the following SLOs to meet student-learning needs:

At the end of the semester, students will be able to:

1. Find information to fulfill an information need and then to apply the information appropriately
2. Collect, arrange and organize and then evaluate which information is best for a particular need
3. Identify and choose the appropriate type (e.g., academic, public, special, etc.) of library and library resource(s) (e.g., proprietary database, reference books, circulating books, librarians, etc.) to use for a given particular information need
4. Rate, select and describe why a particular library or library resource was chosen to fulfill an information need (II.B.3.4)

The degree to which students attain the SLOs for LIB V01 is assessed according to a rotation established by the Student Learning Outcomes Committee (II.B.3.5). A review of the data collected indicated in 2015-2106 indicates ...[insert results of SLO assessment for LIB V01] (II.B.3.6).

The established Annual Library Survey process evaluates the efficacy of the learning support services on campus. The Library surveys are performed on a summative annual basis, generally each spring semester (II.B.3.7). The evaluation process is developed by faculty, staff, and students through the Library Committee. To ensure that all divisions/departments and all types

of students are included in the survey, the survey is promoted each year at the Department Chair Council by the division dean and the librarians. The College's institutional researcher assists in establishing the validity parameters to ensure an adequate statistical sampling. The Library survey questions are reviewed annually by the Library Executive Team, the Library Committee, and the institutional researcher. The results are compiled by the institutional researcher into a report that is published and made available to the College. A separate time-of-use survey from the Lending Library is also used as a means to document the value of this unique service whereby current and previous edition textbooks are loaned to students on a semester-length term. From both of these survey processes, the Library establishes benchmarks for improvements to the quality of instruction and the level of service provided.

The Library's website hosts a variety of brief online videos teaching specific skills on the use of the catalog, subscription databases, proper source citation, and other research tasks. The Library has created xx research guides, called LibGuides, for students to access through the library website (II.B.3.8). The guides provide detailed instruction on important information competency skills and concepts such as evaluating internet resources, citing sources, understanding primary, secondary sources, distinguishing between popular and scholarly journals, and plagiarism. Other guides provide subject-specific instruction to research within an academic discipline or a proprietary library database. Some guides were created in collaboration with classroom faculty to assist students with research on a specific topic or assignment. These video tutorials and the collection of LibGuides provide a strong means of instruction to students regardless of location. Counter metrics are used as a means of evaluating the use of these resources (II.B.3.9).

Reference services are offered by librarians all hours the library is open. The services involve one-on-one instruction with covered topics ranging from searching the library's online catalog to evaluating resources. Over xxx in-person reference encounters with students occur on average each year (II.B.3.10). Reference statistics are used as a means of determining how best to staff the reference desk.

Learning Center: The Learning Center has three SUOs that are assessed annually. The SUOs for the Learning Center are:

1. Students will be able to identify the Learning Center as a place for utilizing computers with specialized software as a resource for supplemental study
2. Students will be able to identify and work with IDS instructors to help achieve their identified goals
3. Students will find the Learning Center equipment, software, and facility satisfactory to meet their educational needs (II.B.3.11)

A review of the SUO data collected indicated in 2015-2106 indicates ...[insert results of SLO assessment for Learning Resources] (II.B.3.12).

Supplemental Instruction: SI is a collaborative academic support service sponsored by a Title V grant to increase student success in select low-performing classes. The 2015-2016 program review revealed a decline in participation in SI (II.B.3.13). Causes for declining participation may include a delay in hiring a new tutorial services specialist II, lack of incentives for student

participation, scheduling logistics/lack of dedicated line of sight space, and misperceptions about the role, function, and goals of the SI program. The tutorial services specialist II hired in March 2015 is rebuilding the program as it is scheduled to be institutionalized at the end of the Title V Grant in 2017.

The SI program has three SUOs that are assessed on an annual basis. They are:

1. Students will be able to apply what they learned through Supplemental Instruction to increase success in the course
2. Students will increase confidence in their abilities to meet course objectives
3. Students will learn and apply improved student habits and time management skills (II.B.3.14)

Analysis of the fall 2014 SUO assessments compared to the spring 2015 assessments showed a performance drop in all three SUOs, with success rate dropping from 81.7% to 73%, increased confidence level dropping from 89% to 72.75%, and agreement that study habits and time management skills had improved dropping from 87.3% to 67% (II.B.3.15; II.B.3.15). Analysis of the fall 2015 and spring 2016 SUO assessments found that ... [describe results] (II.B.3.17; II.B.3.18).

As a result of the surveys, the new tutorial services specialist II attended official SI training in fall 2015, and began providing additional support and training to the student leaders participating in the program during the spring 2016 semester, in hopes of restoring the high quality of services the program has historically been known to provide.

Tutoring Services: The Tutoring Center has three SUOs. They are:

1. Students will demonstrate improved understanding of the course subject matter
2. Students will demonstrate improved skills in interpreting information from the text and other course media
3. Students will learn and apply improved study habits and time management skills (II.B.3.19)

A comparison of fall 2015 student assessments compared fall 2014 assessments found that (II.B.3.20). As a result of this comparison [insert general plan for improvement].

In Fall 2015, Distance Education staff were asked to assess and provide feedback about Smarthinking and to make a recommendation regarding whether the college should continue contracting with Smarthinking for its online tutoring support services or to consider joining the statewide Online Education Initiative (OEI) and contract with Net Tutor. The survey results showed that ...[summarize results of the survey]. (II.B.3.21) Based on this feedback, it has been decided ... [insert decision]. This decision was still pending at the time of this self-evaluation study.

Evaluation

VC meets this Standard. Each learning services program has established SUOs. These SUOs are assessed on an annual basis and the results are analyzed and used to form the basis of plans for improvement.

Action Plan

During the 2016-2017 academic year, the SI program will engage the services of the IEE division in order to identify the root causes for the drop in student participation and achievement.

During the fall 2016 semester, the Tutoring Center will make a recommendation to the dean and vice president of academic affairs and student learning regarding whether to continue to use SmartThinking as an online tutoring product or to change to the statewide contract with Net Tutor.

Evidence

- II.B.3.1: Library SUOs
- II.B.3.2: ILI Statistics
- II.B.3.3: ILI Pre-Test / Post-Test
- II.B.3.4: LIB V01 SLOs
- II.B.3.5: Rotation of SLO Assessment, LIB V01
- II.B.3.6: Data Report, SLO Assessment, LIB V01
- II.B.3.7: 2016 Annual Library Survey
- II.B.3.8: Sample LibGuides
- II.B.3.9: Data Report, Use of LibGuides
- II.B.3.10: Reference Desk Statistics
- II.B.3.11: Learning Center SUOs
- II.B.3.12: Learning Center SUO Analysis, 2015-2016
- II.B.3.13: 2015-2016 SI Program Review, page x
- II.B.3.14: SI SUOs
- II.B.3.15: SI SUO Data Fall 2014
- II.B.3.16: SI SUO Data Spring 2015
- II.B.3.17: SI SUO Data Fall 2015
- II.B.3.18: SI SUO Data Spring 2016
- II.B.3.19: Tutoring Center SUOs
- II.B.3.20: Comparison of Fall 2014 and Fall 2015 Tutoring SUO Data
- II.B.3.21: Survey of Distance Education Staff Regarding Value of Smarthinking

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Description

With the advent of Voyager as the Library's ILS in 201X, book sharing among the three college campuses of the Ventura County Community College District became a formalized process. Now, rather than having to make a telephone call and to ask a librarian to request a book from another campus, students can perform a union catalog search in Primo (the name of the union catalog) and request books from other campuses on their own. Students can also choose to drive to another campus location and check out a book from any college library using their home campus student ID. When it was discovered that no formal written agreement was in place that documents this fundamental shift in resource sharing, such a memorandum between the three college libraries was established in fall 2015 (II.B.4.1).

As subscription databases are proprietary and individual to each campus, no electronic resource sharing between the colleges is permitted, as per the respective licensing agreements that each campus library enters into when subscribing to a particular database.

Evaluation

VC meets this Standard. The three colleges in the District have established a union catalog of their books and periodicals, thus expanding the resources available to students. An informal resource sharing program between the three colleges of the District was codified into a more formal, written agreement. VC does not rely on any other institutions for instructional purposes.

Action Plan

None.

Evidence

II.B.4.1: Memorandum of Understanding, Union Catalog and Sharing of Resources

II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Description

The quality of student support services is evaluated by tracking SUOs (as described in I.B.2) and through the annual assessment of overall effectiveness that is conducted during the College's annual program review process (as described in I.B.5). Student services programs use templates provided by the IEE division to report on the number of students served, the types of services offered, the degree to which students have made progress in attaining SUOs, and the status of prior year initiatives to improve services and service outcomes.

Evaluation

VC partially meets this Standard. All service programs and departments participate in SUO assessment and in program review, using templates that mirror the templates used in academic program review. Program review data sets are provided by the IEE to the Counseling (II.C.1.1), Educational Assistance Center (II.C.1.2), and Library (II.C.1.3) departments. Other programs and departments must collect and synthesize their own data sets (II.C.1.4), but are not required to provide them during program review (II.C.1.5).

As described in I.B.2, there is an established rotation schedule for assessing SUOs, and service programs are required to report on that status of SUOs as a part of the annual program review process. Data gathered through the assessment of SUOs is used to develop yearly goals and to inform resource allocation requests.

Point of service surveys are used to collect feedback from students and the community regarding the effectiveness of the support programs and services. Throughout the semester, after interacting with a support service, students are asked to assess the degree to which they are satisfied with the service provided (II.C.1.6). These surveys are placed in a sealed container that is later opened and processed by the IEE. The tabulated results of the surveys are provided to the support service [insert how often] and the information is used to improved service delivery (II.C.1.7). The student feedback collected and tabulated through the point of service surveys has not been incorporated as a data element for program review purposes. There is also no mechanism to incorporate feedback collected through student focus groups (as described in I.B.1) into the systematic evaluation of student services.

The Financial Aid, Educational Opportunities Programs and Services (EOPS), and xx departments are routinely audited to ensure their proper adherence to state and federal guidelines, board policy, and funding criteria (II.C.1.8). External auditors visit each program and typically ask for a predetermined set of data such as student files, enrollment documentation, and copies of policies and operating guidelines. The results of these audits are provided to the support service department and/or office and District office. If there are audit exceptions, the issues are thoroughly examined and corrected (II.C.1.9).

Action Plan

During the 2016-2017 academic year, the IEE will increase its oversight of the self-generated data sets used by the Financial Aid, EOPS, and xx departments.

During the 2016-2017 academic year, the program review template for student services programs will be modified to include a place to analyze the feedback provided by student focus groups.

By the end of the 2017-2018 academic year, all data sets used in the program review process will be formatted and provided by the IEE. Program review will then require data analysis for all student service programs.

Evidence

- II.C.1.1: Program Review Data Set, Counseling
- II.C.1.2: Program Review Data Set, EAC
- II.C.1.3: Program Review Data Set, Library
- II.C.1.4: Sample Data Sets, Student Health Center, EOPS, Assessment
- II.C.1.5: How to Complete the 2015-2016 Service Program Review, Item 4
- II.C.1.6: Sample Point of Service Survey
- II.C.1.7: Sample Summary Report of Point of Service Survey Data
- II.C.1.8: Sample Financial Aid and EOPS Service Audit Reports
- II.C.1.9: Example of Corrected Audit Exception

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Description

Institutional (ISUO), program (PSUO), and service unit (SUO) outcomes are identified and assessed at VC. ISUOs are broad service support goals that are shared across campus. VC has two ISUOs:

1. The Service will support or facilitate a positive learning or service environment for students.
2. The Service will support or facilitate institutional accountability by monitoring and ensuring compliance with statutory mandates, local policy and procedures, and state or federal law.

In addition to assessing one or both ISUOs, student services programs have identified and assess one or more PSUOs and an average of three program-specific SUOs.

Evaluation

VC meets this Standard. While instructional programs assess SLOs on a three-year rotational basis, service units have elected to conduct an annual assessment of all SUOs. A variety of assessment tools are used, including surveys (II.C.2.1), projects (II.C.2.2), focus groups (II.C.2.3), self or peer evaluations (II.C.2.4), assessment exams (II.C.2.5), and educational plan data (II.C.2.6). Faculty and staff report SUO assessment findings to their department chairs or coordinators, using forms that were created for that purpose (II.C.2.7). After assessments have been completed, departments meet to discuss their findings. Discussions focus on whether expectations were met and what can be done to increase student success or satisfaction. After the discussion, program review initiatives are planned and prioritized.

A district-wide survey of student perceptions was conducted during the spring 2015 semester (II.C.2.8), using the same questions that were used during student perception survey that was conducted during the spring 2009 semester (II.C.2.9). Students were asked to rate their level of

satisfaction with the class schedule, the availability of instructors outside of class, methods of instruction, counselor appointment availability, and other topics. A comparison of the 2015 survey results to the 2009 survey results showed that ... [summarize the findings] (II.C.2.10). Based on these findings, VC will ... [summarize improvements that will be planned].

Action Plan

During the spring 2017 semester, [identify what will happen as a result of the findings of the student perception survey, and identify who will do it]

Evidence

- II.C.2.1: Sample Student Services Survey
- II.C.2.2: Sample Student Services Project
- II.C.2.3: Sample Summary, Student Focus Group
- II.C.2.4: Sample Peer Evaluation
- II.C.2.5: Sample Assessment Exam
- II.C.2.6: Education Plan Data
- II.C.2.7: Sample Form for Providing SUO Data
- II.C.2.8: 2015 Student Perception Survey
- II.C.2.9: 2009 Student Perception Survey
- II.C.2.10: Findings, Comparison of 2015 and 2009 Student Perception Surveys

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Description

On the main campus, the College offers a wide array of quality support services that assist students in achieving their goals. These services include Admissions and Records, Assessment, Assistive Technology, California Work Opportunities and Responsibility to Kids (CalWORKs), Career Center, Child Care Center, Counseling, Disabled Students Programs and Services (DSPS) through the Educational Assistance Center (EAC), Extended Opportunities and Program Services (EOPS), Financial Aid, Freshman Year Experience, International Students, Mathematics Engineering Science Achievement (MESA), Outreach Services, Student Activities and Clubs, Student Government, Student Health Center, Veterans' Services, and the Welcome Center. Each student services program has a webpage that provides essential information and telephone contact information (II.C.3.1). In addition, there are a variety of instructional support services (as described in II.B) and the opportunity to participate in theater, dance or music performances, or on one of 19 athletic teams.

At the Santa Paula site, VC offers a core set of essential support services. These include Admission and Counseling services, Tutoring services, a Learning Resource Center, a small reserve collection of books, courier service for Library books from the main campus, and full

access to the Library's collection of electronic books and databases. Representatives from Financial Aid, EOPS, and DSPS visit the Santa Paula site on a periodic basis to meet with students who are assembled to learn about additional services available to them on the main campus.

Distance education students are supported through a variety of online services, including the ability to apply, register, pay fees, review grades, and conduct a preliminary degree audit prior to talking to a counselor. An online readiness assessment (II.C.3.2) is available. Counseling services are available by telephone or via online communication (II.C.3.3).

Many student services departments include employees who are bilingual in Spanish and English. In addition, critical sections of the downloadable schedule of classes are published in Spanish (II.C.3.4).

Evaluation

VC meets this Standard. Most of the main campus student services, including Admissions and Records, Assessment, the Student Business Office, the Transfer Center, the Career Center, and Counseling, are housed in the Student Services Center Building. Student Activities, Student Government, Financial Aid, DSPS/EAC, the Veterans' Resource Center, and EOPS are located in nearby buildings. On-campus services are available to students for in-person support from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and from 8:00 a.m. to 5:00 p.m. on Friday. Saturday hours are made available during peak registration times.

Counseling, Financial Aid, and other services are provided periodically and on an as-needed basis at the Santa Paula site. Two counselors are on site in Santa Paula two days each week. Once each month a bilingual Financial Aid Office representative visits Santa Paula to help students process their Free Application for Federal Student Aid (FAFSA) and California Dream applications. This on-site service is increased to twice monthly during the periods of greatest demand. Additionally, the first annual "Set Your Course" workshop (II.C.3.5) was presented in Santa Paula in 2015. This workshop, designed to orient students to support programs and services, was presented in both English and Spanish, and targeted students and parents who meet AB 540 requirements.

Many student services are also available online. An online orientation is available (II.C.3.6) and counseling is provided online or via the telephone. There is an online assessment of "readiness" to take an online course. In addition, the online course management system provides a widget that creates a link to available student support services (II.C.3.7). Not all online instructors make this link available to their students.

Most Admissions and Records forms are available for students to download and email (II.C.3.8). Students can contact Assessment and Counseling using phone and/or an email account to ask questions and get general information. Through the my.vcccd student portal, all students have access to real-time financial aid data. Students are able to see outstanding requirements, financial aid awards, disbursement schedules, and other relevant information. Financial aid service is also available by telephone and email. The Financial Aid website is current and provides a wealth of

information and resources such as FATV and “Cash Course” that are easily attainable for students (II.C.3.9). Student services online are Americans with Disabilities Act (ADA) compliant, and include closed captioning of videos and the ability to magnify print (II.C.3.10).

Supplemental college orientation, counseling, financial aid assistance, educational planning and registration for graduating high school students are provided through “Pirate Fridays.” With one school participating each Friday, eight neighboring high schools were hosted by VC. During the spring 2015 semester, 394 high school seniors participated in Pirate Fridays (II.C.3.11). During the spring 2016 semester, this service was expanded to “Pirate Saturdays” to provide services and information to more potential students (II.C.3.12).

The Counseling Department has initiated the “Don’t Cancel My Class” program in which, if a faculty member in any discipline is not able to attend his or her class session, a counselor will substitute and use the class session to inform students of counseling services, discuss other support services, and make a personal connection with the students to help students feel more comfortable about meeting with a counselor (II.C.3.13).

Students who cannot attend assessment and orientation during a week day may participate through the periodically scheduled “Set Your Course Day.” Initiated in December 2014, this event enables students to receive college orientation, assessment, counseling, and financial aid assistance, and to register for an upcoming semester (II.C.3.14).

Action Plan

During the fall 2016 semester, all online faculty will be strongly encouraged to use the course management system link to student support services.

Evidence

- II.C.3.1: Screenshot, Services for Students Webpage
- II.C.3.2: Screenshot, Distance Education at Ventura College
- II.C.3.3: Instructions to Online Student Regarding How to Access Counselors via the Phone and the Web
- II.C.3.4: Sample College Catalog Pages in Spanish
- II.C.3.5: Flyer, Set Your Course Workshop, Santa Paula
- II.C.3.6: Screenshot, Online Orientation
- II.C.3.7: Screenshot, Widget Link to Student Support Services
- II.C.3.8: Sample Online Admissions and Records Form
- II.C.3.9: Screenshot, Financial Aid Website
- II.C.3.10: Screenshot, Sample Closed Captioned Video
- II.C.3.11: Pirate Fridays, Schedule and Statistics, Spring 2015
- II.C.3.12: Pirate Saturdays, Schedule and Statistics, Spring 2016
- II.C.3.13: Don’t Cancel My Class Promotional Flyer
- II.C.3.14: Set Your Course Day Flyer

II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Description

VC’s co-curricular programs and athletic programs are consistent with the College mission and contribute to the social and cultural dimensions of the students’ educational experience. The Associated Students of Ventura College (ASVC) consists of up to 14 officers who provide co-curricular programming for the student body and advocate on behalf of students on participatory governance committees (II.C.4.1). There are between 17 to 23 active student organizations at any given time, each with at least one faculty/staff advisor (II.C.4.2). Approximately 300 students are active members of student organizations each year. The list of active student organizations includes:

- Adventure Club
- Alpha Gamma Sigma Honor Society
- Anthropology Club
- Art Club
- Association of Ceramic Arts
- Black Student Union
- Cafe Philosophia
- Film Club
- Gay-Straight Alliance
- History & Pre-Law Association
- Hockey Club
- Holistic Health Club
- InterVarsity Christian Fellowship
- M.E.Ch.A.
- People First
- Pre-Health Society
- VC Press Club
- Psychology Club
- Recovery 101
- Society for Hispanic Professional Engineers (SHPE)
- Sociology Club
- Student Nurses Association
- Veteran's Club
- Water Science Student Network
- Young Urban Zen

The Student Activities Office also oversees the operation of the Student Center, which was renovated by ASVC in 2013 and consists of a study lounge, a meeting room, a multi-purpose room, and offices for the ASVC Officers. One student activities specialist and an assistant dean of student development oversee the operations of the Office.

The ASVC is in compliance with California Education Code 76060 (II.C.4.3) and Ventura County Community College District Board Policy 5400 & Administrative Procedure 5400 (II.C.4.4). All funding for the ASVC and student organizations remain in compliance with California Education Code 76063-76065 (II.C.4.5) and Ventura County Community College District Board Policy 5420 & Administrative Procedure 5420 (II.C.4.6). An annual audit of these budgets is conducted by [who?]. The most recent audit found xxx (II.C.4.7).

VC has 19 athletic teams (II.C.4.8), and is well regarded in the community for the success of its program. The College provides a complete support system for its athletes which includes athletic advising, an athletic trainer, two equipment managers, a faculty mentor program, a tutoring program, and complete indoor and outdoor facilities. VC is a member of the Western State Conference (WSC) and the California Community College Athletic Association (CCCAA). The College abides by the CCCAA constitution, bylaws, and WSC sports guides. Football participates under the direction of the Southern California Football Association (SCFA). Athletic eligibility is strictly monitored by the assistant dean of health, physical education and athletics, the athletic director and the admissions and records eligibility clerk. The Athletics budget is maintained by the assistant dean and an office assistant who focuses on budget and purchasing. The budget is audited on an annual basis by [who?]. The most recent audit found xxx (II.C.4.9).

Evaluation

VC meets this Standard. ASVC officers and student organization leaders play an active role in heightening student awareness of social issues and educational opportunities. Some of the best examples of this are ASVC's Feed-A-Pirate program, which offers groceries to students who may not have quality food (II.C.4.10), and the Psychology Club's annual Clothesline Event (II.C.4.11), which creates awareness about the topics of rape and abuse. Ventura College's co-curricular programs actively participate in the program review process. The Student Activities Office also ensures that the ASVC and student organizations comply with all District and College policies and procedures, including oversight of the various budgets associated with the programs.

The College offers a successful, competitive, and highly enrolled athletics program. The program is in compliance with state and professional regulations and is in good standing. Oversight of the athletics budget is maintained at both the College and District levels.

Action Plan

None.

Evidence

- II.C.4.1: ASVC Roster, Spring 2016
- II.C.4.2: Screenshot, List of Student Organizations
- II.C.4.3: California Education Code 76060

II.C.4.4: BP 5400 and AP 5400
II.C.4.5: California Education Code 76063-76065
II.C.4.6: BP 5420 and AP 5420
II.C.4.7: 2015-2016 ASVC Budget Audit Report
II.C.4.8: Screenshot, VC Athletics Webpage
II.C.4.9: 2015-2016 Athletics Budget Audit
II.C.4.10: Feed a Pirate Program Flyer
II.C.4.11: Clothesline Event Materials

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Description

VC employs eleven full-time general counselors who provide academic, vocational, career and transfer counseling for all students. In addition, the College employs two full-time counselors in the EAC to work exclusively with students with disabilities, two full-time counselors in EOPS, one full-time counselor for the First Year Experience (FYE) program, as well as one full-time counselor to counsel student athletes. Counselors meet weekly and communicate regularly to ensure that they have the most current and relevant information to provide students (II.C.5.1). Counselors also use three hours per week for professional development to expand the scope and competency of their skills. These hours are used for such things as project development, professional growth, research, staff development, transfer assistance, articulation, college/high school visitations, and other college activities that directly benefit and promote effective service to students (II.C.5.2). Counselors also participate in monthly trainings to ensure currency in knowledge of transfer requirements to the University of California, California State University, independent colleges, as well as VC curriculum, and other changes and updates (II.C.5.3).

VC has implemented an electronic educational planning tool, known as DegreeWorks (II.C.5.4). DegreeWorks is available to every student via his or her student portal. It contains the specific requirements for each student's educational goal. Counselors use DegreeWorks to develop an abbreviated and/or comprehensive educational plan for each student that is easily accessible online.

Counselors offer a robust orientation workshop for all new students. This three-hour workshop, available both day and evening, enables students to review their English and math assessment results, to set an academic goal, and to create an abbreviated education plan to guide the selection of the courses they will take during their first semester of college (II.C.5.5). Orientation is also offered in an online format (II.C.5.6).

GradesFirst, a scheduling and counseling management system, was piloted with student athletes during the fall 2013 semester, and fully implemented in fall 2014 (II.C.5.7). GradesFirst allows

students and counselors to collaborate and communicate more readily and effectively. It is used to schedule student appointments with counselors and send communications via email and text to students. GradesFirst also has an electronic Progress Check/Early Alert tool, currently used for all 400 student athletes, that collects student academic performance data from faculty and then connects students, counselors, coaches, tutors and faculty in an effort to keep students on track toward successful completion of their courses.

Discipline-specific counseling is supplemented via a program of workshops called “Major Talks,” in which academic faculty and community professionals talk to students about various major and career paths (II.C.5.8). Counseling faculty also partner with other student support services on campus to align counseling services with the policies and procedures of other regulatory agencies. For example, Financial Aid works collaboratively with counselors in presenting Standards of Academic Progress (SAP) policies.

Evaluation

VC meets this Standard. The College provides counseling and orientation services in a variety of venues and formats. Counseling faculty make a conscientious effort to maintain currency in their fields, and are supported in this effort through weekly meetings and professional development hours. Students are able to track the progress made toward their educational goals electronically, and both individual and group counseling services are provided to general and special student populations.

Action Plan

None.

Evidence

- II.C.5.1: Sample Counseling Meeting Minutes
- II.C.5.2: Sample Materials Generated by Counselor Professional Development Hours
- II.C.5.3: Sample Handouts from Counselor Trainings
- II.C.5.4: Description of DegreeWorks
- II.C.5.5: Sample Materials from Orientation Workshop
- II.C.5.6: Screenshot, Online Orientation
- II.C.5.7: Description of GradesFirst
- II.C.5.8: Sample Major Talks Flyer

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Description

VC is an open-access, community college. Open access extends to all facilities, services, and courses, other than those established prerequisites. Admission is open to high school graduates, those possessing a high school proficiency certificate, General Education Development (GED) score, or any adult 18 years of age or older who may benefit from instruction offered. Minors may be permitted to take college courses as High School Special Admission or High School Dual Enrollment participants. The intent of Special Admissions is to provide minors who can benefit from advanced scholastic education the opportunity to take college level courses that are not available through their primary school or other alternatives. The College's admissions policies are consistent with its mission as a comprehensive community college and conform to parameters outlined in the California Education Code and Board Policy 5010 (II.C.6.1).

The College Catalog, updated annually, identifies admission procedures, degree and certificate requirements, and all academic policies. The complete Catalog is available in print and online. Online DegreeWorks educational plans enable students to view their educational plans and pathways 24 hours a day. New students receive degree, certificate, transfer and workforce development information and assistance through completion of the Student Services and Support Program (3SP) required core services (Assessment, Orientation, and abbreviated or comprehensive Educational Plan). Any student may elect to participate in 3SP core services, but first-time students are *required* to do so in order to receive priority registration. All students are eligible to receive a variety of follow-up services including career interest inventories and career exploration activities, transfer and career workshops, and individualized counseling.

Evaluation

VC meets this Standard. The College has adopted and adheres to admission procedures consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. Policies and procedures for admission are in compliance with state and federal mandates, are offered in online and in-person modes, and are regularly reviewed and revised for timeliness and continued compliance.

Through the efforts of the on-campus Welcome Center and through outreach activities, local high school graduates and other new and returning students know in advance of the required steps that must be completed to attain a degree or certificate, and are better prepared to begin or resume their VC experience. Core 3SP services are delivered in a variety of modes including online and in-person orientations that provide basic information regarding degree, certificate and transfer options. New student counseling sessions result in the development of at least an abbreviated student educational plan and delve more deeply into a student's goals.

Action Plan

None.

Evidence

II.C.6.1: BP 5010

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

Assessments are provided on campus throughout the year, with additional sessions scheduled during peak registration periods (II.C.7.1). Students can make an appointment on campus, on-line, via fax, or over the phone. Group assessments are offered on campus, at VC's Santa Paula site, in the high schools, and on evenings/Saturdays during peak times. Assessments are also part of the "Pirate Fridays" for high school seniors, and "Pirate Saturdays" for community members to promote matriculation.

The College uses the College Test for English Placement (CTEP) assessment instrument to assess English readiness and determine course placement. (II.C.7.2). Sections of the CTEP were approved by the state Chancellor's Office in 2001, 2001, and 2003 (II.C.7.3). Full approval of disproportionate impact and consequential validity studies were completed for the CTEP in June 2000 (II.C.7.4).

For math, there are four levels of Mathematics Diagnostic Testing Project (MDTP) tests which are used to assess readiness for Elementary Algebra, Intermediate Algebra, Pre-Calculus, and Calculus. (II.C.7.6). The state Chancellor's Office approved the MDTP on July 1, 1993 (II.C.7.6). Full approval of disproportionate impact and consequential validity studies were completed for the MDTP in March 2014 (II.C.7.7).

For placement of English language learners, the college uses Assisted Self-Assessment and Placement.

Multiple measures employed for placement purposes include a ten-question multiple measure questionnaire that is incorporated into the scoring process for the English test (II.C.7.8). Counseling faculty also use Advanced Placement (AP) test scores, International Baccalaureate scores, College Board SAT scores, American College Testing (ACT) scores, and CSU's English Placement Test (EPT), Elementary Level Mathematics (ELM) test, and Early Assessment Program (EAP) test. In addition, students may have counselors re-evaluate their course placement in light of high school transcripts and other information.

Evaluation

VC meets this Standard. Assessment instruments are assessed periodically to validate their effectiveness and to ensure there is no disparate impact or bias.

Action Plan

None.

Evidence

- II.C.7.1: Sample Schedule of Assessments
- II.C.7.2: English Department Minutes Showing Approval of CTEP
- II.C.7.3: State Chancellor Approval of CTEP
- II.C.7.4: Approval of CTEP Validity Studies, 2000
- II.C.7.5: Math Department Minutes Showing Approval of MDTP
- II.C.7.6: State Chancellor Approval of MDTP, 1993
- II.C.7.7: Approval of MDTP Validity Studies, 2014
- II.C.7.8: Multiple Measure Questionnaire

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

VC adheres to strict regulations and procedures concerning student records. Pursuant to the Federal Educational Rights and Privacy Act (FERPA), the California Education Code (76240 et. seq.), the California Administrative Code Title 5, and Board Policy 5040 (II.C.8.1), student records are maintained in manner to ensure the privacy of such records. The registrar is the designated custodian of records and is responsible for the custody, maintenance, release and disposition of district student records. The District Privacy Rights Policy is published Appendix I of the College Catalog (II.C.8.2).

The majority of active student records are stored electronically in Banner (II.C.8.3), the District student database, where access is secured behind the faculty/staff portal with a login that requires the user to establish his or her own private password. Passwords cannot be seen by other staff members, and are required to be changed every 180 days. Access to electronic student records is role-based, meaning that only individuals with a legitimate educational reason to see certain student records will be granted access. The registrar at each campus is responsible for assigning Banner access rights to most student records. Access to DSPS/EAC and Financial Aid records is even further restricted and assigned by a District staff member who works specifically with those areas.

The student database records are backed up nightly the District, with these records stored off-site. Pre-Banner student transcripts are also stored electronically on an in-house server and backed up on DVDs. Hard copy student records are secured in a locked storage room and locked file cabinets, and are gradually being scanned into the recently-implemented OnBase document imaging system (II.C.8.4).

Official and unofficial paper transcripts are released only upon written request from the student or in response to legally issued subpoenas and court orders. Effective May 2015, current and former students also have the option of ordering their VC transcripts online through the Parchment Transcript Order and Processing system (IIU.C.8.5). Access to the order is either through a student's portal and behind their secured login, or through the College

website. Requests submitted through the website are validated against District student records before being released.

Enrollment applications are submitted by students electronically through OpenCCCApply (II.C.8.6) and are maintained in the student database. Paper applications, external transcripts and other hard-copy documents are scanned and stored as electronic documents.

Counseling appointments are made for students using GradesFirst. Counseling notes are entered into GradesFirst and are locked based on access levels to ensure confidentiality of these records. GradesFirst is backed up by various District servers. All printed documents are stored in locked file cabinets and only authorized staff has access to these documents.

All student discipline records are maintained in locked file cabinets in the office of the assistant dean of student development. Access to those files is limited to authorized staff and can only be released to third parties with written authorization from the student in question.

Specialized programs (EOPS, DSPS, CalWORKs, Financial Aid) maintain records which, although a part of the student database, are not shared across the College. Their files are either stored behind appropriate role-level security access or in locked offices and cabinets; access is limited to authorized staff in those offices. Any release of information must have an authorization for release form signed by the student.

The Student Health Center uses a separate electronic medical records storage system in which access is limited to appropriate personnel. All students are given printed information regarding Health Insurance Portability and Accountability Act (HIPAA) when visiting the Student Health Center (II.C.8.7). This act prohibits the release of any medical or psychological records without the written consent of the student. However, the records can be shared between providers within the office to optimize care.

VC staff adhere to federal and state laws, Board Policies, and FERPA that define maintenance, classification and disposition/destruction of student records. Ongoing staff training ensures the proper handling of student records. The annual FERPA notification regarding the release of student records is available on the Admissions and Records webpage (II.C.8.8) and the College Catalog (II.C.8.9). Security access to edit or change data is assigned by the registrar to employees and monitored to protect data safety.

Evaluation

VC partially meets this Standard. The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records, and observes state and federal regulations regarding the privacy, maintenance, release and disposition/destruction of student records. Electronically stored student records are protected by role-based security and right of access; and students' access their own records only through the secure student portal or by submitting a written request. Any written requests for release of student records information must be accompanied by a picture ID and the student's

signature. Hard-copy student records are secured in a locked storage room located directly behind the Admissions and Records Office, or within the Office in locked file cabinets.

Although hard-copy records are secured as much as possible, there are two ongoing issues that can endanger the security of these records. One is the open and unlockable physical nature of the Admissions and Records Office, with its open counter and waist-high gate as the only barriers to someone entering the office. File cabinets offer only so much security, and the Admissions and Records Office is frequently closed when activities are still going on in the building (such as New Student Counseling workshops in the Transfer Center). A request has been submitted through program review to have the Facilities staff try to configure a way to fully lock and secure the office. This issue remains unresolved.

The second issue is that Facilities staff has master keys that open all doors in the Student Services Center building, including the records storage room. The Admissions and Record staff occasionally finds custodial supplies stored in the room. A request has been submitted to Facilities to have the lock re-keyed with the only keys being in the possession of the registrar or assistant registrar, the appropriate assistant dean who oversees Admissions and Records, and the custodial supervisor.

The implementation of OnBase Document Imaging by Admissions and Records helps maintain the security and privacy of hard-copy student records. Staff have scanners at their desks, and the ultimate goal is that a document will be handled and immediately scanned into the system. Hard-copy records will be kept only as long as is necessary to insure the quality of the imaged document and where necessary, as long as required in compliance with state and federal laws. They will then be destroyed. To speed the implementation of this new system, the College is in the process of outsourcing the scanning of archived documents. A Title 5 grant is being utilized to ensure these documents are scanned and indexed into OnBase.

Action Plan

By the beginning of the fall 2016 semester, a method will be found to physically close the Admissions and Records area off from the rest of the Student Services building.

By the beginning of the fall 2016 semester, the student records storage room will be re-keyed so that access is available only to those who are responsible for the maintenance of those records.

Evidence

II.C.8.1: BP 5040

II.C.8.2: College Catalog, Appendix I

II.C.8.3: Description of Banner

II.C.8.4: Description of OnBase Document Imaging Systems

II.C.8.5: Description of Parchment Transcription Order and Processing Systems

II.C.8.6: Description of OpenCCCApply

II.C.8.7: HIPPA Handout

II.C.8.8: Screenshot, FERPA Notification, Admissions and Records Webpage

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

III.A Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Description

Employees working for the Ventura County Community College District (VCCC) and Ventura College (VC) must meet or exceed the minimum requirements for their positions as defined by the state of California and/or by the Personnel Commission. Both the Office of Human Resources (HR) and screening committee members evaluate candidates against minimum qualifications as part of the hiring process.

With the passage of Assembly Bill 1725 in 1988, faculty credentials were replaced in 1990 by a state set of minimum qualifications that are used to determine eligibility for academic and administrative positions in the community college system (III.A.1.1). For academic disciplines, the minimum qualifications are now a master's degree in the discipline of the assignment or a bachelor's degree in the discipline of the assignment and a master's degree in a reasonably related discipline. A statewide disciplines list defines the degrees that are considered to be reasonably related. Counselors and librarians are also expected to hold appropriate master's degrees. There are special requirements for faculty working for Disabled Students Programs and Services (DSPS) (III.A.1.2) and Extended Opportunity Programs and Services (EOPS) (III.A.1.3). For disciplines in which a master's degree is not generally expected or available, the minimum qualifications are a bachelor's degree (with any major) and two years of experience in the occupational area of the assignment, or any associate degree and six years of experience in the occupational area of the assignment.

As established by Title V of the California Code of Regulations, the minimum qualifications for educational administrators are a master's degree and one year of formal training, internship, or leadership experience reasonably related to the administrative assignment (III.A.1.4). In practice,

announcements for educational administrators in the VCCCD call for two or more years of leadership experience (III.A.1.5)

California Assembly Bill 999, known as the Merit System, was established and enacted into law in 1935 to provide classified employees with statutory protection through the Education Code against politically or personally motivated employment, promotion, discipline, or dismissal actions. The VCCCD Merit System and its Personnel Commission were established in 1962. The Personnel Commission establishes and updates job descriptions and maintains a classification plan that groups positions on the basis of duties and responsibilities. Assignment types include regular, part-time, provisional, limited-term, and professional expert (III.A.1.6).

The district recruitment and selection policies and procedures meet the requirements of the California Education Code and Title 5 of the California Code of Regulations. Job announcements state the qualifications applicants must possess and the steps involved in applying for positions. Job announcements also identify desirable qualifications as determined by program need and include the requirement of understanding of and sensitivity to the diverse student population served by the College (III.A.1.7)

Job descriptions are drawn from a standardized bank of previously approved announcements, with the opportunity to add minor augmentations describing the unique location of the assignment or any specific courses an instructor might be expected to teach. Job descriptions for faculty include participation in department and division meetings to ensure that faculty members are aware of and engaged in identified goals and priorities of the institution (III.A.1.8). Job descriptions for classified employees and classified administrators identify the required training and experience for the position, which may or may not include a minimum educational requirement (III.A.1.9).

The District posts job openings on the HR page of its website, as well as in numerous publications and electronic media, including the California Community College Registry, Monster.com, Hispanics in Higher Education, Blacks in Higher Education, Higher Ed Jobs, local newspapers, and other specialized publications and websites that are related to the particular subject matter.

Administrative Procedures (APs) have been adopted for the hiring of vice chancellors (III.A.1.10), college presidents (III.A.1.11), academic managers (III.A.1.12), full-time faculty (III.A.1.13), and part-time faculty (III.A.1.14). Classified staff are hired according to a standardized procedure presented in a flowchart included in the HR Tools resources posted on the HR website (III.A.1.15).

HR accepts applications for part-time faculty on an ongoing basis, as well as through targeted recruitment when there is not a sufficient number of part-time faculty to meet instructional, counseling, and/or library needs. Part-time faculty openings are also listed on the HR website.

Evaluation

VC meets this Standard. In order to ensure that qualified personnel are employed, HR establishes classifications and minimum qualification requirements for all regular academic, classified, and management positions. The classification specifications describe the representative duties; the knowledge, skills, and abilities required to perform the duties; the education, training, and experience minimally necessary for employment consideration; and reporting relationships. Beyond the minimum qualifications established by the state, for academic positions the faculty, along with their department chairs and deans, identify the discipline expertise required to fulfill the needs of the department. For classified positions, HR establishes minimum qualifications in consultation with experts familiar with the subject matter and services to be performed. For new classified positions, the Personnel Commission reviews the proposals to ensure the proposed positions are classified appropriately based on the needs of the organization. Qualifications, and procedures for selection of personnel are stated on job announcements.

Action Plan

None.

Evidence

- III.A.1.1: Minimum Qualifications for Faculty and Administrators in California Community College, California Community Colleges Chancellor's Office
- III.A.1.2: California Code of Regulations, Title V Section 53414
- III.A.1.3: California Code of Regulations, Title V Sections 56260-56264
- III.A.1.4: California Code of Regulations, Title V Section 53420
- III.A.1.5: Sample Administrative Job Announcement
- III.A.1.6: Classified Employee Handbook, Sections 110-115
- III.A.1.7: Sample Job Announcement
- III.A.1.8: Sample Faculty Job Description
- III.A.1.9: Sample Classified Employee Job Description
- III.A.1.10: AP 7120-A
- III.A.1.11: AP 7120-B
- III.A.1.12: AP 7120-C
- III.A.1.13: AP 7120-D
- III.A.1.14: AP 7120-E
- III.A.1.15: Classified Hiring Process, HR Tools

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Description

Faculty qualifications, as documented in the job announcements, include the state-established minimum level of subject expertise plus the department-identified preference for focus of subject discipline. Factors of qualification include screening for appropriate degrees (as established by the state's Minimum Qualifications, professional experience and/or discipline expertise (as appropriate to the position being filled), teaching skills, publications or other scholarly activities, and the unique skills that each candidate might bring to the position. Job announcements for full-time faculty include notification that the successful candidate will be expected to do the following:

1. Provide academic instruction to students through lecture, lab, or performance courses; assess and develop cognitive abilities, communication skills, and higher order thinking skills among students through appropriate assignments and activities in one-on-one, classroom, and distance mediated instructional settings.
2. Advise and instruct students regarding programs of study, other institutions of higher education, lifelong learning resources, and effective study skills; refer students to support services, programs, resources, and other professionals as appropriate.
3. Observe and evaluate student performance in meeting course objectives and student learning outcomes through assignments, projects, discussions, and examinations; provide feedback in a timely manner to student inquiries in class, online, or during established consultation office hours.
4. Plan and organize instruction according to approved course outlines and student learning outcomes to maximize student learning in alignment with department, college, and district goals; implement the student performance objectives as listed on the official course outline of record.
5. Maintain current, accurate records of course enrollment, attendance, student academic progress, course curriculum, and student learning outcomes; prepare and submit data and reports related to course and student progress in a timely manner.
6. Evaluate and select instructional materials such as textbooks, manuals, software, and tools in collaboration, as appropriate, with discipline faculty; order instructional materials according to campus bookstore procedure to ensure timely delivery.
7. Participate in curriculum and program development; update syllabi; collaborate with discipline faculty on a regular basis to assess and revise measurable student performance indicators for each course; may provide input into the development of student learning outcomes.
8. Revise and update course content and materials of instruction in accordance with new theory, application, and industry developments within the discipline or area of specialization.
9. Attend and participate on committees and in department, division, campus, and district meetings; may participate in articulation and matriculation related activities (III.A.2.1).

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

Following interviews, the members of the screening committees for faculty and academic management positions determine which applicants are well qualified and should be forwarded to the president for final consideration. For classified positions, HR places applicants on eligibility lists, from which supervising managers are given the opportunity to interview and select from the top three candidates.

Evaluation

VC meets this Standard. The minimum and desirable qualifications for faculty are cited on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, and teaching skills. These job announcements also include curriculum development and assessment of student learning as responsibilities. Transcripts documenting the required degrees must be submitted as part of the application process. Where degree equivalency evaluation is required, AP 7211 is followed (III.A.2.2).

At least six faculty serve on the screening committees for full-time faculty positions, including a minimum of three faculty from the division (of which a minimum of two are from within the subject discipline and a minimum of one is from outside the subject discipline), along with the appropriate dean and one additional non-specified committee member. The screening committee for each part-time faculty position consists of the department chair, the appropriate dean, and at least one faculty member from the department or a closely related discipline. Beyond screening for minimum qualifications, screening committees, create interview questions, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting of the screening criteria.

During the interviews, candidates are typically asked to give a teaching demonstration. Supplemental questions related to teaching pedagogy and classroom strategies that support different learning styles are also used by selection committees. Following the presidential-level interview, reference calls are made and documented on a standardized district form (III.A.2.3).

For full-time faculty positions and administrative positions, a trained screening committee serves as a non-voting screening committee member to assure that hiring procedures are consistently applied. The screening committee facilitator documents which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the names of the candidates recommended. The screening committee facilitator forwards all screening files, forms, and related notes and records to HR, where these records are stored.

HR verifies the qualifications of recommended personnel in several ways. College supervisors conduct reference checks with previous employers to verify experience. The telephone reference checks conducted by supervisors are reviewed by the director of employment services. HR staff members review official transcripts and then verify these transcripts through a third-party agency. Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services.

Following the selection of a full- or part-time faculty member, the faculty evaluation process is used to assess teaching effectiveness, per the faculty collective bargaining agreement (III.A.2.4).

Evaluation criteria for classroom faculty include:

1. Continuing professional development in subject areas of assignment.
2. Current curriculum preparation for courses assigned.
3. Complete and timely preparation for classes taught.
4. Class objectives being achieved.
5. Class meetings held as scheduled.
6. Necessary administrative paperwork processed in a timely, accurate, and appropriate manner.
7. Colleagues and staff treated in a professional manner.
8. Students treated with respect and sensitivity.
9. Progress toward self-determined individual instructional and developmental goals.

Evaluation criteria for non-classroom faculty include:

1. Continuing professional development in subject areas of assignment.
2. Current preparation for service assignment.
3. Service assignment objectives being achieved.
4. Students treated with respect and sensitivity.
5. Colleagues, staff and public treated in a professional manner.
6. Necessary paperwork processed in a timely, accurate and appropriate manner.
7. Appointments and work assignments held as scheduled.
8. Progress toward self-determined individual work assignment and professional goals.

Full-time classroom and non-classroom faculty are also evaluated based on their participation in college wide and instruction related/student support activities and on their participation in division and departmental activities.

During classroom observations, peers rate classroom faculty on the following criteria:

- Voice and delivery are clear and understandable.
- Employs multiple teaching approaches where applicable.
- Communicates ideas clearly, concisely and effectively.
- Paces class according to the level and material presented.
- Uses class time effectively.
- The teaching method and techniques observed are effective.
- Conducts class in accordance with instructional schedule.
- Faculty/student Interaction.
- Students are engaged in lesson.
- Demonstrates sensitivity to differing student learning styles.
- Stimulates student interest in materials presented.
- Measures student performance in fair and valid ways.
- Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental abilities.

The course content observed is also assessed as to the degree it was current, consistent with the course outline, and appropriate for the course.

As they are observed by peer evaluators, counselors are assessed on the following criteria:

- Presents information and directions to students in a clear and organized way.
- Advisement methods and techniques utilized are effective.
- Faculty/student Interaction.
- Listens well and provides opportunities for students to express their concerns.
- Helps students define and seek solutions to problems.
- Gives the student an opportunity for follow-up.
- Directs counselees to appropriate sources of information/assistance when advisable.
- Respects students' confidentiality.
- Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental disabilities.
- Demonstrates knowledge of district classes, resources and programs.
- Demonstrates knowledge of current course articulation and program requirements.

The counseling session observed is also assessed as to the degree that the session was consistent with advisement objectives and student needs, and observations are made regarding whether the counselor being evaluated communicates and networks effectively with secondary and four-year schools and researches questions brought by students as needed.

As they are observed by peer evaluators, librarians are assessed on the following criteria:

- Communicates information clearly, concisely and effectively.
- Utilizes knowledge of current trends and technology in library/information science.
- Demonstrates knowledge of research methods and resources.
- Faculty/student Interaction.
- Assists students to reach reference and research objectives.
- Facilitates self-reliance in library usage.
- Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental abilities.
- [Attains] service assignment objectives.
- Consults with other librarians and departments to provide students with up-to-date information and programs.
- Assists in building, organizing, and maintaining library collection (III.A.2.5).

Action Plan

None.

Evidence

III.A.2.1: Sample Job Announcement

III.A.2.2: AP 7211

III.A.2.3: Telephone Reference Check Form

III.A.2.4: Agreement Between VCCCD and AFT Local 1828, Article 12

III.A.2.5: Agreement Between VCCCD and AFT Local 1828, Appendix D, Forms A2, A3, and A4

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Description

As described and documented in III.A.1, degree and experience qualifications for all administrators and other employees responsible for educational programs and services are in compliance with the state's minimum standards for administrators. Desirable qualifications used to screen applications are determined based on the needs, goals, and priorities of the College. Qualifications necessary to perform duties stated in the job descriptions are first assessed during the paper screening process of applicants and further assessed during the interview process.

In accordance with AP 7120-B, the screening committee for academic college-based managers (other than the college president) consists of four managers/supervisors from the college in which the vacancy occurs, one manager/supervisor from one of the other two colleges in the district, one district administrative center representative, three faculty, and one classified employee. At the discretion of the president, a student may be added to the committee for the vice president of student development.

In accordance with AP 7120-C, the screening committee for the college president consists of four faculty members, four classified employees, one student, two community members, four college managers, one current community college president, and one district administrative center representative.

As with full-time faculty positions, the use of a trained screening committee facilitator is the primary method used to assure that hiring procedures are consistently applied for administrative hires. This is backed by verification of required degrees by HR and reference checks conducted by supervising administrators and reviewed by the director of employment services.

When filling a college president vacancy, and in a limited number of cases, executive recruiting firms are sometimes used to broaden the pool of qualified applicants. These firms may also be used to conduct the preliminary reference checks for review and further follow-up by the chancellor and/or the Board of Trustees.

Evaluation

VC meets this Standard. The College is assured that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform their duties through verification of appropriate degrees, through screening interviews by both a representational committee and the college president or chancellor, and through reference checks.

Action Plan

None.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

As faculty, administrators, and other employee positions are filled, screening committees review applications to ensure that all earned degrees are from institutions recognized by accrediting agencies recognized by the United States Department of Education. Candidates submit official transcripts as part of the application process. Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services (III.A.4.1).

Evaluation

VC meets this Standard. Candidates for positions are required to submit evidence of degrees from colleges or universities that are accredited by agencies recognized by the United States Department of Education. Foreign transcripts are recognized only if an agency recognized by the National Association of Credential Evaluation Services as being equivalent.

Action Plan

None.

Evidence

III.A.4.1: Screenshot, National Association of Credential Evaluation Services Website

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

Evaluation procedures for faculty and classified staff are stipulated in the faculty and classified collective bargaining agreements (III.A.5.1; III.A.5.2). Tenured full-time faculty are evaluated at least once every three years. Non-tenured full-time faculty are evaluated at least once per year until tenure is awarded. Part-time faculty are evaluated at least once during the first semester of

employment, and at least once every three academic years thereafter. Part-time faculty gain assignment longevity after the completion of five semesters of service, and must be given their previously assigned hourly teaching load in accordance to class availability and standing within a seniority list. Because of this, deans have been strongly encouraged to evaluate new hourly faculty members during each of the first four semesters they teach for the college to ensure that part-time faculty retained through this method are going to be an asset to the department. Probationary classified employees are evaluated three times during their six-month probationary period, and then once per year thereafter. Managers are also evaluated once per year.

The evaluation process for each employee group is formal, with all parties signing the completed documents. Results of personnel evaluations and follow-up actions are documented and placed in the employee's permanent personnel file at the District.

Each February, the vice chancellor of HR informs the Board of Trustees of the completion of faculty evaluations. With the assistance of department chairs, deans are held responsible for ensuring that hourly faculty are evaluated on a systematic basis.

Evaluation

VC partially meets this Standard. There are provisions for evaluating all personnel at stated intervals. There are written criteria for evaluating personnel, including both performance of assigned duties and participation in institutional responsibilities. Actions taken following evaluations are formal and documented. As identified below, not all evaluations are completed in a timely manner.

The employee evaluation process varies slightly among the different district employee groups, but the purpose of the evaluation process is the same for all employees: to provide feedback regarding their performance against set criteria that is, when possible, measureable. Managers, supervisors, or evaluation committees provide positive feedback to employees who are performing well. Should an employee show a deficiency in any factor upon which he/she is being evaluated, the employee and his/her supervisor or evaluation committee must develop a performance plan with a timeline for improvement for that factor. For example, the faculty collective bargaining agreement states that should an employee receive a "Needs Improvement" or "Unsatisfactory" summary rating from two or more evaluators, the evaluation committee must provide the employee with a written improvement plan that specifies what needs to be done in order to receive a "Satisfactory" on the next evaluation (III.A.5.3). The classified collective bargaining agreement also calls for a development plan for any performance areas that are found to be unsatisfactory (III.A.5.4).

Part-time faculty are evaluated the first semester of employment and at least once every three academic years thereafter. As at-will employees, part-time faculty are not guaranteed continued employment, however they earn "longevity" or seniority after completion of five semesters of service, which dictates what is required to remove them from future consideration of hourly assignments and which governs the order in which assignments are received. Longevity can be lost as a result of poor evaluations.

The specific performance evaluation process for each bargaining unit in the District is negotiated. As a result, different evaluation criteria are used for different employee groups. For example, classroom faculty are evaluated on fifteen criteria, while classified employees are evaluated on seven criteria and administrators are evaluated on three.

Per the faculty collective bargaining agreement, contract faculty members must participate in college-wide and instruction-related/student support activities as part of their workload. Faculty members must document the details of the work performed pursuant to these activities for their deans and the results are examined during their evaluations. Typical activities may include continuing professional development; sponsorship of student activities; participation on college and district committees; attendance at department and division meetings; curriculum development; articulation and matriculation activities; writing of grant proposals and research projects; participation in recruitment and high school relations; registration advisement; preparation and updating of course outlines; and community outreach activities (III.A.5.5). The faculty evaluation form requires the peer evaluators to rate the faculty member on a four-point scale as to his or her level of participation and effectiveness in meeting this service obligation.

The evaluation process for regular and probationary classified employees is outlined in the classified collective bargaining agreement. The evaluation tool includes the following components: work quality, work habits, working relationships, demonstration of initiative and judgement, punctuality and attendance, safety, and communication. In the event that a work plan is developed for a classified professional, it is formal and identifies timelines for improvement and follow-up.

Administrators are evaluated on their communication, leadership, and administrative skills, and on the degree to which they are successful in attaining self- and supervisor-generated goals. (III.A.5.6). In addition, a survey instrument is used to give administrators feedback from their peers and subordinates regarding their work habits and relationships with other employees (III.A.5.7). Administrative evaluations are completed annually. Academic administrators are given a two-year contract. Those who are performing at a satisfactory level can have their contracts extended for an additional year on an annual basis.

It is expected that all evaluations will be completed in accordance with stated intervals and within established timelines. Nonetheless, even though regular employees are evaluated either annually or every three years, there are sometimes delays in the completion of evaluations. Anecdotal data suggest that late evaluations are due to manual processes, workload issues for managers, and a resource-intensive faculty evaluation process. HR is investigating the possibility of using an electronic document management technology platform to assist with gathering and compiling data for evaluation reports. It is hoped that this will streamline the process and lessen the workload on evaluators.

Action Plan

By the end of the fall 2016 semester, the vice chancellor of human resources will identify an electronic tool that will assist in tracking compliance with the requirement to evaluate all categories of personnel in accordance with the collective bargaining agreements or board policy.

Evidence

- III.A.5.1: Agreement Between VCCCD and AFT Local 1828, Article 12
- III.A.5.2: Agreement Between VCCCD and SEIU Local 99, Article VII
- III.A.5.3: Agreement Between VCCCD and AFT Local 1828, Article 12.5.B
- III.A.5.4: Agreement Between VCCCD and SEIU Local 99, Article 7.4
- III.A.5.5: Agreement Between VCCCD and AFT Local 1828, Article 5.2.A.3
- III.A.5.6: Administrator Evaluation Procedure
- III.A.5.7: Sample Administrator Feedback Survey Form

III.A.6 the evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Description

As described in III.A.2, faculty are required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. The evaluation committees consider these materials as one of the evaluation components, along with student surveys and direct observation both in and out of the classroom. Through the Faculty Handbooks (III.A.6.1; III.A.6.2), faculty have been advised of the requirement to list student learning outcomes (SLOs) on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways.

Evaluation

VC meets this Standard. Faculty are informed that SLOs must be listed on all syllabi. Adherence to syllabi is a required component in the faculty evaluation process. As described in I.B.2, department faculty meet to identify common assessment measures and performance target goals. Data on outcome assessments are collected and recorded in reports that are discussed in department meetings and posted on the College webpage (III.A.6.3).

Action Plan

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

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

Evidence

- III.A.6.1: Full-Time Faculty Handbook, page 14

III.A.6.2: Part-Time Faculty Handbook, page 12
III.A.6.3: Screenshot, PSLO Assessment Reports

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Description

As of the fall 2014 semester, Ventura College had 141 full-time faculty (representing a xxx.x full-time equivalent faculty load) and 320 part-time faculty (representing a xxx.x full-time equivalent load) (III.A.7.1).

The college uses its program review process, as described in Standard I, to develop the rationale and recommendations for additional full-time positions. Following the work of the College Planning Council, faculty requests are submitted to the faculty Staffing Priorities Committee and the Administrative Council. A rubric developed by the Academic Senate is used to guide the Staffing Priorities Committee in its work (III.A.7.2). Elements considered include percentage of full-time faculty, departmental progress toward SLO assessment, number of full-time equivalent positions filled by part-time faculty, and past institutional endorsement of the need to the requested position. Based on this rubric and general discussions of the relationship of the request to institutional need, the Staffing Priorities Committee and Administrative Council prioritize lists of faculty growth positions. The president takes the recommendations of the Staffing Priorities Committee and Administrative Council under advisement as he is able to budget for additional full-time faculty positions at the College. No promise is made that there will be a direct one-to-one correlation between the positions recommended by the Staffing Priorities Committee and the additional full-time positions ultimately hired by the college.

Evaluation

VC meets this Standard. With a combined full-time equivalent faculty (FTEF) of xxx, VC has met its full-time obligation number for the state of California, and xx percent of the institutional load is taught by full-time faculty. As described in III.A.5, full-time faculty members have duties beyond the classroom and office hours that address institutional needs. Through the collective bargaining agreement, they are required to participate on campus committees, work with members of their departments to develop or revise curriculum, and develop and assess SLOs. In addition, faculty have a primary role in the evaluation of other faculty members, and play a role in the hiring of new full-time and part-time faculty.

Action Plan

None.

Evidence

III.A.7.1: Ventura College Institutional Effectiveness Report 2014-2015, page 1

III.A.7.2: Rubric for evaluation of Requests for Faculty Growth Positions

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Description

The VCCCD and VC have employment policies and practices for part-time faculty that provide for their orientation, oversight, evaluation, and professional development. Employment. As described earlier, AP 7120-E is followed when hiring part-time faculty. Guidance and oversight is provided by department chairs and deans, with support from discipline faculty. Part-time faculty who work during the evening are further supported by an administrator in charge of the 5:00 p.m. to 10:00 p.m. time block.

To orient and/or to remind part-time faculty to College procedures, District policies, and performance expectations, the Part-Time Faculty Handbook is distributed via email each fall semester and is available on the College web page. Full-time faculty and department chairs and deans assist and guide part-time faculty in the development of course syllabi, assessment of student learning outcomes, and answer their questions about general College policies and procedures. In most disciplines, full-time faculty share course materials with their part-time colleagues to assist with their success in the classroom.

As described earlier, part-time faculty are evaluated at least once during the first semester of employment and then at least once three academic years thereafter. Because longevity and a right to previously assigned load is established after the completion of five semesters, deans are strongly encouraged to conduct evaluations each semester for the first five semesters of a new part-time faculty member's employment.

With regard to professional development, part-time faculty are encouraged to attend Flex Day activities and credit toward their self-assigned flex requirements for doing so. They are also invited (but not required) to attend department and division meetings and to participate in professional development workshops offered throughout the year.

Evaluation

VC meets this Standard. The College has employment policies and practices for part-time credit faculty which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time faculty into the life of the institution through participation in Flex Day activities, department/division meetings, and other trainings and activities.

Action Plan

None.

III.A.9. the institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Description

As of the fall 2014 semester, Ventura College had xxx full-time classified employees and xxx part-time classified employees (III.A.9.1). This is down from a high of 176 classified employees in 2008, when the College began to experience a series of severe budget cuts. Although the College's finances have since improved, classified staffing levels have not returned to prior levels.

The need for additional classified employees is raised through the annual program review process, where divisions discuss and assign a ranking of each request relative to the requests made by all departments in the division. Requests for growth positions are then forwarded to the Classified Senate's Staffing Priorities Committee, where a rubric is used to guide the recommendations to the college president that emerge. Working with the vice presidents, the president identifies the hiring requests that will address the greatest institutional need and for which there are sufficient funds to support, and presents the proposed positions during the weekly Chancellor's Cabinet meeting for conceptual discussion and preliminary approval (III.A.9.2). Upon receiving preliminary approval, the hiring manager/supervisor submits a Request to Establish a New Position form to the director of employment services (III.A.9.3). The form requires information pertaining to the purpose of the position, duties to be assigned, reporting relationships, and funding sources. HR staff review the submitted form and any associated materials and request additional information if necessary. Upon determination of the appropriate classification of the proposed position, the director of employment services forwards the request to the vice chancellor, human resources for placement on the Chancellor's Cabinet agenda. The director also forwards a copy of the request to Business Services. HR staff notify the president when the request has been placed on the Cabinet agenda for discussion. The president presents the proposed position in Cabinet for final approval.

When entirely new programs or departments are established on campus, via reorganization or new categorical funding, additional classified positions are established as appropriate to support the needs of that program, using the same procedure described in the preceding paragraph.

Evaluation

VC meets this Standard. There are established processes to request approval for additional classified staff, and these requests are discussed by the department, the division, the College Planning Council, and the Classified Staffing Priorities Committee prior to being recommended to the administration, these requests are discussed by the Chancellor's Cabinet upon the endorsement of the president.

Action Plan

None.

Evidence

III.A.9.1: Ventura College Institutional Effectiveness Report 2014-2015, page 1

III.A.9.2: Classified Hiring Process Flowchart, HR Tools

III.A.9.3: Request to Establish New Position Form, HR Tools

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Description

As of the fall 2014 semester, Ventura College had 23 managers and supervisors (III.A.10.1). The reporting relationships of the institution's departments, programs, and services are documented in a series of organizational charts that are posted on the College web page (III.A.10.2).

When the former college president retired in 2013, the institution was organized into six academic and student services divisions, with administrative responsibility for institutional effectiveness (including planning, program review, SLOs, and research) falling to the dean of communication, learning resources, and institutional effectiveness. This dean also served as the accreditation liaison officer. During the fall of 2013, following the arrival of the current college president, a new dean of institutional equity and effectiveness position was established and administrative responsibility for planning, program review, student equity, and institutional research was given to this newly hired manager (III.A.10.3). Accreditation liaison officer responsibility returned to the executive vice president.

In 2014, the college president made the decision to further reorganize, establishing a dean of extended educational service position to oversee contract education, off-campus programs, and a portion of the departments that had been reporting to the dean of career and technical education (III.A.10.4). This change in the organizational structure was not implemented.

In spring 2015, the college president eliminated the dean of students position, added a second assistant dean of students position, and divided the responsibilities held by the executive vice president into two positions: a vice president of academic affairs and student learning, and a vice president of student development (III.A.10.5). This change was implemented during the fall 2015 semester, with the hiring of an interim vice president of academic affairs and the reassignment of the former executive vice president to the vice president of student learning position. The former executive vice president left the College to take a position at another institution, and the vacancy created by his departure was filled by a second interim vice president for the balance of the 2015-2016 academic year.

The College's organizational structure was also impacted during the fall 2015 semester by the interim reassignment of its vice president of business services to the District to fill in for a vacancy in the position of vice chancellor of business services. This necessitated the interim reassignment of one of the academic deans to fill the vacant vice presidency, which in turn required that a faculty member be selected to fill in for that dean.

The state of flux created by these interim appointments prompted the college president to call for campus wide discussion and feedback during the spring 2016 semester regarding what might be considered the optimal organizational structure for the College. These discussions were held at the division level, at Administrative Council meetings, and during open forums to which the entire college community was invited.

Evaluation

VC meets this Standard. During the past three years, the number of administrators has grown from 23 to xx in order to provide greater support for institutional effectiveness and student equity issues, and to provide greater oversight of emerging state mandates in student services. The College continued to search for an optimal organizational structure, finalizing its discussion during the spring 2016 semester and moving to fill interim assignments on a permanent basis.

Action Plan

By the end of the fall 2016 semester, the new organizational structure will be adopted and interim positions will be filled on a permanent basis.

During the spring 2018 semester, the impact of new organizational structure will be examined and slight modifications may be made in response to issues that are identified through this examination.

Evidence

III.A.10.1: Ventura College Institutional Effectiveness Report 2014-2015, page 1

III.A.10.2: Screenshots, College Organizational Charts

III.A.10.3: Job Description, Dean of Institutional Equity and Effectiveness

III.A.10.4: Job Description, Dean of Extended Educational Services

III.A.10.5: Communications to the Campus, Documenting Administrative Reorganization, Fall 2013 to Fall 2015

III.A.10.6: [Documentation of Spring 2016 Reorganization Efforts, etc.](#)]

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Description

The District ensures that human resources information is readily accessible to all employees. All of the District's current information regarding human resources policies and procedures is available online, including Board policy and procedures, Personnel Commission rules, and collective bargaining agreements (III.A.11.1). Employees are also able to access payroll and benefit information through an employee portal on the website (III.A.11.2). In addition, the District maintains an HR Tools resource that is available through the online employee portal. HR Tools is tailored to the needs of different employee groups. For example, staff can gain access to the forms needed to apply for a leave of absence, and managers can use their version of HR Tools to document the need for a new position.

College and District administrators are expected to apply District policies in a fair and consistent manner and are evaluated in part on their equitable treatment of employees. If managers have questions, they may contact HR for advice and counsel. Managers are also trained through workshops on various human resources topics, including sexual harassment, mandatory reporter training, screening/selection committee training, progressive discipline, and laws associated with employee leaves (III.A.11.3).

If an employee believes he/she has been the subject of unlawful discrimination, he/she may file a complaint. In addition, if an employee disputes management's application of a personnel process that is defined by a collective bargaining agreement or by a Personnel Commission rule, the employee may file a formal grievance. Grievance processes are spelled out in the collective bargaining agreements and in the Personnel Commission rules (III.A.11.4; III.A.11.5; III.A.11.6).

Evaluation

VC meets this Standard. Established and electronically accessible policies and procedures ensure the consistent and equitable treatment of employees. Employees who feel they have been treated unfairly have both formal and informal venues in which to voice their concerns.

Action Plan

None.

Evidence

- III.A.11.1: Screenshot, Employee Information Link, District Portal
- III.A.11.2: Screenshot, Employee Services Link, District Portal
- III.A.11.3: Examples of Management Training
- III.A.11.4: Agreement Between VCCCD and AFT Local 1828, Article 16
- III.A.11.5: Agreement Between VCCCD and SEIU Local 99, Article XVI
- III.A.11.6: Classified Handbook, Personnel Commission, Section 270

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

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

Gender and ethnicity data are tracked for the College. For the period of fall 2010 through fall 2014, the data show that the ethnic makeup of the College shifted in some employee categories. During the ten year tracking period, the percentage of white full-time faculty members remained stable (ranging from a low of 65% to a high of 68%, with a mode of 65-66%), as did the percentage of white part-time faculty (ranging from a low of 67% to a high of 73%, with a mode of 68-69%). The percentage of white managers and supervisors has changed more dramatically, decreasing from a high in 2005 of 75% to a low of 61% in 2014, with a corresponding increase of Hispanic and unreported managers from 20% to 35%. A similar trend was seen in the classified staff, with the percentage of white staff decreasing from 56% in 2005 to 48% in 2014, and a corresponding increase of Hispanic and unreported employees from 31% to 42% (III.A.12.1).

During this same ten year period, the full- and part-time faculty remained evenly divided by gender, rarely varying from a 48% to 52% range of division. The gender division for classified employees also remained stable, with a roughly 60% female to 40% male divide. As with ethnicity, the more dramatic change was found in the ranks of the managers. During the period of fall 2005 to fall 2014, the percentage of female administrators dropped from 55% to 43%, with a corresponding increase of male administrators from 45% to 57% (III.A.12.2).

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

The VCCCD Equal Employment Opportunity (EEO) Plan was adopted by the Board of Trustees on November 9, 2010 as AP 3420. The focus of the plan is equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to the applicable Title V, California Code of Regulations. The plan also includes complaint procedures for those who believe they have experienced unlawful discrimination, the establishment of an EEO Advisory Committee, and procedures for the dissemination of the Plan (III.A.12.3).

The District EEO Advisory Committee consists of three faculty members (one from each college) appointed by the Academic Senate Presidents, three classified members appointed in accordance with the agreement between the VCCCD and the Service Employees International Union, Local 99, and three administrators appointed by the chancellor. Ex officio members shall include the director of employment services (functioning as the equal employment opportunity

officer) and the vice chancellor, human resources. The composition of the committee reflects diversity in race, gender, disability status, age, and national origin (III.A.12.4).

Evaluation

VC meets this Standard. Through its policies and practices, the District and the College create and maintain appropriate programs, practices, and services that support its diverse personnel, and that seek to expand upon this diversity. Despite these ongoing efforts, however, ethnic diversity remains static in most employee categories, and gender diversity has fallen in the ranks of the administration.

The District EEO Advisory Committee is in the process of updating its goals and priorities related to equity and diversity. These efforts will be coordinated with the College's initiatives in the Student Equity Plans. The role of the EEO Advisory Committee related to assessing the College's record in employment equity and diversity will also be further clarified.

Action Plan

VC will continue to implement strategies identified in the EEO Plan to further increase diversity in hiring. Methods for increasing the diversity among part-time faculty and gender balance in the ranks of the administration will be explored as part of continuous improvement in this area.

Evidence

III.A.12.1: Ventura College Institutional Effectiveness Report 2014-2015, page 4

III.A.12.2: Ventura College Institutional Effectiveness Report 2014-2015, page 2

III.A.12.3: AP 3420

III.A.12.4: District EEO Advisory Committee Membership

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Description

Each employee group has adopted its own code of ethics. The faculty have adopted the American Association of University Professors Statement on Professional Ethics (III.A.13.1), the managers have adopted the American Association of Community College Administrators (ACCCA) Statement of Ethics (III.A.13.2), and the classified employees have adopted their own code of ethics (III.A.13.3).

In June 2010, the Board of Trustees adopted a district wide code of ethics (III.A.13.4), with an accompanying administrative procedure (III.A.13.5) that provides examples of unethical behaviors, identifies what to do when ethical concerns are raised, and alerts employees of potential consequences for violations of the code of ethics.

Evaluation

VC meets this Standard. In addition to a Board-adopted policy and procedure relative to professional ethics, each employee group has adopted a supplementary code of ethics as appropriate to their profession.

Action Plan

None.

Evidence

III.A.13.1: American Association of University Professors Statement on Professional Ethics

III.A.13.2: American Association of Community College Administrators Statement of Ethics

III.A.13.3: Classified Senate Code of Ethics

III.A.13.4: BP 7205

III.A.13.5: AP 7205

III.A.14 The institution plans for and provides all personnel with appropriate 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.

Description

VC provides professional development for faculty, staff and management through a variety of programs which have remained flexible and responsive to both teaching and learning needs, as well as to the fluctuating financial capacity to support professional development activities. Professional development activities are organized and conducted by a number of committees, departments and individuals rather than through a single, organizing body. Over the last several years, professional development activities have been organized by the Faculty Professional Development Committee, the Classified Senate, individual departments, faculty specializing in technology, and the District Administrative Center.

The Faculty Professional Development Committee is a subcommittee of the Academic Senate. Though originally organized to disseminate professional development funds from the state for faculty attendance at professional conferences, this committee has expanded to include a variety of other activities to support faculty improvement and growth. Examples of professional development workshops organized by this committee include xxx, xxx, and xxx (III.A.13.1). The Faculty Professional Development Committee also organizes the majority of Flex Week activities (III.A.13.2), and has taken on the responsibility for orienting new contract faculty at the beginning of each academic year (III.A.13.3). Recent flex week topics have included xxx, xxx, xxx, and xxx, among others.

Faculty wishing to teach in the online environment must complete a course that is offered both online and in person. Topics covered by this course include online teaching strategies, best practices, and logistics of the district course management system (III.A.13.4).

The Classified Senate has been active in organizing professional development activities for its membership (III.A.13.5). The classified collective bargaining agreement provides for up to 3.5 hours per week of release time for employees to take classes (III.A.13.6).

On a district wide level, the District Administrative Center has designed and implemented a series of professional development training sessions for all managers and classified supervisors. These sessions have included instruction on personnel practices, budget development, purchasing procedures, mandatory reporting for child abuse, working with a multigenerational student body and workforce, working in an environment with diverse personnel, conflict management, and sexual harassment training.

Faculty may apply for and participate in sabbatical leaves as prescribed in the collective bargaining agreement (III.A.13.7). 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 (III.A.13.8). These funds are pooled at the college level, with individual having the opportunity to opt out. The Faculty Professional Development Committee notifies faculty of the opportunity to attend conferences using funds from this pool, and provides written directions and a form with which to make such a request (III.A.13.8).

Evaluation

VC meets this Standard. Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities. There are provisions in the collective bargaining agreements for full-time faculty to attend conferences and for sabbatical leaves. Classified employees are encouraged to participate in relevant training opportunities and have a provision in their collective bargaining agreement to receive release time for taking college classes. District workshops provide managers and supervisors with the training they need to perform their responsibilities as administrators.

Action Plan

None.

Evidence

III.A.14.1: Examples of Professional Development Activities

III.A.14.2: Sample Flex Week Schedule

III.A.14.3: New Faculty Orientation Agenda

III.A.14.4: Screenshots, Online Teacher Training Course Materials

III.A.14.5: Sample Classified Professional Development Activities

III.A.14.6: Agreement Between VCCCD and SEIU Local 99, Article 11.2

- III.A.14.7: Agreement Between VCCCD and AFT Local 1828, Article 8.6
- III.A.14.8: Agreement Between VCCCD and AFT Local 1828, Article 8.7.D
- III.A.14.9: Travel Fund Proposal Form

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

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

Collective bargaining agreements determine the personnel file review process (III.A.15.1; III.A.15.2). In accordance with the collective bargaining agreements and general employment practice, employees and their direct supervisors may review records, but by appointment only. When records are reviewed, a HR staff member must be present. In addition, employees may review their payroll and benefit records through their employee portal log-in.

VC administrators maintain work files necessary to document employee performance issues between formal evaluation periods. These files are maintained in locked cabinets in the respective division offices and/or in the hard drives of password protected office computers, and material contained in them cannot be used for personnel actions unless it is incorporated into a formal employee evaluation.

Evaluation

VC and the VCCCD meet this Standard. Personnel records are maintained securely and confidentially. Employees are given the opportunity to review their personnel files in the presence of HR staff members.

Action Plan

None.

Evidence

- III.A.15.1: Agreement Between VCCCD and SEIU Local 99, Article 11
- III.A.15.2: Agreement Between VCCCD and AFT Local 1828, Article VI

III.B. Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description

Ventura College (VC) provides approximately xxx square feet of instructional and support space for its students, faculty, and staff. The main campus in Ventura has an assignable space inventory of xxx square feet: xxx square feet of lecture space, xxx square feet of lab space, xxx square feet of office space, xxx square feet of library space, and xxx square feet of media production space. In addition, the College has xxx square feet of non-standard space (including gymnasiums, food service areas, the bookstore, health services, child care, meeting rooms, data processing rooms, and other unspecified spaces). The College also leases an off-campus site in Santa Paula, California. The VC Santa Paula site has a total of 10,000 square feet of space: xxx square feet of lecture space, xxx square feet of lab space, xxx square feet of office space, and 1,500 square feet of library and learning resource space.

Two College committees are charged with assuring that VC maintains safe and sufficient physical resources at all locations: the Facilities Oversight Group (FOG) and the Health and Safety Committee. FOG (III.B.1.1) oversees and develops the vision of campus facilities including aesthetics, locations of buildings, blending of new facilities into the current scheme of architecture and student/public expectations and experiences. In addition, the FOG controls to a great extent the exterior design of facilities projects, including structural configuration, color schemes, signage, landscape, walkways and general campus orientation. As part of the annual planning, program review and budget allocation cycle, FOG receives requests for facilities improvements and campus use and development from the College Planning Council (CPC) and other interested parties and creates an implementation plan to advance these requests. The Health and Safety Committee (III.B.1.2) aids and advises both management and employees on matters of safety and health pertaining to College operations. Members discuss safety policies and provide recommendations, review accidents, discover unsafe conditions and practices, and provide recommendations for preventing future occurrences and/or correcting unsafe conditions. In addition, the Committee provides educational safety information for all staff and evaluates the progress of the College's accident prevention efforts.

All College facilities have been designed and built to meet Division of State Architect standards. In addition, facilities comply with the Americans with Disabilities Act (ADA) of 1990 standards regarding access to facilities on the main campus, at the off-campus site in Santa Paula, and at the local high schools where dual enrollment courses take place.

Evaluation

VC meets this Standard. The Facilities, Maintenance and Operations (FMO) department works closely with Educational Assistance Center (EAC) staff and FOG to ensure compliance with the ADA. Restrooms have been renovated, automatic doors have been installed, curbs have been redesigned, and ADA compliant signage has been **installed. Evacuation chairs are available in multi-story buildings for safe exit of wheel chair users in the event that elevators are**

inoperable. To ensure continued emphasis on accessibility, FOG adopted “universal design” as one of the guiding principles of the Facilities Master Plan (FMP) (III.B.1.3). With each bond-funded construction project, ADA compliance issues are anticipated and addressed.

The FMP addresses program needs related to VC’s Educational Master Plan (EMP). The FMP is overseen by FOG. FOG also collaborates with the Health and Safety Committee, responding when appropriate to their requests to address safety issues. Examples of recent projects completed (or in process) related to access and safety include the following:

- The West Lot Parking pavement was patched to assure safe travel by all pedestrians.
- ADA compliant curb ramps were added to the West Lot “island” to direct safe parking lot crossing and sidewalk access.
- Considerations are being made regarding the relocation of the parking permit machine to assure safer access when purchasing a permit.
- The emergency “Blue Phone” in the West Lot is being considered for relocation to improve ease of accessibility.
- Proposition 39 and bond funds have been expended to upgrade exterior lighting.
- Building entrance doors were replaced to ensure ADA compliance.
- One gender neutral restroom has been installed next to the Health Center.

VC maintains complete control over the off campus facilities it leases to house Ventura College Santa Paula (VCSP) and maintains the same level of safety, security, and access at this site as it does for the main campus. If the VCSP staff or students observe a problem with access, safety, or security, the issue comes to the dean of off-campus programs, who then follows up with FOG, the Health and Safety Committee, the facility landlord, or the FMO department. In addition, VCSP staff may utilize an online maintenance request process to report problems with facilities (III.B.1.4).

The College also hosts classes in a limited number of high school classrooms in Ojai, Ventura, Santa Paula, and Fillmore. Although the College maintains little administrative control over these sites, these public high schools are required by law to meet the same level of safety, security, and access as VC.

Action Plan

The public acceptance of a gender-neutral restroom will be assessed by the Institutional Equity and Effectiveness division during the fall 2016 semester. The results of this assessment will be shared with FOG, who will then make a recommendation about whether to proceed with the installation of more gender-neutral restrooms at other campus locations.

Evidence

III.B.1.1: FOG Committee Description

III.B.1.2: Health and Safety Committee Description

III.B.1.3: Universal Design, Facilities Master Plan, page x.

III.B.1.4: Online Maintenance Request Form

New info from district :

In March 2012, the Board approved an infrastructure funding plan and allocation model to provide foundational resources to partially address the District's structural deficit in capital funding for areas such as scheduled maintenance, technology and equipment refresh, instructional equipment, library materials and databases, furniture and equipment, etc. Maintaining these items is central to the core mission of the colleges and District and addressing the total cost of ownership.

The District completes the 5 Year Capital Outlay Plan, the 5 Year Scheduled Maintenance and Special Repairs Plan, and the Space Inventory on an annual basis. These plans and reports require the incorporation of pertinent utilization and planning data (Ev. 3, 4, 5)

Emergency procedures are available on the VCCCD Campus Police website. Colleges have similar information on office and classroom flip charts as well as evacuation maps. Campuses are updating their Incident Management plans. The District needs to develop an Emergency Operation Plan to support colleges and manage countywide incidents.

VCCCD has conducted several discussions regarding moving forward with an ADA transition plan. The District intends to seek proposals to contract with a qualified company for initial site visits and analysis to determine ADA compliance projects.

As part of a self-insured group (Statewide Association of Community Colleges – SWACC), VCCCD works with the insurance administrators, Keenan & Associates, to perform a detailed property and liability safety inspection of the campuses every two years, with follow-up documentation and annual follow-up visits. The inspection is conducted to assist VCCCD in evaluating its self-audit procedures, identify conditions which may pose a risk of injury and/or property damage, and provide recommendations to help mitigate the risks identified. The purpose of the inspection is to reduce the frequency and severity of property and liability losses to the District by identifying those hazards that could result in those types of losses and by providing recommendations to the District on ways to correct hazards.

Several individual departments with identified higher risk exposure also carry out routine inspections of facilities and equipment in their respective areas for repair and maintenance.

Description

The College Police Department Emergency Preparedness Team is responsible for developing and integrating appropriate emergency response plans and procedures, and for ensuring compliance with relevant state and federal laws.

Analysis

The Police Department is overseen by the Vice Chancellor of Business and Administrative Services. The Department is tasked with assisting the colleges in developing appropriate emergency response plans and procedures, and for ensuring compliance with relevant State and Federal law such as Safety and Security reporting (Clery Act) (Ev. 4).

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Description

VC plans, builds, maintains, upgrades, and replaces its physical resources (including facilities, equipment, land, and other assets) in accordance with its FMP (III.B.2.1). The utilization of the College's facilities is analyzed through the statewide Facilities Utilization, Space Inventory Options Net (FUSION) Project (III.B.2.2). Designed for facilities assessment, planning, project management and evaluation, FUSION is a web-based integrated network of relational databases that provides a quick, simple and accurate method for inventorying, estimating and tracking facility deficiencies.

Facility utilization is also a key component in developing the fall and spring Schedule of Classes. To assist in this process, the Classroom Utilization Report is generated by the technical data specialist and distributed to the vice president of academic affairs and student learning and to the instructional deans (III.B.2.3).

A thorough physical assessment of the College's furniture and equipment inventory was completed in July 2013, with every room or space on the campus included (III.B.2.4). An expected life table was established, which provides key information for program review and other purposes. The inventory list is now in a sustainable database and can be sorted by department, room, type of equipment, or tag number. Photographs of all equipment have been taken and are part of the database. Using the reconciled inventory list, which divisions are required to maintain and update each year, programs now have the ability through the program review process to create initiatives and request appropriate resources to meet their operating and student performance goals.

New info from district:

The Chancellor is responsible for the planning and administrative management of the District's capital outlay and construction program. The district can use a variety of debt instruments, such as bonds and certificates of participation, for the funding of capital projects.

Description

The State Chancellor's Office uses a five- year planning process for Instructional Equipment Replacement that will align with the scheduled Maintenance planning and funding process at the state level.

Evaluation

VC meets this Standard. The utilization of facilities is monitored by FOG, assisted in this effort by state FUSION Project data, and by vice presidents, deans, and department heads who use the Classroom Utilization Report to compare assigned square feet to the number of weekly student contact hours to determine classroom efficiency levels as they develop the Schedule of Classes. The projected amount of space needed in future years has been addressed through the

facilities and space analysis portion of the EMP. As new or replacement buildings are built, representatives of the intended building occupants work with the selected architects in the space programming. FOG looks at design issues for the campus as a whole. The college has a deferred maintenance fund wherein major facilities (parking lots, new roofs, etc.) or pieces of equipment (air conditioning units, boilers, etc.) get repaired periodically. In addition, the annual program review process and the Health and Safety Committee allow programs and departments to identify any basic facilities improvements needed. These needs may also be addressed directly through FOG. Furniture and other minor pieces of equipment are repaired as needed, but are not on a systematic schedule for replacement.

Action Plan

During the 2016-2017 academic year, the vice president of business services will place classroom furniture on a calendar for systematic replacement. Each year, a specified number of older classrooms will be upgraded with new desks, new whiteboards, and other needed repairs.

Evidence

III.B.2.1: Facilities Master Plan

III.B.2.2: Description of FUSION Project

III.B.2.3: Classroom Utilization Report

III.B.2.4: Furniture and Equipment Inventory

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Description

VC has traditionally relied upon the state's space standards to evaluate the effectiveness of its facilities utilization. The College reviews these data annually as it updates its Space Inventory and Five Year Capital Construction Plan for submission to the state Chancellor's Office (III.B.3.1). The College also uses its program review process to identify the need for smaller-scale facilities improvements and to identify programmatic needs for additional equipment. The College has a current EMP (that includes a facilities and space analysis and that projects the need to expand facilities over a fifteen-year period) and a five-year rolling FMP (that identifies the need for future renovations, replacement, and growth projects).

Evaluation

VC meets this Standard. The Space Inventory and Five Year Capital Construction Plan is updated on an annual basis. As part of the annual program review process, the need to repair facilities is identified and a list of the equipment needed by each program is compiled. Taking these lists from the program review process, the FMO department prepares a series of work orders and attempts to correct any significant problems (III.B.3.2). One-time dollars available through the general fund, categorical sources, and grant funds are used to purchase most of the equipment identified through the program review process.

Depending on the level of the issue (ranging from trip hazard to the need for a new facility), requests for facilities improvements are reviewed by the Administrative Council, the Safety Committee, or FOG. The Budget Resource Council (BRC) (III.B.3.3) and the CPC are involved to the degree that facilities or equipment requests require additional funding.

New district info:

A facilities assessment is completed every three years periodically by a team from the Foundation for California Community Colleges (FCCC), for the State Chancellor's Office. This detailed assessment provides the District and the State with data to support additional funding for scheduled maintenance and building system replacement. The Facilities Condition Index Report provides relative data for each building with total repair costs and replacement value (Evidence).

Action Plan

None.

Evidence

III.B.3.1: Space Inventory and Five Year Capital Construction Plan

III.B.3.2: Sample List of Work Orders Generated After Program Review

III.B.3.3: Budget Resource Council Description

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description

VC's long-range capital plans are driven by its EMP and corresponding FMP. Shorter-term capital planning is also implemented through annual updates to the Space Inventory and Five Year Capital Construction Plan.

The total cost of ownership is addressed through the District budget allocation model (III.B.4.1), and through the work of three College committees: the BRC, FOG, and the Technology Committee. Under the budget allocation model, lottery proceeds, interest income, and other specific revenue categories are segregated from the general budget. These designated funds are a recurring revenue stream designed to provide foundational funding to the College as a base resource. Under the adopted model, specific expenditure categories are now established for:

- Scheduled maintenance and capital furniture (including classroom, faculty and administration)
- Library materials and databases
- Instructional and non-instructional equipment
- Technology refresh (hardware and software)
- Other (restricted to one-time and not on-going expenditures, such as new program/process start-up costs, staff innovation, and program-specific accreditation)

The BRC receives recommendations for expenditures from this fund from both FOG and the Technology Committee, and then analyzes the budget requirements of the prioritized requests and develops a plan to address these budget requirements. Additionally, in March 2012 the BRC adopted Inventory Rubric (III.B.4.2) to be applied during the inventory of all of the fixed assets owned by the institution. Each year after programs have presented their program reviews to the CPC, a compiled list of prioritized requests for facilities improvements, based on program findings, is given to FOG. Software and technology prioritized requests are given to the Technology Committee. Requests for other equipment are given to the BRC. These committees assign a rating of “required,” “high,” “medium,” “low,” or “not ranked” to each request based on the overall needs of the College, taking into consideration new technologies, if appropriate, and the ways in which resources can be leveraged. The committees’ ratings are then forwarded to the president and three vice presidents for final ranking. The lists of all rankings are then shared with the CPC and other administrators for implementation. Divisions are notified about funded requests and have until the next program review cycle (approximately twelve months) to complete purchase orders.

New District Information

Dave Keebler to write narrative on District process for approving capital projects.

In March 2012, the Board approved an infrastructure funding plan and allocation model to provide foundational resources to partially address the District’s structural deficit in capital funding for areas such as scheduled maintenance, technology and equipment refresh, instructional equipment, library materials and databases, furniture and equipment, etc. Maintaining these items are central to the core mission of the colleges and District and addressing the total cost of ownership.

VCCCD maintains a District-wide equipment inventory by utilizing the Fixed Asset module of the Ellucian Banner Finance System. Purchase orders are generated using commodity codes that are integrated with the fixed asset module. The issuance of the purchase order with detailed commodity codes and payment from invoices, allows the system to automatically generate a temporary fixed asset tag in Banner.

The Campus and District Administrative Center warehouse staff physical tag equipment/furniture with a VCCCD permanent tag number upon receipt. The warehouse staff utilize an electronic workflow process to inform the Purchasing Department of items received, serial numbers, and permanent tag numbers. Purchasing staff updates the temporary tags with the permanent tag number in the Banner Fixed Assets module.

The fixed asset module includes lifecycle information, capitalization at the value of \$5,000, and status of all equipment and furniture with a value of \$1,000 or more.

VCCCD has future plans to conduct a physical inventory and update the fixed asset records accordingly.

Evaluation

VC meets this Standard. Funding to support the total cost of ownership of facilities and equipment is addressed through the District budget allocation model. The BRC, FOG, and the Technology Committee work in a coordinated effort to prepare prioritized lists of institutional needs that are then given to the president and vice presidents for final ranking and implementation. The EMP and FMP are current and are utilized for decision-making.

Action Plan

None.

Evidence

III.B.4.1: District Budget Allocation Model

III.B.4.2: Inventory Rubric

III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Description

The technological environment at VC is continually evolving as pedagogical practices begin to leverage and integrate more technology. There are currently 2232 computers at VC. Of these, 1633 are in classrooms and laboratories, 599 are in open computer labs, and 599 are in faculty or staff offices (III.C.1.1). Support for information technology (IT) is organized under an associate vice chancellor who supervises a District staff of eight full-time and two seasonal technicians (II.C.1.2) in addition to overseeing the supervisors and technicians who work primarily at each of the three colleges in the District (III.C.1.2). The majority of the technology needs for VC are met by an on-site technology support services supervisor, and five IT support specialists.

Since 2010, the College has undergone a technical transformation with the implementation of four new buildings (Applied Sciences Center, Health Sciences Center, Multidisciplinary Center East, and Multidisciplinary Center West) and one remodeled building (Performing Arts Center). These buildings were implemented with the latest smart-classroom technology, network and Wi-Fi. The College Technology Services department utilizes a local, strategic Technology Plan (III.C.1.4) to develop, implement and support the following technologies for the campus:

- District purchased computing devices
- Campus audiovisual equipment
- Telephones and FAX machines
- Supported software applications
- Operating system, hardware/firmware and supported software updates
- Anti-virus and power management software
- Access to network shared folders
- Peripherals such as printers and scanners
- Consultation regarding projects requiring hardware, software, and cabling

- Training staff on current and emerging technologies

The District IT department also utilizes a district-wide, strategic Technology Plan (III.C.1.5) to develop, implement and support the technologies and services that serve both students and staff. Some of these technological services include maintenance and support for the following:

- Districtwide portal for students and employees (Ellucian)
- Learning management system for online classes (Desire2Learn)
- Enterprise resource planning (Banner)
- Online payment solutions (CashNet)
- Student performance monitoring (GradesFirst)
- Academic advising, transfer articulation, and degree audit (DegreeWorks)
- Document imaging (OnBase)
- Email
- Network and systems support

In recent years, the use of learning management systems (LMS) in hybrid courses has grown. This has increased the need for faculty and student support for the chosen LMS system, Desire2Learn (D2L). To this end, a District help desk has been established (III.C.1.6) and an online student tutorial has been created (III.C.1.7).

The College Technology Services department uses the software TrackIT (III.C.1.8) to capture and process all incoming technology work requests. All requests are submitted to vhelpdesk@vccd.edu and a work ticket is automatically created from the contents of the email request. The user is also notified via email that a work ticket has been created for each incident. When a work ticket is completed, the user is also be notified via email.

The College Technology Services department is developing a new service level agreement (SLA) to prioritize and fulfill technology requests/incidents on campus (III.C.1.9). This document will set the response times for certain IT issues on campus. It will also serve as a blueprint of what is expected from College Technology Services and the end user, still taking into account that response times may be impacted by staffing levels and project workload. The SLA document has been presented to the Technology Committee, but still needs to be adopted by other committees on campus.

Evaluation

VC meets this Standard. College facilities have been upgraded to support emerging technological needs, and hardware and software are appropriate and adequate to support management and operational functions, academic programs, teaching and learning, and support services. Technicians and supervisory personnel provide support for IT at both the District and College levels.

The need for additional IT staff has been identified in the program review process over the past several years. Through this process, two additional campus-level technical staff members were hired in 2015. The focus will continue on hiring additional technicians in proportion to the ongoing growth and evolution of technology. The need for additional staffing has been reflected

in the most recent IT performance evaluation (III.C.1.10) and in the pending work ticket counts over the past several years (III.C.1.11). It is the goal of the College Technology Services department to reduce their pending ticket count to fewer than ten work tickets by the last month of each semester.

Action Plan

As the reliance on technology increases, IT staffing levels will be evaluated and adjusted. By the end of the fall 2016 semester, an appropriate ratio of technicians to the number of computers supported on campus will be developed and used as a guideline for hiring additional technical support personnel.

The College Technology Services department will continue to benchmark the pending work ticket counts and conduct IT performance surveys to see if an acceptable technical support level is being maintained for students and staff.

By the end of the fall 2016 semester, the draft SLA will be finalized.

Evidence

- III.C.1.1: Computer Inventory
- III.C.1.2: District IT Department Employee List
- III.C.1.3: District IT Organizational Chart
- III.C.1.4: College Technology Plan
- III.C.1.5: District Technology Plan
- III.C.1.6: Screenshot, District Help Desk
- III.C.1.7: Screenshot, Online Student Tutorial
- III.C.1.8: TrackIT Example
- III.C.1.9: Draft Service Level Agreement
- III.C.1.10: IT Performance Evaluation
- III.C.1.11: Graph, IT Work Tickets

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Description

The Technology Advisory Group (III.C.2.1) is charged with developing and recommending the long-term College Technology Plan. This plan is based on program review data and is designed to work in concert with the District Technology Plan. The Technology Advisory Group Committee reports and makes recommendations to the vice president of business services and the BRC. Committee reviews the Technology Plan annually and makes recommendations for minor revisions as needed. The Technology Plan is completely updated and revised on a three-year cycle.

The Technology Advisory Group also reviews requests for technology based on program review data to verify that the correct technology is being considered and if outside resources will be needed to fulfill each initiative, and serves as a forum for discussing campus technology issues. The College Technology Services department plans for emergency and unforeseen technology needs through several open purchase order accounts that are setup with local and online technology vendors (III.C.2.2). These contingency accounts help to expedite technology purchases to minimize the impact that hardware or software failures have on student learning.

The College's equipment inventory list is used to identify the oldest technology on campus. Between 10-20 percent of the campus computers are refreshed each year. This automatic, yearly refresh is also tied back to program review initiatives that have been identified and vetted through peer group review and the Technology Advisory Group Committee.

Evaluation

VC meets this Standard. The Technology Advisory Group assists the College Technology Services department in the development and review of the Technology Plan. The annual program review process ensures that programs and departments throughout the campus have the opportunity to identify and prioritize emerging technology needs.

Technology on a master equipment inventory list is refreshed in accordance with an established schedule. Manual maintenance of the master inventory list has proven to be a time consuming process, and the College Technology Services department is researching the feasibility of acquiring a real-time reporting tool that utilizes the online network for updates.

The College's three-year Technology Plan expires in 2016. The process has begun to update this planning tool to cover the period of 2016-2019 (III.C.2.3). The total cost of ownership for new computing laboratories and systems will be built into the new Technology Plan as a way to identify all of the costs involved with meeting the technological needs of new construction, additional student laboratories, and installations at satellite locations.

In addition, College Technology Services has proposed that the updated Technology Plan and the College's Facilities Master Plan be generated in conjunction with each other. An outside consulting agency has been hired to lead this evaluation process and will help to generate both the Technology and Facilities Master Plan (III.C.2.4). This comprehensive approach will help to ensure that adequate technological and maintenance/operations support is identified and secured before projects can move forward.

Action Plan

Under the direction of the vice president of business services and the supervisor of college information technology, several alternatives to maintain the current master equipment inventory database will be evaluated during the fall 2016 semester as a means to create aging reports for the computers on campus. A Crestron Fusion server will also be explored as a possible way to help identify, over the network, aging and failing smart classroom gear on campus.

Evidence

III.C.2.1: Technology Committee Description

III.C.2.2: Sample Open Purchase Order

III.C.2.3: Technology Advisory Group Minutes Showing Status of Technology Plan Update

III.C.2.4: Scope of Work, Consulting Firm

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Description

All campuses in the District use a multi-tiered approach to ensure reliable technology access with a focus on safety and security. To this end, AP 3720-A (Computer, Network Use Policy) has been established (III.C.3.1). This District procedure establishes the safety and security protocols that are associated with using District-owned computers, personal devices on campus, and District and College networks.

All College employees are encouraged to use network shared folders to store their mission critical files. These file share servers are backed up on a nightly basis (III.C.3.2). Access to these files is secured using active directory security groups to restrict unauthorized access to sensitive data. The District also uses an enterprise grade Palo Alto firewall (III.C.3.3) to restrict unauthorized access to networks. College and District personnel are only authorized to use a virtual private network (VPN) connection to the District network when working from home or on the road. This VPN access is restricted to a small subset of employees. There are also redundant circuits to the Internet in the event of the loss of the primary circuit. In addition, VC uses Intelligent Management Center (III.C.3.4) to assist in the management of its campus network.

Antivirus end point software is loaded on each District-owned computer on campus. VC uses both Kaspersky Anti-Virus endpoint security (III.C.3.5) and Microsoft Endpoint security (III.C.3.6) for this purpose. An IT technician at VC is assigned to monitor the Kaspersky console, and console alerts are used to quickly identify infected machines and push out remediation measures. A security analysis report is also produced each month to monitor the progress of the remediation of any possible infections (III.C.3.7).

Environment monitoring is also setup in all of the mission critical data rooms on campus. College Technology Services uses NetBotz (III.C.3.8) environmental monitoring devices to send alerts when a data room loses power or is getting too hot. These alerts help local IT staff to quickly respond to any environmental/safety issues that might come up and impact mission critical servers and data in these areas.

VC is also part of the District Wide Districtwide disaster recovery plan (III.C.3.9). Currently all mission critical data is being regularly mirrored offsite to servers at the Moorpark campus. If a catastrophic event occurs at VC, the campus data will be recoverable from this remote disaster recovery site within 24-72 hours (EVIIC-3).

Self-Evaluation

VC meets this Standard. Reliable access to technology is maintained in conditions that ensure the safety and security of the data generated by College and District operations. Multiple failsafe measures have been established to ensure that databases are maintained securely and that they continue to operate in a virus-free environment. An ongoing commitment to computer and network safety, security, and access has been established and is maintained.

Action Plan

During the 2016-2017 academic year, the District IT department and the College Technology Services department will undertake the following activities:

- Implementation of encryption for all systems, including email, hard drives, removable media, and databases
- Implementation of enhanced monitoring systems to detect and prevent security vulnerabilities and intrusions
- Improvement of disaster recovery procedures for critical applications
- Provision of secure cloud storage for district-related use by employees
- Continuance of ongoing user security awareness training

Evidence

III.C.3.1: AP 3720-A

III.C.3.2: Sample VC Nightly Backup Notification

III.C.3.3: Description, Palo Alto Firewall

III.C.3.4: Description, Intelligent Management Center

III.C.3.5: Description, Kasperky Anti-Virus Endpoint Security

III.C.3.6: Description, Microsoft Endpoint Security

III.C.3.7: Sample Monthly Security Analysis Report

III.C.3.8: Description, NetBotz

III.C.3.9: District Disaster Recovery Plan

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Description

VC is dedicated to providing ongoing technical instruction and support for students and college personnel. The primary focus is to provide quality technical instruction for students while they are in the classroom or are seeking services from the College.

There are several student centric training areas that cater to helping students outside the classroom. These areas consist of a dedicated tutoring center, math tutoring center, writing center and a SI “supplemental instruction” center. These training centers provide our students with help in most areas that are offered at Ventura College. These areas include but are not limited to math, English, writing etc.. These training centers are located in the LRC and SCI

buildings on campus and are managed by two fulltime staff members and 2 lead tutors. (III.C.4.1).

The need for D2L software training is crucial to the success of students who are taking classes online. A help desk dedicated to answering the questions of students using the D2L learning management system is staffed by two full time instructional technologists who have been trained to support D2L. (III.C.4.2). The D2L help desk team provides multiple opportunities throughout the year for student D2L training (III.C.4.3). The District IT department also provides online tutorials to help students and faculty if they are unable to make scheduled training sessions on campus (III.C.4.4).

Faculty teaching DE/CE courses must go through a formal training process to be certified to teach online. This training is conducted by (III.C.4.5).

Faculty and staff have access to on-campus workshops in Banner and on other topics (III.C.4.6). In addition, online training videos in a variety of software system are provided to employees through a contract with Lynda.com (III.C.4.7).

All division office administrative assistants are expected to manage their division web pages using Drupal (III.C.4.8). Throughout the year, there are several onsite Drupal training sessions (III.C.4.9). Other faculty and staff are also invited to attend these training sessions if they have interest in updating or creating web pages on the College website.

Each year, the College hosts Flex Week training sessions for faculty and staff (III.C.4.10). These live training sessions cover a wide range of technology solutions that are used by faculty and staff at VC. These sessions are usually well attended and feedback is gathered after each session (III.C.4.11). This information is used to help shape the following year's Flex Week training sessions.

Ad hoc technology training sessions are also held throughout the year. These training sessions are triggered by the request from a staff or faculty member who needs more training on the Lync phone system, supported software packages, or smart classroom systems (III.C.4.12).

Self-Evaluation

Ventura College meets this Standard. Training is provided both on a scheduled and as-needed basis to support employee and student use of instructional and business software. Faculty who teach online are required to complete formal training in the LMS. Technology workshops for faculty and staff are held prior to the beginning of each academic year during Flex Week. Each workshop is followed up by a survey of those attending. These surveys are reviewed and used to help shape the curriculum for the following year's training sessions.

To assess the effectiveness of technology training opportunities on campus, the Technology Committee drafted and sent an online survey to all employees. Several areas for improvement were identified from the survey, among them the need for more training centered on smart classroom gear/software, DegreeWorks, GradesFirst, Banner and TracDat (III.C.4.13).

Action Plan

During the 2016-2017 academic year, College Technology Services, the Professional Development Committee, and members of the Technology Committee will coordinate efforts to provide an enhanced schedule of training in DegreeWorks, GradesFirst, Banner, TrackDat, and smart classroom operation.

Evidence

- III.C.4.1: Web Links to Tutoring Center[Document illustrating student training centers]
- III.C.4.2: Screenshot, D2L Help Desk
- III.C.4.3: Schedule of D2L Student Trainings
- III.C.4.4: Screenshot, D2L Tutorial
- III.C.4.5: Faculty D2L Training Materials
- III.C.4.6: Banner Workshop Materials
- III.C.4.7: Screenshot, Lynda.com Training Topics
- III.C.4.8: Description, Drupalupral
- III.C.4.9: Schedule of Drupalupral Trainings
- III.C.4.10: Schedule of Flex Week Technology Trainings
- III.C.4.11: Flex Week Feedback, Technical Training Workshops
- III.C.4.12: Statistics, Ad Hoc Training Sessions
- III.C.4.13: Results, Online Survey of Technology Training

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Description

Several procedures guide the appropriate use of technology in the teaching and learning process. Computer and network are governed by AP-3720. All users are required to agree to this policy before accessing District networks or using District computers.

A majority of the lab/public access computers on campus reside in the VC's Learning Resources Center (LRC) building, which houses over 400xxx computers that are used for classes, student drop-in and public access. Over 180,000xxx students and public patrons utilize these computers each year. Due to the volume and diversity of people who access these spaces, a dedicated computer use policy is used (III.C.5.1). This document highlights what is expected from each user when they access these computer systems and environments.

Self-Evaluation

VC meets this Standard. Formal procedures are in place at both the District and College levels to ensure the integrity of the teaching and learning process.

Action Plan

None.

Evidence

III.D. Financial Resources

Planning

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Description

The district's total 2009-10 tentative budget, excluding general obligation bond funds and reserves, was \$266,526,439. Of the total, the general fund unrestricted budget was \$154,866,879, or 58.1 percent of all resources.

The governing board adopted Ventura College's 2015-16 general fund unrestricted budget, (which supports the majority of the college's operations, including instruction, student services, learning resources, maintenance and operations and general administration), at a level of \$xxx. The campus was also allowed to carry over \$xxx from the 2014-15 academic year, bringing the total adoption budget allocation to \$xxx (IIID.1: Adoption Budget).

Along with other community college districts in the state, the Ventura County Community College District has been hit hard by the state's inability to fund enrollment growth, by workload reduction measures that permanently decreased apportionment levels, and by severe, short-notice cuts to categorical program budgets. The net effect of all of these changes has been a district-wide general fund reduction of \$3,946,335 and a categorical fund reduction of \$4,420,795, for a total reduction of \$8,367,130. This has come at a time when, if the district had been fully funded for its enrollment growth, there would have been nearly \$16,000,000 in additional revenues (instead of over \$8,000,000 in cuts). For Ventura College, these state actions represented a combined reduction of \$3,408,980 (\$1,201,224 from the general fund and \$2,207,756 from categorical funds) to the 2009-10 college budget compared to the prior year budget.

Additional info from district:

The Colleges and the District work closely in budget development processes and procedures. The District uses an allocation model for the distribution of general fund-unrestricted revenue. The model considers how the colleges have evolved, and is responsive to changes that will occur in the future. The model is objective based, formula-driven, readily understood, reasonably applied, flexible and responsive, widely communicated, adequately documented, and perceived as equitable. Budget assumptions are reviewed by District Council on Administrative Services and other participatory governance processes at the District and College levels, and approved by the Board.

The adopted budget allocation model addresses the distribution of resources, and is not prescriptive in how funds are to be spent at the various locations (colleges and district office). The district acknowledges differences between its colleges and recognizes the colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. The colleges have separate and specific budget development processes unique to each college, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each college's strategic plans.

Self-Evaluation

General fund unrestricted budget allocations are distributed to the colleges through the district's budget allocation model that was adopted by the Board of Trustees in May 2007 (IIID.2: Budget Allocation Model, May 2007). The college responded to the reductions in general fund and categorical revenues by focusing its remaining resources on core college programs and services. Core instructional programs were defined as being those that enable the students to travel the shortest possible educational path to an associate degree, to transfer, or to the completion of a certificate. In cases where there were multiple course offerings that filled the same purpose, the courses that were able to fulfill more than one student educational goal, that had the strongest record of articulating to a four-year college, and/or that historically had attracted the largest number of students remained within the core, and the other course options were scheduled only to the degree to which funds were available (IIID.3: Core Classes by Division). Core student services programs were defined as being admissions, records, assessment, general counseling, and mandated services to special populations.

During the 2009-10 academic year, the college responded to the reductions in funding by eliminating fourteen classified positions (of which three were vacant). District reorganization of the public information function resulted in the elimination of additional classified positions due to consolidation. In addition, three management positions were lost by the end of the 2009-10 academic year due to retirement, resignation, or lack of contract renewal.

While the college remains in a financial mode of retrenchment, plans to improve through efficiencies and to eventually expand college programs and services continue through the integrated planning, program review and budget allocation process described more fully in Standard I.

Action Plan

None.

Evidence

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Description

Financial planning and resource allocation are driven by an ongoing and systematic cycle of evaluation, integrated planning, and re-evaluation. As stated in our college's Integrated Planning Manual (SOURCE), the College Mission (SOURCE) and Strategic Plan (SOURCE) form the basis for the entire integrated planning process. The college mission describes the college's intended student population and the services the college promises to provide, while the strategic goals outlined in the Strategic Plan include the measurable objectives that the college is committed to achieving.

An integral element of the financial planning is the college's data-driven Program Review process which is undertaken each fall and spring semester. Programs begin the process by reviewing the status of initiatives they proposed the prior year in order to "close the loop" on prior initiatives. Each program then reviews and analyzes disaggregated data pertinent to their program. Data sources include Student Learning Outcomes, student success, retention and completion rates; demographic data, course enrollments and productivity. Included in this review is a "Program Vitality Rubric" (SOURCE) developed by the college's Academic Senate.

The analysis of the program review data yields findings, and the findings serve as the basis for program initiatives that require resources. These initiatives include requests for full-time faculty, classified staff, new or upgraded facilities, and computers and other equipment.

Individual departments and programs meet to collaborate on the program review process. These individual program review documents are presented and discussed at division meetings where the initiative requests are prioritized and forwarded to the next level of the process.

There are four participatory governance committees that hear presentations from division representatives. A subcommittee of the Academic Senate, the Faculty Staffing Priorities Committee, hears presentations from faculty for requests for full-time faculty positions. The Classified Staffing Priorities, a subcommittee of the Classified Senate, hears presentations from the college deans for classified positions. The Technology Committee reviews requests for computers and instructional technology and the Facilities Oversight Group (FOG) reviews and ranks requests for new or upgraded facilities.

The committees discuss the merits of each initiative and how the initiatives align to the college's mission and strategic plan. Often, one or more initiatives are combined when it is found that there is overlap in requests and economies of scale can be created. The committees then prioritize the initiatives and forward their recommendations to the college executive team.

Requests for full-time faculty and any classified positions are taken directly from the respective Senate bodies to the Executive Team. The College Planning Council reviews and discusses the prioritized lists created by the Technology Committee and the Facilities Oversight Group. After the Executive Team has considered the input from all the aforementioned groups, it publishes via email and the campus webpage the lists of funded initiatives for all resource categories. In addition, at the conclusion of the program review cycle for the fiscal year, the Executive Team creates and disseminates, via the College Planning Council, its Planning Parameters for the following fiscal year. (SOURCE)

The Planning Parameters serve as the fiscal and operational context for the preparation of program reviews and other planning documents in concert with the development of the next

fiscal year budget. The college's Planning Parameters contain "general planning assumptions" which include statements of the underlying principles of fiscal planning such as: "Ventura College's budget does not dictate the goals of the college; instead, the college's goals clarify our organizational intent and dictate the allocation of the budget to the priorities that advance that intent." In addition, the general planning assumptions discuss current trends in the community college educational landscape such as: "Graduation or completion rates, time allocated to completion, and the labor market applicability of the degrees earned will continue to be primary concerns on the state and national level. Because of this, the shift to funding based on completion (rather than enrollment at census) is likely." (Planning Parameters, 2013)

The Planning Parameters also reference the district's goals and strategic plan, which inform the college's fiscal planning decisions.

Finally, the Planning Parameters describe the projected budget outlook for the state, the district and the college for the next fiscal year and discuss trends in college enrollments, changes in state laws and internal and external risks to the fiscal health of the college and the district. The document also details which of the college's program are at risk of being discontinued, and the criteria for determining how and why those programs were identified.

Fiscal policies and procedures are established, reviewed and modified at the district level. The participatory governance body responsible for making recommendations for policy and procedural changes is the District Council on Administrative Services (DCAS). DCAS makes recommendations to the Chancellor's Cabinet related to budget policy, development, and implementation, including the VCCCD allocation model, business policies and procedures. The Vice Chancellor of Business & Administrative Services serves as the Chair of this Council. Ventura College is represented on DCAS by the Vice President of Business Services and the presidents of the academic and classified senates. The classified bargaining unit, Service Employees International Union (SEIU) and the faculty bargaining unit, American Federation of Teachers (AFT) also have a representative on DCAS. <http://www.vcccd.edu/committees/dcas>

The college provides multiple means of disseminating financial planning to the campus and the community in a timely manner. The college budget for the current fiscal year and the four most recent fiscal years is posted on the campus website on the "Program Review" page. (Please see snapshot below.)

In addition, college administration, faculty and staff serve as members of the District Council for Administrative Services (DCAS). College representatives on DCAS include the Vice President of Business Services, the Academic Senate President, Classified Senate President, plus a faculty member representing the faculty bargaining unit American Federation of Teachers (AFT) and a Service Employees International Union (SEIU) representative. The college representatives are charged with representing their respective constituencies, disseminating pertinent information discussed at DCAS and obtaining input from their respective constituencies on issues related to financial planning and fiscal policies.

At the campus level, a participatory governance committee known as the Budget and Resource Council monitors college compliance with fiscal policies and regulations and, as stated in the committee's charge, "makes recommendations to the Vice President on budget development, maintenance and operations, and other programs within the purview of the Vice President of

Business Services. In addition, the BRC identifies funding sources to advance the initiatives that emerge through the college planning and program review process.” This committee has representatives from across the campus community including administration, faculty, classified and students and the Vice President of Business Services and a faculty member serve as co-chairs.

In addition to the college webpage and district and campus committees, the Vice President of Business Services participates in periodic campus forums, which can address an array of topics, but which nearly always include a presentation of the college budget in the context of the state economy and community college funding, fiscal planning and planning parameters, new initiatives, and other factors impacting college and district fiscal outlook.

Additional district info:

The Ventura County Community College District participates in The Statewide Association of Community Colleges (SWACC), a member owned and operated property and liability Joint Powers Authority (JPA) that provides programs and resources to specifically address exposure to loss through broad and unique coverages, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer. SWACC incorporates coverage for property, general liability, automobile liability, errors and omissions, crime, equipment breakdown, and various insurance policies as required by the District. Included in the JPA program is the Schools Association for Excess Risk (SAFER) JPA. SAFER provides for an excess casualty program.

Description

The District’s mission and goals are the foundation for financial planning and is integrated with and supports all District planning. The Board reviews goals twice a year, in February and June, to address priorities at the colleges. The District has three major policies in support of sound financial planning: BP 6200, BP 6250 and BP 6300. Applications to grants are linked directly to District’s mission and goals and are reviewed through the participatory governance structure. Periodically, budget items are submitted to the Board as informational items. There is a contract calendar established to ensure clear and non-biased review of bids and contract awards. Budget books, and audit/financial statements are distributed and posted online.

Self-Evaluation

The College meets this Standard based on its implementation of systematic financial and institutional planning guided by its mission and goals. The College and District have policies and procedures in place to ensure the integrity of all fiscal operations. The College provides ready access to its budget and program review-generated funding initiatives via the College website and through internal campus communications.

Action Plan

Evidence:

BUDGET UPDATES by VP of Business Services at Campus Forums Dates?

http://www.venturacollege.edu/sites/default/files/files/college-information/program-review/pr15_budget_college.pdf

http://www.venturacollege.edu/sites/default/files/files/college-information/program-review/pr15_budget_programs_0.pdf

http://www.venturacollege.edu/sites/default/files/files/college-information/program-review/pr15_college_productivity_by_year_term.pdf

Integrated Planning Manual

College Mission Statement

Ventura College Strategic Plan 2014-16

Ventura College Planning Parameters 2015-16

Making Decisions at Ventura College

Making Decisions at VCCCD

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

The adopted college budget results from a participatory process that begins at the district level. The calendar for the adoption of the district budget is below:

The primary mechanism for college participation in the district budget planning process is the District Council on Administrative Services (DCAS). The DCAS makes recommendations to the Chancellor's Cabinet related to budget policy, development, and implementation, including the VCCCD allocation model, business policies and procedures. The college is represented on this body by the Academic Senate President, Classified Senate President and the Vice President of Business Services. The annual budget process formally begins with a governing board study session of the status of the current year's budget, including expenditures and preliminary projections for the new budget year. The governing board adopts the budget assumptions and makes them part of the public record (IIID.9: Approval of Fiscal Year 2010-11 Budget Assumptions and Guidelines – need to update).

The college's Vice President of Business Services presents the budget assumptions to the college's Administrative Council and the Budget and Resource Council (BRC). The BRC is the participatory governance body that deals with fiscal planning and budgets. As a result of a campus-wide participatory review of the college committee structures and functions in spring semester 2015, the BRC has been designated as a Brown Act Governance and Advisory Committee by the college. The BRC makes recommendations to the Vice President on budget development, maintenance and operations, and other programs within the purview of the Vice

President of Business Services. In addition, the BRC identifies funding sources to advance the initiatives that emerge through the college planning and program review process.

As the District develops final budget allocations for the College, the Vice President of Business Services compares the sum of the budget and staffing requests to the available resources and makes recommendations to the College President's executive team. Final authority for the establishment of the budget within the College allocation rests with the President, the Vice President of Academic Affairs and Student Learning, the Vice President of Student Services, and the Vice President of Business Services.

The District employs a budget allocation model which deals with both revenues and expenditures at the College. The model is objective, formula-driven, readily understood, reasonably applied, flexible, responsive, widely communicated, adequately documented, and perceived as equitable. DCAS reviews the model each year and makes recommendations to the Chancellor's Cabinet for possible changes to be considered and voted on by the Board of Trustees.

While the budget allocation model addresses the distribution of resources, it is not prescriptive in how funds are to be spent at the colleges or district office. The District acknowledges differences between its colleges and recognizes the colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies.

Once the budget is finalized, the district prepares and presents the annual budget document to the Board for adoption (**Evidence - Executive Summary, 2014-15 Adoption Budget**). College staff members then make copies of the budget document available throughout the college, and interested parties may access the entire budget online through a shared web drive.

Additional district info:

The Colleges and the District work closely in budget development processes and procedures. The District uses an allocation model for the distribution of general fund-unrestricted revenue. The model considers how the colleges have evolved, and is responsive to changes that will occur in the future. The model is objective based, formula-driven, readily understood, reasonably applied, flexible and responsive, widely communicated, adequately documented, and perceived as equitable. Budget assumptions are reviewed by District Council on Administrative Services and other participatory governance processes at the District and College levels, and approved by the Board.

The adopted budget allocation model addresses the distribution of resources, and is not prescriptive in how funds are to be spent at the various locations (colleges and district office). The district acknowledges differences between its colleges and recognizes the colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. The colleges have separate and specific budget development processes unique to each college, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each college's strategic plans.

Self-Evaluation

The College meets this Standard. As outlined in the VCCCD Timeline and Process for Budget Development flow chart, all constituencies have access to budget assumptions, tentative budgets, and adopted budgets and each constituency is represented at the participatory governance bodies at the District level (DCAS) and at the College (BRC).

Action Plan

None.

Evidence

DCAS minutes

BRC minutes

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

The College Planning Parameters serve to frame discussions of institutional priorities and planning. The College President and his executive team create and release for discussion a first draft of this document each year during the spring semester, after the release of the Governor's proposed budget. The two primary purposes of the planning parameters include:

- To set the fiscal and planning context for the preparation of Program Review and other reports
- To adjust current fiscal year resource allocations to better align to the next fiscal year Planning Parameters.

The Planning Parameters provide a descriptive list of College-wide goals, priorities and initiatives that include organizational matters, enrollment management, new programs, growth initiatives, and staffing needs. The Planning Parameters also identify degree or certificate programs that are in danger of being discontinued due to not meeting targets established for the number of degrees of certificates conferred.

A critical section of the Planning Parameters is the discussion of the budget environment at the State, District, and College. The budget discussion includes projected allocations from the State to the District and the District to the College. The document also includes a discussion of budgetary challenges faced by the District, such as stagnant enrollment, unfunded liabilities, and the shifting of State funding from general fund to categorical funds.

At the college level, the budget discussion notes mandatory expenditure increases due to rising salary and benefits costs and the increased costs for services such as utilities.

Self-Evaluation

The College meets this Standard. The College executive team thoroughly examines the fiscal environment at the State, District, and College prior to establishing and vetting the next fiscal year Planning Parameters. These Planning Parameters serve to provide the context for program, organizational and staffing decisions for the fiscal year. They are issued in the spring using the

Governor's proposed budget and the District's tentative budget as a guide to fiscal planning. The College budget provides an accurate, realistic assessment of the fiscal condition of the College for the upcoming year. This, in turn, informs the College's Planning Parameters, which provide the context within which program, staffing and organizational decisions will be made.

Action Plan

None.

Evidence:

College Planning Parameters FY 15-16

CPC minutes

VCCCD Adopted Budget September 9, 2014

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Description

The district, in cooperation with the colleges, formulated a district-wide resource allocation model that was implemented for fiscal year 2007-08. The process to develop the model included collaboration with DCAS and the Chancellor's Cabinet. DCAS is composed of the three college Academic Senate Presidents, three college classified representatives, three college Vice Presidents of Business, and district budget staff. It is chaired by the Vice Chancellor of Business and Administrative Services, who is the district's chief business officer.

The Board had a first reading of the model on April 10, 2007, and adopted the model on May 15, 2007. The adopted model includes features that reflect the unique characteristics of each college and meet the needs of a multi-college district, while recognizing how the institutions are funded by the state. The model is simple enough to be readily understood, is easily maintained and transparent, and is driven by factors that command accountability, predictability, and equity.

Overall, the model addresses the basic principles for a budget allocation model previously adopted by the Board. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported. As with the budget itself, no model will ever be perfect and it is doubtful that the district will ever achieve complete consensus as to

how its resources should be distributed; however the model as proposed and adopted comes as close to that consensus as can be reasonably expected. DCAS and the Chancellor's Cabinet independently reviewed this proposed model and concurred that it met the budget principles established by the Board and was fair and equitable for all colleges and the district operational units. Since the initial adoption, the model has continued to be reviewed annually by DCAS and the Chancellor's Cabinet. Any proposed revisions to the model are presented to the Board for approval with the budget assumptions document.

Prior to completion of the annual audit report, the district convenes meetings with all parties or operating sub-units that have been cited in the audit's findings and recommendations sections. During those meetings, district staff review appropriate corrective actions and provide a response to the auditor prior to the report being released. The Board's Audit Subcommittee reviews the audit report, recommendations, and responses in detail and submits the report to the full Board for acceptance. Subsequently, the district implements the corrective actions and ensures compliance. Mid-year, the Board Subcommittee reviews the status of progress toward accomplishment of the corrective actions. Finally, the auditors specifically review those areas of concern during their next engagement (**evidence** - Annual Financial Report).

Self-Evaluation

The financial management system is easily accessible to all unit budget managers. The system is updated in real-time and managers have full access to monitor their unit's financial activity on a current and timely basis.

The budget allocation process was approved in 2007 and is reviewed annually to ensure it continues to meet its objectives. Audits are conducted annually, are timely, and have very few management findings.

The most recent audit report accepted by the governing board, for the period ending **xxx**, included the following statement: "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Ventura County Community College District as of June 30, **xxx** and its revenues, expenditures and changes in fund balance for the year then ended. . ." This unqualified opinion supports the integrity of the district's financial management system and its application.

Any findings and/or recommendations cited in the audit reports are addressed immediately. The district responds to those which are system-wide. The colleges are provided copies of the audit exceptions that are directly related to their operations, and with assistance from the district staff, respond to the issues immediately. To ensure the exceptions have been adequately addressed, the auditor reexamines those areas in the subsequent year's audit and includes any current findings in the new year's audit report.

Action Plan

The college will maintain continued participation in the district's allocation model to ensure preservation and eventual expansion of the college's funding base.

Evidence

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Additional district info to add to this section:

Audit engagements are managed centrally by the District Office. We have received unmodified audit and federal compliance opinions. We have received findings in state compliance for FY ending 6/30/14. We also receive management recommendations. The District provides a timely response to our external audit firm. These responses are presented to the Finance and Capital Planning subcommittee of the Board and also to the Board of Trustees for acceptance.

Description

The Ventura County Community College District and Ventura College financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

- Audits are conducted annually, are timely, and have very few management findings.
- The budget allocation process is reviewed annually to ensure it continues to meet its objectives.
- The budget reflects appropriate allocation and use of financial resources to support student learning programs and services.

Audits are conducted annually, are timely, and have very few management findings.

Prior to completion of the annual audit report, the district convenes meetings with all parties or operating sub-units that have been cited in the audit's findings and recommendations sections. During those meetings, district staff review appropriate corrective actions and provide a response to the auditor prior to the report being released. The Board's Audit Subcommittee reviews the audit report, recommendations, and responses in detail and submits the report to the full Board for acceptance. Subsequently, the district implements the corrective actions and ensures compliance. Mid-year, the Board Subcommittee reviews the status of progress toward accomplishment of the corrective actions. Finally, the auditors specifically review those areas of concern during their next engagement (Annual Financial Report).

The most recent audit report accepted by the governing board, for the period ending June 30, 2014, included the following statement:

"In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of the District as of June 30, 2014 and 2013, and the changes in net position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America."

This unqualified opinion supports the integrity of the district's financial management system and its application. Any findings and/or recommendations cited in the audit reports are addressed immediately. The district responds to those which are system-wide. The colleges are provided

copies of the audit exceptions that are directly related to their operations, and with assistance from the district staff, respond to the issues immediately. To ensure the exceptions have been adequately addressed, the auditor reexamines those areas in the subsequent year's audit and includes any current findings in the new year's audit report.

In addition, the Ventura Community College District Proposition 39 Measure S Bond Construction [LINK to #5 Prop Audit Report] was audited on June 30, 2014 with the following results:

“In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Measure S Bond Construction Fund of the District as of June 30, 2014, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.”

The annual 311 Report [LINK # 6] is also a certified document provided to the California State Chancellor's Office in accordance with California Code of Regulations.

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investment in the Ventura County pool is not required to be rated. However, as of June 30, 2014, the County portfolio was rated by Standard and Poor's as AAf. [VCCCD Annual Financial Report]

The District also voluntarily participated in a recent IRS Audit [#8 Memo from Emily Day]. The memo outlines the actions the District will be taking moving forward regarding Per Diem Reimbursements.

The budget allocation process is reviewed annually to ensure it continues to meet its objectives.

The district, in cooperation with the colleges, formulated a district-wide resource allocation model (**LINK TO #3 FISCAL YEAR BUDGET ALLOCATION MODEL**) that was implemented for fiscal year 2007-08. The process to develop the model included collaboration with DCAS and the Chancellor's Cabinet. DCAS is composed of the three college Academic Senate Presidents, three college classified representatives, three college Vice Presidents of Business, and district budget staff. It is chaired by the Vice Chancellor of Business and Administrative Services, who is the district's chief business officer. The budget allocation process is reviewed annually to ensure it continues to meet its objectives.

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

units. Since the initial adoption, the model has continued to be reviewed annually by DCAS and the Chancellor's Cabinet. Any proposed revisions to the model are presented to the Board for approval with the budget assumptions document.

The budget reflects appropriate allocation and use of financial resources to support student learning programs and services.

Reconciliation of Education Code Section 84362 (50 Percent Law) Calculation

ECS 84362 requires the District to expend a minimum of 50 percent of the unrestricted General Fund monies on salaries of classroom instructors. This is reported annually to the State Chancellor's Office.

Ventura College Program Review

The Ventura College Program Review process [Link to #1 Program Review] provides a vital link between student learning in our classrooms and services areas and the allocation of resources through the college planning and budgeting process. Program Review (PR) is conducted every year by instructional programs and service units at Ventura College. It is a self-study process to:

- Recognize and acknowledge program performance
- Assist in program improvement through self-reflection
- Enhance student success by offering initiatives to improve their performance in program and student learning outcomes
- Provide program members the opportunity to discuss and evaluate the strengths and weaknesses of their programs

Program review is an opportunity for faculty and staff to reflect on the successes and challenges of their program; to develop a future direction for the program; and to consider how they can improve their program to enhance student learning and success.

After analyzing a variety of quantitative and qualitative data, including SLO assessment results, faculty and staff develop findings based on those analyses. These findings form the basis for creating initiatives designed to improve student learning and success in the program. These initiatives are sometimes instructional or service-related and can be directly implemented by faculty and staff without additional cost. Other times, the initiatives require institutional support in the means of resources—be they financial, technological, infrastructure-related or the hiring of faculty, classified or management—that are determined by through the college's integrated planning and budgeting cycle.

Integrating Program Review into Planning and Budget Decisions

In program review, initiatives that incur a cost are carefully prioritized, first at the department level, then at the division level, and finally by campus committees and connected to one or more of the College's Educational Master Plan Goals. The College Planning Council is charged with ensuring that this process of department to division to campus committee is followed. Upon completion of this cycle, the Executive Team considers the recommendations from each program that require campus resources and finalizes the prioritized list for the college.

For initiatives that require the expending of campus funds, upon finalization of the Executive Team's list, programs are notified of the time they have to encumber and spend the funds that their programs have been allocated. Programs are expected to explain in a subsequent year's program review document how they implemented the initiatives they documented and what (if any) further action is needed.

Planning Parameters

Planning parameters [Link to Planning Parameters document] are developed annually by the President, Executive Vice President and Vice President of Business Services to provide a list of factors and considerations that will influence the administration's resource decisions. The parameters serve two contextual purposes:

1. To prepare program reviews and other planning documents in concert with the development of the FY17 budget.
2. To adjust FY16 resource decisions to better align to the FY17 planning parameters.

Budget Assumptions - General Fund Budget (as of April 2015)

The FY16 Tentative Expense Budget rolled the FY15 Expense Budget and includes all mandatory adjustments to compensation and contracts. The following general fund (fund 111) initiatives will also be budgeted (pending the adopted State budget).

- Classified: 6 new and 2 grant-transitioned positions = \$608,000 general funds
- Faculty: 4 new positions = \$408,000 general funds
- Managers: reorganization and 25% Dean of Institutional Equity and Effectiveness = \$45,000
- Operating: 31 initiatives = \$127,065 (pending)
- The PT budget should be sufficient to fund all of the FTES growth if we meet the productivity target.
- The College will continue to manage, integrate and optimize existing services to sustainably operate within the available resources.
- All vacancies will be assessed as they occur to determine if refilling the positions will result in the best use of available funds.
- All prior year carryover one-time dollars are budgeted in the Tentative Budget. This means there is no additional capacity in the budget for non-budgeted expenses including salary compensation increases, emergencies, etc.

Non-General Fund Personnel Considerations

- Fund 114: College Services Supervisor = \$100,000 (civic center and auxiliaries – this position is self-funded)
- Fund 114: Develop a long-term plan for the International Students program. Hire a Director of International (new international student funds allocation)
- Fund 114: Grants – create a Grants Director and improve grant acquisition and management. This position should be self-funded within two years.
- Fund 114: Hire a Fundamentals of Technology/Workforce Essentials faculty and an instructional lab technician for the new Applied Science Center's non-credit curricula. These positions will have to transition to the general fund in one year.

- Fund 114: Community Education – create an initial 40% Director position to re-establish the community education not-for-credit programs. This position should be self-funded within two years.
- Student Success and Support Funds: transition the Director position to an Assistant Dean position.
- Technology Funds: 41 initiatives = \$753,000
- Facilities Funds: 22 initiatives = \$2,684,000
- Equipment Funds: 46 initiatives = \$500,000

In summary, the Self-Study team finds that VCCCD and Ventura College meet the requirements of Standard III.D.6.

Action Plan

Evidence

1. **Program Review 2015-2016 documents**
2. **<http://www.venturacollege.edu/college-information/program-review/program-review-2015-2016>**
3. **VCCCD Exec Summary Adoption Budget 2013-2014**
http://www.vcccd.edu/sites/default/files/imported/assets/pdf/budget/13-14_Budget_Executive_Summary.pdf
4. **Fiscal Year Budget Allocation Model 2013-2014**
http://www.vcccd.edu/sites/default/files/imported/assets/pdf/budget/FY14_Allocation_Model_narrative.pdf
5. **VCCCD Financial Statements and Special Reports**
6. **<http://www.vcccd.edu/departments/accounting/financial-statements>**
7. **Prop 39 Audit report**
8. **<http://www.vcccd.edu/bond-measure-s/audits>**
9. **Annual 311 Report**
10. **http://www.vcccd.edu/sites/default/files/files/departments/budget-and-state-reporting/annual_311_13-14_actual_14-15_budget.pdf**
11. **Planning Parameters Document 2015-2016**
12. **Memo from Emily Day RE: IRS Audit of Per Diem Reimbursements**

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

Prior to completion of the annual audit report, the district convenes meetings with all parties or operating sub-units that have been cited in the audit's findings and recommendations sections. During those meetings, district staff review appropriate corrective actions and provide a response to the auditor prior to the report being released. The Board's Audit Subcommittee reviews the audit report, recommendations, and responses in detail and submits the report to the full Board for acceptance. Subsequently, the district implements the corrective actions and ensures compliance. Mid-year, the Board Subcommittee reviews the status of progress toward

accomplishment of the corrective actions. Finally, the auditors specifically review those areas of concern during their next engagement (IIID.11: Annual Financial Report).

Self-Evaluation

The most recent audit report accepted by the governing board, for the period ending June 30, 2009, included the following statement: "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Ventura County Community College District as of June 30, 2009 and its revenues, expenditures and changes in fund balance for the year then ended. . ." This unqualified opinion supports the integrity of the district's financial management system and its application.

Any findings and/or recommendations cited in the audit reports are addressed immediately. The district responds to those which are system-wide. The colleges are provided copies of the audit exceptions that are directly related to their operations, and with assistance from the district staff, respond to the issues immediately. To ensure the exceptions have been adequately addressed, the auditor reexamines those areas in the subsequent year's audit and includes any current findings in the new year's audit report.

Action Plan

None.

Evidence

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Description

As stated earlier, an independent auditor annually audits all district funds and financial records. The audit includes an opinion on the financial statements and the financial management system, on issues related to federal and state compliance, and recommendations to strengthen internal controls or to improve financial procedures. In addition, the district office provides oversight and support services ensuring the integrity of the financial management system. Financial controls, assessments, and evaluations exist and operate well. The district compares financial results to the budget as part of fiscal planning and makes appropriate adjustments as necessary.

Additional district info:

Audit engagements are managed centrally by the District Office. We have received unmodified audit and federal compliance opinions. We have received findings in state compliance for FY ending 6/30/14. We also receive management recommendations. The District provides a timely response to our external audit firm. These responses are presented to the Finance and Capital Planning subcommittee of the Board and also to the Board of Trustees for acceptance. As part of the audit process, the auditors review internal controls and test state and federal compliance.

Self-Evaluation

Both college and district policies and procedures control financial oversight and management of the general fund activities. Coupled with independent financial audits and internal and external program reviews, the district and college believe that the management and control processes are adequate. The district and the college see the primary issue as one of insufficient resources to operate the district, not a lack of prudent management at the college level.

As noted earlier, the district annually undergoes a comprehensive external audit. The audit is conducted in accordance with state compliance requirements and generally accepted accounting principles.

Action Plan

None.

Evidence

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Description

In the VCCCD Adoption Budget 2014-2015 reserves are defined as follows:

Unallocated Reserves

Unallocated Reserves is the remaining ending balance that has not been designated for the other three uses. This balance is maintained to allow for gradual adjustment to any substantial reductions in revenue and, along with other cash reserves, to handle the significant cash flow requirements as the State continues to defer millions of dollars in state apportionment, including Prop 30 and Redevelopment Agency (RDA) proceeds, and other cash payments to the districts. The Unallocated Reserve would also be used to avoid budget reductions beyond that provided for in the Revenue Shortfall

Contingency Reserve

This reserve may also be allocated to cover any other unanticipated one-time expenditure approved by the Board. It is expected that these Unallocated Reserves may be needed in subsequent years because of the uncertainty of funding for community colleges, including the community colleges' varying share of Proposition 98 funds, the under-funded growth rates, continuing property tax and enrollment fee shortfalls, the temporary tax increase included in Proposition 30, and the State's failure to fully identify a permanent solution of the statewide budget structural deficit, and the need for significant one-time expenditures that are best from resources other than annual revenues.

http://www.vcccd.edu/sites/default/files/files/departments/budget-and-state-reporting/fy15_budget_book_-_final0909.pdf pp. 41-42.

Additional district info:

There is evidence of cash balance & reserve balance through the publication of the 311 Annual Financial and Budget Report. Administrative Procedure on Reserve (AP 6305) stipulates that the budget shall be balanced. Therefore, there shall be no deficit budgeting during the development of the annual budget. However, remaining ending balances left at the three college sites and the District Office will be rolled into the subsequent year's budget for each respective site and should be used for one-time expenses. The percent of expenditures allowed to be carried forward into the subsequent year is currently 2% and is set by the Board as a part of the budget development process.

In accordance with the State Chancellor's Office Accounting Advisory FS 05-05: Monitoring and Assessment of Fiscal Condition, the State Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5%. To ensure the District does not drop below this minimum requirement, the Board authorizes the segregation of this amount in a reserve designated for that purpose. Through Board action, designations of the unbudgeted reserves may be identified to address the anticipated one-time expenditure needs that cannot be met within the existing budgets. At the December 2014 Board meeting, the Board designated a total of \$7,900,000 for anticipated one-time expenditures in the following areas: Marketing, Emergency Preparedness, State Teachers Retirement System (STRS), Energy Efficiency, OPEB (Retiree Health Liability), and Enrollment Growth. The Board approved use these designated reserves for the designated one-time expenditures in the March 2015, October 2015, and November 2015 Board meetings. Then during the annual budget development process, a review of the designated reserves will be conducted and a recommendation will be forwarded to the Chancellor for any adjustments to the designations. There is a revenue shortfall contingency reserve which is currently \$5 million.

The Unallocated Reserve is the remaining ending balance after the reserve requirements above have been met, less the amount approved for budget carryover. While these Unallocated Reserve dollars are a part of year-end balance and they are therefore one-time dollars, they should be utilized for one-time expenses or used as one-time seed money for programs that must subsequently be included in institutional budgets. During times of serious fiscal exigency, the Board may approve the use of the Unallocated Reserves for transitional purposes. Currently there is a balance in self-insurance fund of \$1 million.

The Ventura County Community College District participates in The Statewide Association of Community Colleges (SWACC), a member owned and operated property and liability Joint Powers Authority (JPA) that provides programs and resources to specifically address exposure to loss through broad and unique coverages, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer. SWACC incorporates coverage for property, general liability, automobile liability, errors and omissions, crime, equipment breakdown, and various insurance policies as required by the District. Included in the JPA program is the Schools Association for Excess Risk (SAFER) JPA. SAFER provides for an excess casualty program.

The Ventura County Community College District contracts with Student Insurance for administration of the student and athletic insurance with Anthem Blue Cross; and Ascension Collegiate Solutions for the international student insurance program.

Self-Evaluation

The VCCCD and Ventura College exceed Accreditation Standard III.D.9 by demonstrating a strong fiduciary stewardship of the budget in relation to reserves.

The overall evaluation by the BRC committee was that Ventura College exceeds this standard. This is evidenced by the healthy reserve that the District maintains for budgetary restrictive periods and financial emergencies. Among all the Community Colleges in the State of California, VCCCD ranks in the top ten of the districts in reserves as indicated in the State Chancellor's report titled "Fiscal Data Abstract 2012-2013, Dated March 2014. VCCCD in 2012-2013 had a net ending balance (NEB) of \$28,595,247 for Unrestricted General Fund Transactions and a net ending balance of \$34,835,280 for Total General Fund Transactions (24.7% NEB to expenditures).

http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/DataAbstracts/2012_13/2013%20FiscalDataAbstract.pdf

The most current data indicates that the net ending balance for the Total General Fund (Total Unrestricted and Restricted for the year ended June 30, 2014 is \$46,803,448 based on the Annual Financial and Budget Report (Financial Report for Fiscal Year 2013-2014 and Budget Report for Fiscal Year 2014-2015)

http://www.vccd.edu/sites/default/files/files/departments/budget-and-state-reporting/annual_311_13-14_actual_14-15_budget.pdf

Action Plan

None.

Evidence

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. (CW IIID2d)

Description

The college practices effective oversight of finances, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, grants, investments, and other assets. Board Policy 6300, Fiscal Management, and its corresponding Administrative Procedures (AP 6300) ensure proper internal controls exist.

In addition to the specific institutional procedures for reviewing fiscal management, the district holds regular meetings of the executive staff of all three colleges to review institutional and district wide financial plans and projections. The district's Director of Fiscal Services provides financial oversight and support services to the college program managers responsible for externally funded programs, contracts, and grants. This office acts as liaison with funding agencies to ensure funds are expended in compliance with the conditions of the agreement.

Effective and rigorous oversight of investments is assured through BP and AP 6320. BP 6320 and AP 6320 require three primary considerations for investment of college funds: safety of principal, adequate liquidity, and return on investment.

Annually, the district contracts for an independent external audit of all funds and financial records. The audit, as required by state law, includes both financial and compliance issues related to state and federal funds. The absence of a qualified opinion of the financial statements, as well as the absence of reportable conditions and noncompliance or questioned costs related to federal or state projects, provides evidence of the adequacy of fiscal management related to these programs.

The external independent auditors examine all district financial resources, including those from such auxiliary activities as the Student Health Center, Child Care Center, trust and agency accounts, categorical programs, the Ventura College Foundation, as well as contracts and grants.

The annual audit includes findings and recommendations to management for strengthening internal controls or for improving financial procedures. None of these findings have proven significant, but each year the district reviews those findings and recommendations with the involved parties and develops plans to implement changes, if reasonable and cost effective. These reports and follow up work to evaluate and implement recommendations assist in ensuring that all funds are used appropriately.

District info:

The District prepares for the annual external audit. The interim visit by the external auditors consists of internal control review and assessment as well as testing over state and federal compliance areas. The external auditors also visit the three colleges during the summer. After the financial records are closed for the fiscal year, the external auditors complete their financial statement, federal compliance (single-audit), and state compliance audit at the District office. As part of the single-audit, the external auditors review the disbursement of Title IV funds (financial aid). The District also has a separate financial and performance audit of Measure S bond funds. The District also reviews quarterly, mid-year, and annual budget and expenditure reports for restricted

The District Office reviews, reconciles, and internally audits financial aid transactions specifically in the areas of return to title IV requirements. In conjunction with other reporting requirements, the District Office also prepares and reviews other financial reports related to Title IV funding. The FISAP (Fiscal Operations and Application to Participate) is prepared and submitted annually. The Federal Student Audit eZ-audit report is also submitted annually.

The Purchasing Department maintains an electronic workflow process to record contracts, memorandums of understandings, and agreements with the District. The workflow process

tracks the effective date of an agreement, contract term and expiration dates, revenue, Board approvals, and insurance requirements.

Self-Evaluation

The college meets the standard. All funds of the district, including auxiliary operations, trust and agency accounts, grants, contracts, and bond funds, are audited annually by independent contracted audit firms. Any findings and recommendations related to the audit are included in the formal financial reports prepared by the auditors. These reports are presented to the Board of Trustees for acceptance on an annual basis.

The district has historically received exceptionally “clean” audit reports. (Is this still true?) Any findings and recommendations cited have been minor and are addressed in a timely manner. (Still true? Example/Evidence?) Current audits and financial program reviews indicate no significant findings or recommendations. (still true?)

Evidence

BP & AP 6300: Fiscal Management

BP & AP 6320: Investments

District Audit Reports from 2013-14 & 2014-15

Foundation Financial Reports

Action Plan

Evidence

Liabilities

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Description

The district’s total 2015-16 tentative budget, excluding general obligation bond funds and reserves, was \$xxx. Of the total, the general fund unrestricted budget was \$xxx, or 58.1 percent of all resources.

The governing board adopted Ventura College's 2015-16 general fund unrestricted budget, (which supports the majority of the college's operations, including instruction, student services, learning resources, maintenance and operations and general administration), at a level of \$xxx.

The campus was also allowed to carry over \$xxx from the 2014-15 academic year, bringing the total adoption budget allocation to \$xxxx (IIID.1: Adoption Budget).

Along with other community college districts in the state, the Ventura County Community College District has been hit hard by the state's inability to fund enrollment growth, by workload reduction measures that permanently decreased apportionment levels, and by severe, short-notice cuts to categorical program budgets. The net effect of all of these changes has been a district-wide general fund reduction of \$3,946,335 and a categorical fund reduction of \$4,420,795, for a total reduction of \$8,367,130. This has come at a time when, if the district had been fully funded for its enrollment growth, there would have been nearly \$16,000,000 in additional revenues (instead of over \$8,000,000 in cuts). For Ventura College, these state actions represented a combined reduction of \$3,408,980 (\$1,201,224 from the general fund and \$2,207,756 from categorical funds) to the 2009-10 college budget compared to the prior year budget.

Additional district info:

The District maintains adequate reserves to ensure financial solvency. In addition to the State required 5% minimum reserve, the Board has designated \$5 million to cover any mid-year reductions. The District has an obligation to fund post-retirement benefits. An actuarial study was performed in November 2014, estimating the amount that should be accumulated under GASB 45. In order to reduce the overall cost to the District, in fiscal year 2010-11 the District established an irrevocable trust fund for the partial funding of the liability. Deposits to the trust are made annually.

Self-Evaluation

General fund unrestricted budget allocations are distributed to the colleges through the district's budget allocation model that was adopted by the Board of Trustees in May 2007 (IIID.2: Budget Allocation Model, May 2007). The college responded to the reductions in general fund and categorical revenues by focusing its remaining resources on core college programs and services. Core instructional programs were defined as being those that enable the students to travel the shortest possible educational path to an associate degree, to transfer, or to the completion of a certificate. In cases where there were multiple course offerings that filled the same purpose, the courses that were able to fulfill more than one student educational goal, that had the strongest record of articulating to a four-year college, and/or that historically had attracted the largest number of students remained within the core, and the other course options were scheduled only to the degree to which funds were available (IIID.3: Core Classes by Division). Core student services programs were defined as being admissions, records, assessment, general counseling, and mandated services to special populations.

During the 2009-10 academic year, the college responded to the reductions in funding by eliminating fourteen classified positions (of which three were vacant). District reorganization of the public information function resulted in the elimination of additional classified positions due to consolidation. In addition, three management positions were lost by the end of the 2009-10 academic year due to retirement, resignation, or lack of contract renewal.

While the college remains in a financial mode of retrenchment, plans to improve through efficiencies and to eventually expand college programs and services continue through the integrated planning, program review and budget allocation process described more fully in Standard I.

Action Plan

None

Evidence

Probing Questions:

- *What evidence of long-term fiscal planning and priorities exists?*
- *Does the institution have plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc.? Is this information used in short-term or annual budget and other fiscal planning?*
- *Does the Institution allocate resources to the payment of its liabilities and funds/reserves to address long-term obligations? Are resources directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations?*

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Description

As referenced previously, both the educational and facilities master plans form the core of the college's long-term planning efforts. Annually, these plans translate into an operational plan, which is expressed through the college budget. Long-term planning as it relates to general operations has proven difficult due to the state's economic situation and the resultant impact on community colleges. Neither the district nor Ventura College has been insulated from the effects of the state's budgetary shortfall. Thus, the college plans operationally for the short term, with an emphasis on preserving as much of the central core as possible. The college maintains capital planning with a long-term focus in mind, since the resources to support those efforts are stable due to the passage of Measure S in 2002.

The college has incurred no long-term indebtedness. The district budgets for primary long-term obligations associated with retiree benefits annually on a "pay-as-you-go" basis, and property tax assessments support bond repayments. The annual budget process addresses other ongoing obligations such as insurance premiums, building maintenance requirements, medical/dental/vision plan re-rates, etc. The state's scheduled maintenance funding, matched by bond proceeds, addresses many of the building maintenance needs. In addition, the college plans to construct new facilities and/or to modernize existing ones by using state capital project and bond resources.

Additional district info:

The District follows the employer rates that have been statutorily set for STRS and PERS. The District's proportionate share of net pension liability was \$61.3 million for STRS and \$29.8 million for PERS at the 6/30/14 measurement date. The District recognized postemployment benefits, specifically for retiree health benefits, were significantly unfunded. In 2000 and 2001, in order to mitigate these increasing future liabilities, retiree health benefits provided to new hires were modified from lifetime benefits to benefits until the age of 65. In 2005, retiree benefits were discontinued for Classified (including Confidentials and Supervisors) and Management new hires. New faculty members hired on or after July 1, 2015, will not be eligible for retiree health benefits. As of June 2015, membership in the plan consists of 693 retirees and beneficiaries currently receiving benefits, three terminated plan members entitled to but not receiving benefits, and 852 active full-time plan members. The required contribution is based on projected pay-as-you-go financing requirements with an additional amount to prefund benefits. For the fiscal year 2014-2015, the District contributed \$12.4 million to the plan of which \$11.6 million was used for current premiums, and \$800K was contributed to an irrevocable trust.

Self-Evaluation

The district has established budgetary processes to address all long-term obligations. The district has fully funded a reserve to cover the long-term liability related to faculty workload balancing. A separate fund was established during the 2007-08 academic year to cover retiree health liability and to fully implement GASB45. Insurance costs are covered on a "pay-as-you-go" basis and are budgeted annually in the district-wide services within the general fund unrestricted account.

Building maintenance costs are budgeted as part of the college's operating costs and capital projects are budgeted under scheduled maintenance. The college also has access to local capital funds it has set aside over time and has foreign student surcharge funds and redevelopment agency funds to assist with the maintenance of its facilities.

The only long-term obligations the college experiences are facility lease and equipment lease purchase agreements. Annually, the district identifies these obligations during budget development and requires the college to include these costs in its operating budget.

On a district-wide basis, the annual budget development process recognizes ongoing obligations and establishes a pool of resources to address those costs. The college factors into the budget and funds, as appropriate, incremental costs for expenses such as medical/dental/vision rate changes and step and column movement of staff.

The college's executive team holds periodic college-wide budget forums to keep faculty and staff informed and to solicit input from the rank and file. Additionally, deans work with department chairs to streamline budgets within divisions, and department chairs work with the faculty to best determine where cuts can be made with the least damage to programs and services.

Action Plan

None.

Evidence

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Description

xxx

Self-Evaluation

Action Plan

Evidence

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Description

Additional district info:

In March 2002, the citizens of Ventura County approved the issuance of bonds totaling \$356.3 million for construction and rehabilitation of facilities. In accordance with Education Code Section 15278 a Citizens Oversight Committee was established to inform the public concerning the district's expenditure of bond proceeds. The committee provides oversight ensuring that 1) bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities; and 2) no bond revenues are expended for any teacher or administrative salaries or other college operating expenses.

Self-Evaluation

Action Plan

Evidence

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher

Education Act, and comes into compliance when the federal government identifies deficiencies.

Description

Self-Evaluation

Action Plan

Evidence

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Description

Prior to seeking or accepting a contract or grant from a department or division, the President, Vice President of Academic Affairs & Student Learning, and Vice President of Business Services review the project for consistency with the college mission and goals. Grant applications and proposed contractual agreements with external entities are also reviewed by the Chancellor's Cabinet. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures.

Contractual Agreements – Arrangements for educational services that are either: (1) provided by the college/district/system for remuneration under contracts with business or other agencies, or (2) received by the college/district/system under contracts with businesses or other agencies. Contractual arrangements for delivery of educational services may include, but are not limited to, curriculum, learning support services, student support services, and instruction.

Contractual agreements with external entities for services exist to directly support the College missions and goals, as well as for programs and services that directly support the effective operations of the institution. All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution. All contracts/agreements are monitored by the Vice President of Business Services at the College, and Vice Chancellor, Business and Administrative Services at the District. District's legal counsel reviews specialized contracts as necessary to ensure legal compliance. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures. These agreements cover, among others, personal/professional services, lease purchase agreements, instructional programs and services, contract education, and outside facility use.

Self-Evaluation

All grants and contracts for support services are reviewed to ensure they are related to the College and District mission. This support of mission is part of the request for approval presented to the Board. The college and the district have increased the standards by which grant

applications are evaluated relative to the mission of the institution. Effective with the 2009-10 academic year, only grants that can demonstrate a direct link to mission are approved at the Chancellor's Cabinet level.

Contracting practices and agreements support College mission, goals, and priorities and are in compliance with Board Policies and Administrative Procedures. College policies ensure the integrity of such agreements. Purchasing practices are reviewed as part of the annual audit and Program and Services Review process.

Evidence

Board Policies:

- 6100 Delegation of Authority
- 6330 Purchasing
- 6340 Contracts

Board Administrative Procedures:

- 6100 Delegation of Authority
- 6330 Purchasing
- 6340 Bids and Contracts

Additional district info:

MOU – Dual enrollment, instructional programs (nursing)

Prior to seeking or accepting a contract or grant from a college department or division, the President, Vice President of Academic Affairs & Student Learning, and Vice President of Business Services review the project for consistency with the college mission and goals. Grant applications and proposed contractual agreements with external entities are also reviewed by the Chancellor's Cabinet. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures.

Contractual agreements with external entities for services exist to directly support the College missions and goals, as well as for programs and services that directly support the effective operations of the institution. All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution. All contracts/agreements are monitored by the Vice President of Business Services at the College, and Vice Chancellor, Business and Administrative Services at the District. District's legal counsel reviews specialized contracts as necessary to ensure legal compliance. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures. These agreements cover, among others, personal/professional services, lease purchase agreements, instructional programs and services, contract education, and facility usage agreements.

Contracting practices and agreements support College mission, goals, and priorities and are in compliance with Board Policies and Administrative Procedures. College policies ensure the

integrity of such agreements. Purchasing practices are reviewed as part of the annual audit and Program and Services Review process.

The District approval for all requisitions for amounts over \$25,000 to vendors providing services to federally funded programs, will be contingent on securing verification that the Federal debarment website (EPLS) has been checked and that the vendor status is favorable, as evidenced by a printout from the website. Requisitions will not be approved until this documentation has been provided. In addition, the vendor will be required to sign a certification form before a purchase order is issued. District's purchasing staff will retain both the EPLS website printout and certification form in the vendor file. A Federal website is utilized to check for vendor licenses for debarment/suspension (the Excluded Parties List System – EPLS).

Evidence:

Board Policies:

- 6100 Delegation of Authority
- 6330 Purchasing
- 6340 Contracts

Board Administrative Procedures:

- 6100 Delegation of Authority
- 6330 Purchasing
- 6340 Bids and Contracts

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Description

Administrators, faculty, staff, and students are encouraged to improve practices, programs, and services by way of several venues. Through the Administrative Council, the Academic Senate, the Classified Senate, and the Associated Students of Ventura College (ASVC), each constituent group has a representative governance body or standing staff meeting in which to share ideas and express opinions. In addition, the College program review process encourages all programs and services to create initiatives for program improvement. Planning, program review, and budget development and allocation processes are integrated and are under the coordinated oversight of the College Planning Council (CPC), the Budget Resource Council (BRC), the Facilities Oversight Group (FOG), the Technology Committee, and the Faculty and Classified Staffing Priorities Committees. The work of these committees requires extensive discussion and representative participation in order to generate recommendations. In addition, the VC Foundation encourages innovation through its Educational Enhancement Grants program (IV.A.1.1). This program underwrites faculty and staff efforts to improve and/or enrich classroom instruction, develop and/or augment student services, and encourage creativity and exploration of new teaching methods.

Evaluation

VC meets this Standard. Faculty, staff, and students contribute suggestions for improvement through participation on their respective Senates and through involvement in a wide variety of governance, operational, and advisory committees. The Administrative Council serves as a weekly venue for deans to discuss institutional improvement. The College's Foundation encourages individual and small group innovation through the awarding of Educational Enhancement Grants.

Action Plan

None.

Evidence

IV.A.1.1: Description, Educational Enhancement Grants Program

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Description

The manner in which administrators, faculty, staff and students participate in decision-making is described in the document, Making Recommendations at Ventura College (IV.A.2.1). 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 (IV.A.2.2). The VCCCD Board of Trustees agreed in Board Policy 2510 (IV.A.2.3) 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 remains 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.

Through their Senate and on a variety of committees, classified staff are provided with opportunities to develop and respond to recommendations that have or will have a significant effect on them. The collective bargaining agent, Service Employees International Union (SEIU), recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the VCCCD and Service Employees International Union, Local 99 (IV.A.3.4).

Students are represented by the ASVC, a governance group composed elected officers. The ASVC operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on College and District councils. ASVC offers opinions and makes recommendations to the College administration 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.

Administrators are appointed by the College president or the District chancellor to committees based on function or position.

In addition to defining the roll of each constituent group, the Making Decisions document also describes the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. The College has divided committees into three classifications: governance, operational, and advisory (IV.A.2.5). The charter for governance committees is derived from law and regulation, which outline specific areas in which consultation is mandated. The composition of governance committees is representative of College constituencies. Operational committees exist to enable administrative or organizational units to share information, conduct routine business, and discuss issues of mutual concern. Membership on operational committees is based on one's assigned, appointed, or elected position at the College. Advisory committees exist for programs and services to receive advice and feedback from other members of the campus community and from area constituents. In most cases, membership on advisory committees is open to all interested members of the academic community.

Making Decisions lists all governance, operational, and advisory committees, and for each committee the charge, membership, relationship to other committees (if any), and meeting times are described.

The Ventura County Community College District Decision-Making Handbook is a document that describes opportunities at the District level for constituent group input and outlines the manner in which ideas move through the decision-making process. As with the College's Making Decisions document, the District Handbook describes the governance role of each constituent group, divides district-wide councils into categories (decision-making, advisory, or recommending), and describes the charge and membership of each committee. In addition, the District Decision-Making Handbook includes a flowchart that traces the path that recommendations follow from the originating committee or council to the Board of Trustees (IV.A.2.6).

Evaluation

VC meets this Standard. The roles of faculty, staff, students, and administrators in institutional decision-making and governance are clearly defined at the College level in the Making Decisions document, and at the District Level in the Decision-Making Handbook. The job descriptions for College and District administrators assign specific governance roles for administrators. Administrators are expected to provide leadership for and support of faculty and staff in the planning, implementation, and monitoring of District and College activities while maintaining compliance with state regulations, laws, and district policies. Administrators are also expected to carry out their responsibilities in ways that support and maintain the spirit and letter of participatory governance.

The policies and procedures established for participatory governance at Ventura College are evaluated in the following ways:

- Each committee evaluates its own effectiveness each year. This evaluation includes not only how well the committee functions independently (in terms of meeting goals), but also how well the structures in place work with College and District functions (IV.A.2.7).
- The CPC evaluates the overall effectiveness of participatory governance at the college (IV.A.2.8).
- The District Council on Accreditation and Planning (DCAP) evaluates the participatory governance process for the District, and recommends changes to Board policy and the District Decision-Making Handbook (IV.A.2.9).

Minutes for all College committee minutes are recorded and approved using a common format (IV.A.2.10). Those minutes are approved at a subsequent meeting of each committee, and posted on the College website. Nonetheless, with frequent changes in personnel at both the administrative and support staff levels, it has been difficult to maintain consistency in the format and posting of the minutes of meetings.

Action Plan

During the fall 2016 semester and each fall semester thereafter, training in the common format for meeting minutes will be provided to all personnel who serve as meeting recorders.

Evidence

- IV.A.2.1: Making Decisions at Ventura College
- IV.A.2.2: Administrative Procedure 1725
- IV.A.2.3: Board Policy 2510
- IV.A.2.4: Article 4.8, SEIU Agreement
- IV.A.2.5: Making Decisions at Ventura College, page 5
- IV.A.2.6: VCCCD Decision-Making Handbook, page 46
- IV.A.2.7: Sample Year-End Committee Evaluation
- IV.A.2.8: Sample College Planning Council Evaluation of Governance
- IV.A.2.9: Sample District Council on Accreditation and Planning Evaluation of Governance
- IV.A.2.10: Sample Common Format for Minutes

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Description

As described in IV.A.2, the roles of administrators and faculty have been defined at the College level in the Making Decisions document and at the District level in the Decision-Making Handbook. The Making Decisions document is updated each year to ensure the accuracy of committee membership and meeting times.

The Academic Senate makes recommendations to the College administration and to the District on the specific academic and professional matters including:

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

Since Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility, a student representative selected by the ASVC participates on the Academic Senate in an advisory capacity.

The job descriptions for College and District administrators assign specific governance roles for the administrators (IV.A.3.1). Administrators are appointed to committees by the College president or the District chancellor based on function or position.

The CPC is a participatory governance committee established in 2010. As part of the College's planning, program review, and budget allocation cycle, the CPC reviews, recommends revisions, and approves the Educational, Facilities, and Technology Master Plans. CPC members collaborate to create strategic goals based on the Educational Master Plan. The CPC also reviews and discusses the planning parameters issued by the College president each spring and recommends priority lists for new programs and initiatives that emerge through the annual planning and program review process. In addition, the CPC also discusses and responds to administration's recommendations for program growth, reduction or discontinuance.

Evaluation

VC meets this Standard. Administrators and faculty have a clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. The manner in which recommendations move through the committee structure to the College president, the District chancellor, and/or the Board of Trustees is documented in the District's Decision-Making Handbook.

Since the College's accreditation midterm report, the former District chancellor left her post, the former College president and the executive vice president retired, and the new president has been challenged by the need to fill several administrative vacancies on an interim basis. This high turnover rate in upper management has resulted in some delays in the updating of critical College documents, including Making Decisions.

Action Plan

By the middle of the fall 2016 semester, responsibility for working with College constituent groups to update the Making Decisions document on an annual basis will be assigned to a senior administrator.

Evidence

IV.A.3.1: Sample Job Description Showing Governance Role of an Administrator

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Description

The responsibilities of faculty and academic administrators for recommendations about curriculum and student learning programs and services are defined in the Curriculum Handbook (IV.A.4.1) and in BP 4020 (Program and Curriculum Development) (IV.A.4.2) and its accompanying AP (IV.A.4.3).

The Curriculum Committee, a subcommittee of the Academic Senate, is the primary body responsible for managing the curriculum development and review process. The responsibilities and membership of this committee are specified in bylaws of the Academic Senate, with a specific section outlining the charter of this committee (IV.A.4.4). The Curriculum Handbook outlines the specific responsibilities of faculty and administrators at all levels of the curriculum development and approval process, including the specific roles and responsibilities of program faculty in developing curriculum proposals, the role of department chairs, and deans in reviewing proposals, and the role of the Curriculum Committee members, the faculty and administrative co-chairs, and the articulation officer in oversight of the development and approval process. All decisions of the Curriculum Committee go to the District Technical Workgroup - Instructional (DTRW-I) committee, and then are presented to the Board of Trustees for approval.

All courses proposed to be taught in any percent online are submitted through the established curriculum development process. For online, hybrid, and online-enhance courses, the Curriculum Committee is guided in its decision-making by representatives from the Distance Education Committee.

Evaluation

VC meets this Standard. Established procedure is documented in the Curriculum Handbook, and faculty primacy in the development and revision of curriculum is acknowledged.

Action Plan

None.

Evidence

IV.A.4.1: Curriculum Handbook

IV.A.4.2: Board Policy 4020

IV.A.4.3: Administrative Procedure 4020

IV.A.4.4: Academic Senate Bylaws Outlining Charter of Curriculum Committee

IV.A.4.5: Description of DTRW-I

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Description

Decisions are made at VC through an open and transparent process. Governance, operational, and advisory committees exist at the department/program, College, and District levels. BP 2510 (IV.A.5.1) and AP 2510 (IV.A.5.2) describe Board policy and administrative procedures related to local decision-making. The College and District decision-making handbooks provide a

complete framework for how and by whom decisions are made, and outline the role of administration, faculty, staff, and students in the process.

Committee appointments are made with respect to the specific expertise that prospective members possess. Governance committee faculty membership goes through the VC Academic Senate, who use a nomination and approval process. Classified staff membership on these committees goes through SEIU, and student membership goes through ASVC. Faculty, staff, students, and administration get periodic training on procedures and norms to be followed in committee meetings, including the Open Meetings Act (also known as the Brown Act) (IV.A.5.3).

The committee structures are designed so that all relevant issues at the College go through a thorough vetting process, with adequate time for a rich discussion at the lower levels. Recommendations go to the governance committees and CPC before advancing to the president and vice presidents. The committees have representation from all relevant constituencies, and meetings are open to members of the College community. Governance committees adhere to the Brown Act, and those meetings are open to the general public.

The College president, the Academic Senate president, and the Classified Senate president send out frequent email updates about important aspects of the institutions goals, decisions, and outcomes. The College president sends out a periodic newsletter as well. College forums are throughout the academic year, which allow for additional information to be shared, discussions to occur, and questions to be asked. Some of the forums are meant to address specific College issues, while others are open-ended.

Evaluation

VC meets this Standard. Constituent perspectives are gathered through governance, operational, and advisory committees. College-wide forums are held to encourage broader discussions of important issues. Information is also shared through periodical emails and newsletters.

Action Plan

None.

Evidence

IV.A.5.1: Board Policy 2510

IV.A.5.2: Administrative Procedure 2510

IV.A.5.3: Description of the Brown Act

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Description

Processes for decision-making are documented, as described in IV.A.2. The resulting decisions are shared, as described in IV.A.5. The decisions reached by College and District committees and through Board actions are widely communicated to all staff through the College president and the respective Senate presidents. The minutes and agendas of Brown Act committees are sent out and posted online, and the College president sends out a newsletter and provides email updates. Information packets provided to committee members are also posted online (IV.A.6.1).

Evaluation

VC meets this Standard. Handbooks document the processes for decision-making. The resulting decisions are documented in minutes and are shared through emails and newsletters.

While email updates provide the necessary information to all staff with regards to decisions that have been made, the process of posting minutes online sometimes takes longer than it should.

Action Plan

By the middle of the fall 2016 semester, institutional norms will be established regarding who will post committee meeting minutes online and how quickly these minutes will be posted following the conclusion of a meeting.

Evidence

IV.A.6.1: Sample, Information Packet Posted Online

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

All Board policies and procedures are reviewed within a three-year cycle (IV.A.7.1). The College Making Decisions document is updated on an annual basis. The District Decision-Making Handbook is also regularly examined and updated, typically on a three-year basis unless an issue arises during that three year period.

College and District committees set up goals at the beginning of each academic year, and then conduct a survey of their overall effectiveness and how well goals were met at the end of each academic year. There are also occasional surveys given to the campus as a whole to measure the effectiveness of the decision-making process (IV.A.7.2).

Evaluation

VC meets this Standard. The decision-making process has been documented in handbooks at both the College and District levels. These handbooks are updated periodically. College and

District committees evaluate their own performance at the end of each academic year, and occasionally college-wide input is sought on the effectiveness of the committee structure and decision-making processes.

Action Plan

None.

Evidence

IV.A.7.1: Calendar of Review for Board Policies

IV.A.7.2: Sample Campus Governance Survey

IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.

Description

The chancellor is the chief executive officer (CEO) of the Ventura County Community College District (VCCCD). The president serves as the CEO of Ventura College (VC) and is responsible for the institution's planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Board Policy (BP) 2430 (Delegation of Authority) clearly defines the roles and responsibilities of the CEOs (IV.B.1.1). The president has oversight for Academic Affairs, Student Affairs, Administrative and Business Services, and Institutional Equity/Effectiveness (IV.B.1.2)

Administrative Procedure (AP) 2425 (Board/District Planning) charges the chancellor with the development of a multiple-year District Strategic Master Plan prepared with input from District Consultation Council (IV.B.1.3). This plan provides broad goals to which the college links its Educational Master Plan goals, objectives, and activities.

Evaluation

VC meets this Standard. The college president has primary responsibility for the quality of the institution, and there are policies, procedures, and systems in place to support him in this role.

The president regularly attends the College Planning Council (CPC) meetings (IV.B.1.4). The CPC is responsible for college-wide oversight of the planning process, program review, and assessment of institutional effectiveness. Planning and program review processes and documents are reviewed and discussed at CPC meetings (IV.B.1.5, IV.B.1.6). Approved recommendations are then forwarded to the president and vice presidents for consideration and final decision.

The president provides oversight for the assessment of institutional effectiveness. The dean for Institutional Equity and Effectiveness reports directly to the president. An annual update on institutional effectiveness measures and outcomes is presented and discussed at CPC (IV.B.1.7).

VC's integrated planning process is described in the Ventura College Integrated Planning Manual (IV.B.1.8). The annual implementation strategies and actions included in the 2013-2016 Strategic Implementation Plan (IV.B.1.9) are directly associated with goals from the Ventura College 2009-2019 Educational Master Plan (IV.B.1.10), and that also link to the three District goals set by the Board of Trustees (IV.B.1.11). The college president updates the strategic implementation plan document each semester for review with the CPC and Administrative Council. The president and vice presidents develop annual Planning Parameters each spring (IV.B.1.12). These are then reviewed and finalized by the CPC to provide the initial broad framework for the college to begin its annual program review process. The CPC assigns a work group led by the dean of Institutional Equity and Effectiveness to review the program review process each year. Recommendations are then reviewed and implemented to continually assess and improve the effectiveness of the program review and planning processes.

The college budget is developed in accordance with District policies and administrative procedures, with allocation of general fund dollars through an allocation model. The budget is reviewed by the president and vice presidents. Budget discussions also occur with the Budget Resources Council (BRC) (IV.B.1.13). New on-going general operating dollars as well as one-time funds are allocated based upon prioritized program review requests from the various College divisions and departments. The program review process includes the use of student learning outcomes assessment and student success outcomes data to document improvement and provide justification for new budget requests. The requests are also linked directly to the Educational Master Plan goals, District Board goals, and relevant planning documents. The Faculty Staffing Priorities Committee, Classified Staffing Priorities Committee, Facilities Oversight Group, and Technology Committee review and prioritize the college requests in various categories of faculty staffing, classified employee staffing, equipment including IT, and facilities, and make recommendations. The prioritized requests are then presented to the CPC and the president and vice presidents for review. The president and vice presidents then finalize the priorities of the requests.

The president leads the Administrative Council and is a member of the Accreditation Steering Committee. The president also periodically attends the Department Chairs and Coordinators Meeting, as well as other campus committees as requested. The president meets regularly with the Academic Senate president, the Classified Senate president, and the Associated Students Ventura College president. The president also attends a number of District-level meetings including the monthly Board of Trustees meeting and Board sub-committee meetings, Consultation Council, District Council on Human Resources, District Council on Accreditation and Planning, Chancellor's Cabinet, and Chancellor's Administrative Council.

The selecting and hiring of all employees at the College follow the applicable Board policies and administrative procedures. The president conducts the final interviews for all new full-time faculty hires, classified supervisors, and academic administrators. The president conducts annual evaluations of the vice presidents, the dean for Institutional Equity and Effectiveness, the

executive director of the Ventura College Foundation, and the executive assistant. The president has final review and sign off for all employee evaluations that occur at the College. New positions for the college are brought through the Chancellor's Cabinet for initial concept discussion and approval. This is followed by Human Resources review prior to being added to the Board of Trustees meeting agenda for consideration and approval. New classifications for classified employee positions are reviewed and approved by the District Personnel Commission.

The president reviews professional development activities with the faculty chair of the Professional Development Committee. The president and vice presidents participate in Flex Day sessions and events. The College allocates funds to support attendance of employees to professional conferences and other professional and leadership development activities. Employee participation in District- and College-led professional development opportunities is supported and encouraged.

Action Plan

To further improve integrated planning efforts, VC will participate in the California Community College's Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI).

Evidence

- IV.B.1.1: BP 2430 Delegation of Authority
- IV.B.1.2: Organizational Chart, President's Office
- IV.B.1.3: BP 2425 Board/District Planning
- IV.B.1.4: College Planning Council Charge and Membership List
- IV.B.1.5: Program Review Process Description
- IV.B.1.6: Sample Program Review Documents
- IV.B.1.7: Annual Update, Institutional Effectiveness Measures
- IV.B.1.8: Ventura College Integrated Planning Manual
- IV.B.1.9: 2015-2016 Annual Implementation Strategies for the 2013-2016 Strategic Implementation Plan
- IV.B.1.10: Ventura College 2009-2019 Educational Master Plan
- IV.B.1.11: Ventura County Community College District Master Plan 2013-2019, page xx.
- IV.B.1.12: 2015-2016 Planning Parameters
- IV.B.1.13: Budget Resource Council Description

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The District's chancellor coordinates, oversees, and evaluates all planning and organizing of the District functions and colleges' effectiveness in achieving student success. The chancellor meets with the college president regularly. The chancellor delegates the functions of the College to the president.

Chancellor's Cabinet, Chancellor's Administrative Council (which expands Chancellor's Cabinet to include the vice presidents of the three colleges in the District), District Consultation Council and other key committees are part of the district-wide participatory governance structure for planning and decision making. BP and AP 3100 Organizational Structure provide the authority for the chancellor to delineate the lines of responsibility in the organization (IV.B.2.1). The job descriptions of each senior level position and their subordinates provide the job functions for each position and describe how these functions realize the mission of the District to ensure student success (IV.B.2.2).

The VC president provides leadership and oversight for the administrative structure of the College that supports the Academic Affairs, Student Affairs, and Business and Administrative divisions (IV.B.2.3).

Evaluation

VC meets this Standard. An administrative structure is in place that reflects the institution's purposes, size, and complexity. A priority activity at VC has been the evaluation of and adjustment to the administrative structure in order to best match administrative staffing with College's purposes, size, and complexity. During the 2015-2016 academic year, the president converted an executive vice president position with oversight of Academic Affairs and Student Development into two vice president positions based upon analysis, review, and discussions with the Administrative Council, College Planning Council, and Academic Senate. The College now has a vice president for Academic Affairs and a vice president for Student Development. The change has helped to distribute duties and responsibilities in a manner that provides for more focused leadership in these two critical student-centered activities. This has helped the College better meet planning, implementation, and reporting requirements associated with the Student Success and Support Program and Equity Program initiatives.

The vice president for Academic Affairs is supported by six academic dean positions. During the 2015-2016 academic year, there was a temporary reorganization of the divisions with the temporary inclusion of an additional interim dean to accommodate workload needs and to redistribute the workload vacuum that was created by the temporary absence of the vice president of Business Services and one of the permanent deans. There was a college-wide review and discussion during the spring 2016 semester to assess the need to permanently increase the number of academic deans from five to six. These discussions included an assessment of the most suitable placement of academic programs within the division structure. Taken into consideration during these discussions was the equitable distribution of enrolled students, number of full- and part-time employees, program level support required, and college wide projects assigned to the deans (IV.B.2.4). A decision regarding the number of divisions and the placement of programs made within those divisions will be made during the fall 2016 semester.

The vice president of Student Development is supported by an assistant dean of Student Development and an assistant dean of Student Success and Support. Student Development includes counseling services, assessment testing and matriculation, admissions and records,

financial aid, transfer center, career center, welcome center, freshman year experience, veteran's center, student activities and student government, and categorical funded programs of CalWorks, Extended Opportunities Programs and Services, and Disabled Students Program and Services. The new administrative structure within Student Development was evaluated during the spring 2016 semester to make sure that provided administrative support and leadership was adequate for all of these critical service areas. The results of this evaluation found that (IV.B.2.5).

The vice president for Business and Administrative Services oversees the fiscal and facilities support activities for the college. During the 2014-2015 academic year a College Services Support supervisor position was added to provide direct management of auxiliary enterprises and to provide project management support and direction.

The college added a dean of Institutional Equity and Effectiveness (IEE) during the fall 2015 semester, following college review and discussion. This is the first time VC has had a dean whose sole focus is on equity and institutional effectiveness measures. The IEE dean reports directly to the president and provides leadership and management of the planning, program review, and institutional research functions and activities of the College. This position is also responsible for co-Chairing the Equity Committee and providing oversight of the Equity Plan development, implementation, and reporting (IV.B.2.6).

Each of administrative organizational changes went through a participatory governance process including college-level discussions and review by the Academic Senate, Classified Senate, college-wide forums, and College Planning Council (IV.B.2.7). The organizational changes also included review and approval at Chancellor's Cabinet (IV.B.2.8), review during Consultation Council (IV.B.2.9), and review and approval by the Board during a Board meeting (IV.B.2.10).

The president's "Executive Team" consists of the three vice presidents, the executive director of the VC Foundation, and the IEE dean. The president meets weekly with the Executive Team. This is the opportunity to share updates, progress on key initiatives, and new ideas. The president also chairs the Administrative Council, which meets twice each month (IV.B.2.11). The Administrative Council includes the previously mentioned Executive Team members, academic deans, student development assistant deans, and classified managers/supervisors representing the registrar, financial aid, IT, facilities, grants, and the presidents of the Classified Senate and the Academic Senate. The meetings are used as an opportunity to discuss progress on priorities and initiatives, share information from Chancellor's Cabinet and Board meetings, converse about emerging issues, share new ideas, and provide general updates. Each administrator is provided the authority and is expected to perform his or her job duties and responsibilities. The president conducts annual performance evaluations for his direct reports and signs off on the evaluations for all college employees.

Action Plan

During the 2016-2017 academic year, adjustments will be made to the Student Services organizational structure based on the results of the spring 2016 assessment.

During the 2016-2017 academic year, adjustments will be made to the Academic Affairs organizational structure based on the recommendations that emerged during the spring 2016 semester.

During the 2017-2018 academic year, the Academic Affairs reorganization will be assessed and adjustments will be made as necessary.

Evidence

IV.B.2.1: BP and AP 3100 (Organizational Structure)

IV.B.2.2: Job Descriptions, Chancellor, Vice Chancellors, President, Vice Presidents

IV.B.2.3: Campus Organizational Charts

IV.B.2.4: Sample Minutes, College Organizational Structure Discussion Meetings

IV.B.2.5: Summary Evaluation, Assessment of Student Services Organizational Structure

IV.B.2.6: Job Description, Dean of Institutional Equity and Effectiveness

IV.B.2.7: VC Governance Committee Minutes Documenting Discussions of Proposed Structural Changes

IV.B.2.8: Chancellor's Cabinet Minutes Documenting Discussions of Proposed Structural Changes

IV.B.2.9: Consultation Council Minutes Documenting Discussions of Proposed Structural Changes

IV.B.2.10: Board Minutes Where Structural Changes Were Approved

IV.B.2.11: Administrative Council Charge and Membership List

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Description

The VC president is directly involved in the CPC, a committee that oversees the ongoing assessment of programs and services and that tracks progress toward institutional improvement. The president is the direct supervisor of the IEE dean, a line administrator who is administratively responsible for planning, program review, and institutional research activities.

The president and vice presidents develop annual planning parameters each spring and these are shared with the CPC (IV.B.3.1). The planning parameters set the college context for the program review process that begins during fall semester. The planning and program review processes are data-driven using information from SLO assessment results, surveys, enrollment data, and selected student success measures. The integrated planning cycle results in prioritized resource requests. The priorities are based upon potential for impact for institutional improvement in teaching and learning linked to the college mission, the five broad goals included in the Educational Master Plan (IV.B.3.2), and the more specific college objectives in the 2013-2016 Strategic Implementation Plan (IV.B.3.3). Institutional measures of success are currently set and progress is summarized in the Annual Planning Report which is reviewed and discussed each spring at CPC (IV.B.3.4).

Evaluation

VC meets this Standard. The president and his subordinate IEE dean direct the three tiered process that integrates planning and resource allocation to support student achievement and learning. The president is involved in guiding and participating in the process at the program or service unit level, the college level, and the district level.

Planning and resource requests at the program or service unit level occur during the program review process. The program review process includes an evaluation of standard data that includes student success measures and SLO assessment results. The program review requests from the units are then evaluated and prioritized by several committees according to the category of the request. The committees include the Faculty Staffing Priorities Committee, Classified Staffing Priorities Committee, Technology Committee, and the Budget Resource Committee. The committees prioritize the requests and forward their recommendation to the CPC for review. The requests are then reviewed and approved by the president and vice presidents. The requests and activities of VC are linked to college mission, educational master plan goals, and strategic implementation plan objectives.

College level evaluation occurs with the discussion of progress on meeting institutional effectiveness measures annually at the CPC, along with semester review of progress on strategies included in the strategic implementation plan. The synthesis of information from the program review and integrated planning process is then used to develop the planning parameters for the upcoming review and planning cycle.

District level evaluation occurs with annual review and discussion of the institutional effectiveness measures with the Board, which occurs each **June [or July?]** (IV.B.3.5).

Action Plan

None.

Evidence

IV.B.3.1: Ventura College Planning Parameters 2015-2016

- IV.B.3.2: Ventura College 2009-2019 Educational Master Plan
- IV.B.3.3: Ventura College Strategic Implementation Plan 2013-2016
- IV.B.3.4: Annual Planning Report 2015
- IV.B.3.5: Progress Report, College and Board Goals, June 2016

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Description

BP 3200 (Accreditation) mandates the chancellor to ensure that the District comply with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) and of other District programs requiring special accreditation. The chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations. Board members are involved in the accreditation processes through their participation on the Planning, Accreditation, and Student Success subcommittee of the Board (IV.B.4.1) and through periodic reports on the progress of the three colleges toward preparing institutional self-studies and toward addressing accreditation recommendations (IV.B.4.2). BP 2200 (Board Duties and Responsibilities) provides guidance to Board members in their responsibilities to ensure academic integrity and its related areas as well as in policy setting and other fiscal matters. Two Board members participate in the Planning, Accreditation, and Student Success Board subcommittee, and one Board member serves on a state-level accreditation committee.

The District Council on Accreditation and Planning (DCAP) is a sub-group of the District Consultation Council and advises the chancellor, through Cabinet and the District Consultation Council on matters pertaining to the development, monitoring, compliance and evaluation of district-wide planning and accreditation cycle activities, review of Board policy and corresponding procedures, and district-wide strategic planning (IV.B.4.4).

The college president is held responsible for ensuring that VC meets or exceeds Accreditation Standards and Eligibility Requirements. To this end, the president appoints membership to the Accreditation Steering Committee that includes chairs of critical committees as well as broad representation from faculty, staff, and administration (IV.B.4.5).

Evaluation

VC meets this Standard. The president is an active member of DCAP and is held responsible for the College's compliance with Accreditation Standards. On an annual basis, the president appoints the membership of the Accreditation Steering Committee. The president has also assigned the vice president for Academic Affairs to serve as the Accreditation Liaison Officer (ALO) and has approved reassignment of a faculty member to serve as the accreditation co-chair along with the ALO. The Accreditation Steering Committee meets regularly, and while not a standing member of this group, the president often attends. The president also frequently meets

with and obtains updates from the ALO. The president and other members of VC have attended a number of accreditation workshops and Institutional Effectiveness Partnership Initiative workshops. These opportunities provided the opportunity for college input into the development of the new standards and to become familiar with the new standards and accreditation process changes (IV.B.4.4).

The president served as a member of the accreditation peer review team for Ohlone College in 2015 and for Los Angeles City College in 2016. Ventura College vice presidents, deans, and faculty have also served on accreditation review teams. The president encourages and supports employee participation on these teams.

Action Plan

None.

Evidence

IV.B.4.1: Description, Planning, Accreditation and Student Success Board Subcommittee

IV.B.4.2: Sample, Accreditation Progress Reports to Board of Trustees

IV.B.4.3: BP 2200

IV.B.4.4: Description, DCAP

IV.B.4.5: Description, Accreditation Steering Committee

IV.B.4.6: List of Accreditation Activities Involving VC President and Other College Employees

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Description

The chancellor and the college presidents are responsible for the implementation of statutes, regulations, and governing board policies and procedures. These CEOs provide the leadership to ensure that institutional practices are consistent with the institution's mission and policies and to ensure effective control of budget and expenditures. The District chancellor's office is responsible for vetting all proposed policies and procedures prior to submission for Board approval. Once policies are approved by the Board of Trustees, the policies are implemented at the colleges and the district. All policies and procedures are provided on the District website (IV.B.5.1).

Evaluation

VC meets this Standard. The president is an active participant at Board of Trustees meetings and regularly attends the Board Subcommittee meetings. In addition, the president serves on district level committees, including Chancellor's Cabinet, Chancellor's Administrative Council, Consultation Council, District Council on Human Resources, and District Council on Accreditation and Planning (where he currently serves as the co-chair). Discussion at these

meetings includes budget, enrollment management, positions, planning, accreditation, policies, and administrative procedures. Relevant information from the district meetings is shared by the president with his Executive Team and with various college committees. In addition, updates on these topics are provided in the periodic President's Update newsletter to the College, during open forums, and during Flex Day presentations. These various meetings and venues allow for the president to ensure that institutional practices are consistent with the institutional mission and policies.

The college has a defined participatory governance process (IV.B.5.2). The committees, councils, work groups, and taskforces operate within the framework of applicable statutes, regulations, and Board policies.

The vice president for Business and Administrative services leads the daily fiscal management of the College. The vice president provides regular updates on the budget during Executive Team, Administrative Council, and College Planning Committee meetings. Additional budget oversight, discussion, and recommendations also occur at the Budget Resources Committee that is co-chaired by the vice president. The president and Executive Team are responsible for developing and monitoring the annual college budget and finalizing funded resources requests forwarded through the program review process.

Action Plan

None.

Evidence

IV.B.5.1: Website link to Board policies and administrative procedures
IV.B.5.2: Making Recommendations at Ventura College document

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Description

The president communicates with the college community through periodic newsletter updates, college wide forums, participation and reports at college councils and committees, participation and presentations during Flex Days, and attendance at many college events and functions (IV.B.6.1, IV.B.6.2, IV.B.6.3). The president also communicates with the communities served by the institution through membership in organizations and community committees, community presentations, and meetings with community leaders. The president supports the work of the Ventura College Foundation and participates in meetings to share information about the college and its students.

Evaluation

VC meets this Standard. The president provides communication of relevant information to the college through attendance at committee meetings, newsletter updates, and presentations on campus in various venues.

The president is a member of the Board for the Ventura Chamber of Commerce, serves as a member on the Workforce Development Board for Ventura County, participates as a member of the Rotary Club of Ventura, and serves on a number of other community committees and work groups including the City of Ventura – Ventura Unified School District – Ventura College Liaison committee. The president provided an update to the Ventura City Council on the Measure S Bond project construction at VC (IV.B.6.4). The president also participated as a speaker in the annual Education Update sponsored by the Ventura Chamber of Commerce (IV.B.6.5). In addition, the president attends community functions and events and often shares information about the college. For example, there is a College Area Community Council comprised of home and business owners in the area surrounding the college. This group meets monthly and is provided updates from the city and the college. The president attends this meeting several times a year and has appointed a dean to attend all meetings.

The Ventura College Foundation prepares an annual community report that contains information about the college and students. This is widely distributed in the community and includes an introduction from the president (IV.B.6.6).

Action Plan

None

Evidence

- IV.B.6.1: President’s Office Update Newsletters
- IV.B.6.2: Schedule of College Forums
- IV.B.6.3: Sample Flex Day Schedules and Presentations
- IV.B.6.4: Measure S Bond Presentation
- IV.B.6.5: Education Update 2015 Presentation
- IV.B.6.6: 2014-2015 Ventura College Community Report

IV.C. Governing Board

No material submitted.

IV.D. Multi-College District or Systems

1. *In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

Description

The Ventura County Community College District is a multi-college district. Moorpark, Oxnard, and Ventura are the three colleges within the District and they are in these respective key cities of the county. The District currently employs an interim Chancellor who is the CEO of this multi-college system. The Chancellor is responsible for hiring the three College Presidents who preside over their respective Colleges. The Chancellor, working with the Board of Trustees, provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the three Colleges. Through a participatory governance structure, the Chancellor establishes clearly defined roles, authority and responsibility between the Colleges and the District. The District's Decision-Making Handbook and the Districtwide Functional Map clearly spells out the delineation of roles and responsibilities of the District's Chancellor and the Colleges' Presidents (IV.D.1.1 and IV.D.1.2).

The District's Educational Master Plan, developed and approved by the Board of Trustees in October 2013, provides guidance and direction for the District and the Colleges (IV.D.1.3). The Educational Master Plans for the colleges are aligned with both the District's mission and Educational Master plan (IV.D.1.4).

The District's Integrated Planning Manual describes the role of the District in supporting integrated institutional planning among the colleges and the District (IV.D.1.5). It provides the overarching framework for District planning and support for integrated planning. Each of the three Colleges has defined integrated planning processes described in their respective Integrated Planning Manuals. The mission of the District prescribes the general parameter of the missions established at the three Colleges. The Board Goals, Educational Master Plan, and the District's Strategic Plan provide guidance for all the planning on campuses and the District offices (IV.D.1.6). The annual Institutional Effectiveness Report provides the data which serves as the compass for subsequent year planning (IV.D.1.7).

Evaluation

The Chancellor conducts weekly Cabinet meetings that include the three college presidents and District vice chancellors. These meetings address a diverse range of operational activities and provide the forum for discussion and alignment among the colleges and the District. Discussion of policy, strategic directions, and expectations also occurs during the Cabinet meetings. The Chancellor conducts the selection and evaluation of the college presidents. The evaluation process includes goal setting for the upcoming year as well as a review of the progress towards meeting current goals. The Chancellor also chairs the Consultation Council which is a District wide participatory governance group responsible for reviewing the draft Board agenda each month. This provides a venue for the Chancellor to discuss expectations, policies, and priorities with representatives from all employee groups (IV.D.1.8 and IV.D.1.9). The Chancellor also

attends the District Council on Accreditation and Planning (DCAP). The Chancellor was involved in DCAP discussions during the development of the districtwide Functional Maps that delineate the various roles, authority, and responsibility between the colleges and the District. The District has had an interim Chancellor in place since May 2015. Two vice chancellor positions are also filled with interim employees. The changes have resulted in a learning curve for the District and colleges to work within new expectations, interpretations on how to implement Board policies and Administrative Procedures, and application of general District operations that support the colleges. The Chancellor attends events at the colleges and civic engagements and often provides introductions and shares information about the District and its focus on educational excellence.

The standard is met.

Action Plan

None.

Evidence:

- IV.D.1.1: Ventura County Community College District Making Decisions Document
- IV.D.1.2: Districtwide Functional Map
- IV.D.1.3: District Educational Master Plan
- IV.D.1.4: Ventura College 2009- 2019 Educational Master Plan
- IV.D.1.5: District Integrated Planning Manual
- IV.D.1.6: District Strategic Plan (in development)
- IV.D.1.7: District Institutional Effectiveness Report
- IV.D.1.8: Consultation Council Membership Roster
- IV.D.1.9: Example Consultation Council Agenda and Minutes

The District's Strategic Plan

2. *The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

Description

The District expended a concerted effort to develop a Districtwide Functional Map in October 2012. Both the Functional Map and District Making Decision Document have since then been reviewed and revised during 2015-2016 to reflect the organizational and decision making

changes that have taken place since 2012 (IV.D.2.1, IV.D.2.2, and IV.D.2.3). Members of DCAP reviewed and made recommended changes to the District Decision-Making Handbook. The revised document was then reviewed by Consultation Council and approved by the Board. The document reflects the Board's policies and procedures related to the roles of responsibilities of the District and the Colleges. The District Office serves as the coordinating agency working collaboratively with the leadership of the three Colleges that they serve. Functions that are specifically conducted at the District Administrative Center (DAC) that provide support districtwide include:

- (1) Human Resources – assists with recruitment and hiring of all academic, classified, and administrative employees; coordinates interaction with the Personnel Commission; manages the employee performance process; supports the employee discipline process; investigates discrimination and harassment claims; assists with collective bargaining; supports implementation of the collective bargaining agreements; and coordinates specific professional development activities.
- (2) Business and Administrative Services – develops and shares revenue projections; manages the funding model and allocations to the District and colleges; provides oversight for the development and management of the District and college budgets; implements payroll, accounts payable, procurement and purchasing, fiscal reporting, MIS reporting; reviews all grants and contracts; and provides oversight for facilities planning and development including bond projects, capital improvements and risk management.
- (3) Instructional Technology – provides management of the District data and IT support functions; management and development of the system-wide network, web site infrastructure, and applications; IT system security; and online course management system access.
- (4) Educational Support Services – supports District level educational master plan and strategic planning and accreditation; provides oversight of contract education; supports specialized grants; supports college implementation of districtwide educational and student services initiatives and activities; provides marketing support including development of marketing materials.
- (5) Chancellor's Office and Outreach – responsible for communications with the Board of Trustees and development of the Board meeting agenda; prepares press releases and other relevant communications about the District and the colleges; and supports Board professional development.

Each of the colleges are responsible for developing their own budgets with resource allocation supported by a program review process. The DAC uses an incremental budgeting approach for its budget with annual adjustments made according to established priorities within the context of increasing or decreasing budgets.

Evaluation

The DAC staff work to support the activities at the colleges and to provide the needed resources for the colleges to meet their established missions in accordance with the accreditation standards.

There is a balance of responsibility of service and support activities between the District and the colleges.

The standard is met.

Action Plan

None.

Evidence:

IV.D.2.1: Districtwide Functional Maps

IV.D.2.2: District Making Decisions Document

IV.D.2.3: Agenda and Minutes from DCAP, Consultation Council, and Board Meeting

3. *The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.*

Description

The District has policies for allocation and reallocation of resources that are adequate to support the effective operations of the Colleges (IV.D.3.1). Due to financial constraints, much of the functions have been delineated to the Colleges due to reduction of District personnel. The Chancellor and the Vice Chancellor of Business Services work with the leadership at the colleges in budget preparation and allocation to ensure effective operations and sustainability of the colleges and the District. The adopted Budget Allocation Model is an infrastructure funding model which addresses the distribution of resources and is not prescriptive in how funds are to be spent at the various locations (colleges and District Administrative Center). The District acknowledges differences between its colleges and recognizes the colleges' need to direct their resources based on their own plans and objectives in meeting the needs of their diverse population and constituencies maintaining alignment with the District and college mission statements and educational master plans. The colleges have separate and specific budget development processes unique to each college, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each college's strategic plan and address accreditation requirements. Budget and resource allocation is also reviewed and discussed at the District Council for Administrative Services (DCAS) which is a districtwide participatory governance group.

The District prepares an annual Adoption Budget and an Annual Financial report. Each of the documents are reviewed, discussed, and approved by the Board of Trustees (IV.D.3.2). The District provides regular updates to the Board on the budget and financial status of the District. The Chancellor's Cabinet agenda also includes discussion on the budget and factors that impact

revenue and expenditures. Each college president is responsible for the development and management of the college budget.

Evaluation

The District operates in a financially solvent position with an adequate level of reserves. The District employs a conservative approach to allocating funded growth dollars through the allocation model. Growth dollars are distributed the year following they are received in order to avoid funding growth that may not be sustained. The District and colleges regularly review expenditures compared to the budget and make adjustments to make sure that budgets are met with the carryover of a reserve.

The standard is met.

Action Plan

None.

Evidence:

IV.D.3.1: *BP 6200 Budget Preparation, BP 6250 Budget Management; BP 6300 Fiscal Management; and BP 6400 Auditing*

IV.D.3.2: Board Agenda and Minutes Showing report action

4. *The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.*

Description

The Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated District policies without interference and holds the presidents accountable for the operations of the colleges. The most recently revised Functional Map provides the delineation of roles and responsibilities as well as guidance for how tasks are identified for the respective functions to be administered by the colleges (IV.D.4.1). The Decision-Making Handbook provides the roles and responsibilities of the various constituency groups and their role in the overall operational schemes at both the college and District levels (IV.D.4.2). The developed Functional Map provides the District and colleges delineated roles and responsibilities to implement and administer delegated District policies. Through goal setting and evaluations, the Chancellor holds the college presidents accountable for their performances and the operations of the colleges.

Evaluation

College presidents are delegated with the responsibility and authority to serve as the CEO for their college. This includes the selection and management of their management team, accountability for budget development and fiscal status, short and long term planning, and daily operations. The presidents ensure that the colleges meet and maintain accreditation standards, provide quality programs and support services, and that resources are managed to provide for long term operation.

The standard is met.

Action Plan

None.

Evidence:

- IV.D.4.1: District Functional Maps
- IV.D.4.2: District Making Decisions Document

5. *District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

Description

NOTE: NEED TO FURTHER DEVELOP THIS SECTION WITH ADDITIONAL INFORMATION FROM THE DISTRICT

District planning and evaluation are integrated with college planning and evaluation. Planning is done through the parallel shared decision-making governance structure to involve all stakeholders utilizing available data. The key committees for planning and evaluation of student learning and achievement and institutional effectiveness are the District Technical Review Workgroups – Instructional and Student Services – and the Institutional Research Advisory Committee. All District level committees include constituency groups from college campuses to ensure input and feedback are solicited and reviewed. Program review or District gap analysis serves as another venue for planning and evaluation of program and service effectiveness. Program review is conducted annually at the colleges.

The Integrated Planning Manual provides guidance to integrated institutional planning. It provides the overarching framework for District planning and how the integration occurs among the three colleges and the District. The mission of the District prescribes the general parameter of the missions established at the three colleges. The Board Goals, Educational Master Plan, and the District's Strategic Plan also provide guidance for all the planning on campuses and the District offices. The annual Institutional Effectiveness Report provides the data which serves as

the compass for subsequent year planning (IV.D.5.1 and IV.D.5.2). The Board also annually reviews and discusses student scorecard data from each of the colleges (IV.D.5.3 and VI.D.5.4).

Evaluation

The District has a well-established committee structure and processes to integrate planning and evaluation among the three colleges and the District.

Action Plan

Evidence:

IV.D.5.1: District Annual Institutional Effectiveness Report

IV.D.5.2: Board Meeting Agenda and Minutes Reflecting Institutional Effectiveness Report Review

IV.D.5.3: Summary Scorecard Reports from the Colleges to the Board

IV.D.5.4: Board Meeting Agenda and Minutes Reflecting Scorecard Report Review

6. *Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

Description

There is a constant and regular communication between the District and the Colleges. The leadership from both the District and the Colleges meet weekly to dialogue on campus needs and District support. The District website connects with the Colleges to provide pertinent information for employees, students, and the public. The stakeholder groups on campuses meet with the District leadership for input and feedback of College needs through a variety of District governance and operational committees. The District leadership holds an open forum at the beginning of each fall semester at each campus to gather input from college constituents and students on issues impacting students. The Chancellor has an open door policy that enables students, faculty and staff to voice their concerns and opinions of issues that affect the operations of the Colleges and the District. The Chancellor communicates with the College Presidents via regular meetings, phone calls and emails to ensure timely responses to issues and concerns. All governance committees communicate back to the campuses. Representatives on the committees are responsible to carry information back to their respective constituents and solicit feedback and input.

Evaluation

Action Plan

Evidence:

7. *The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Description

NOTE: NEED TO OBTAIN AND REVIEW DATA BEFORE COMPLETING THIS SECTION

There is an annual survey conducted with the students, faculty and staff on the effectiveness of District governance and operations which includes the decision-making process to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. A Climate Survey for employees, a Climate Survey for students, and a Formal Communication Survey, is conducted each year to solicit feedback regarding District and College performance in meeting student needs. There is a Governance group self-appraisal which is shared with the constituency groups. The communication survey is shared via the Chancellor's Newsletter.

Evaluation

Action Plan

Evidence: