Accreditation Steering Advisory Group
Agenda
Wednesday, September 7, 2016
3:30 – 5:00 p.m.
Multidisciplinary Center West (MCW) – 312

Team Visit on
Sept. 27-29

A. Call to Order
B. Public Comments and Introductions
C. Approval of Minutes
D. Announcements/Information Items
   - [Ventura College Institutional Self Evaluation Report (ISER)](#)
   - Pep Rally on Friday, Sept. 9 from 12:30-2 pm; RSVP for Food

E. Discussion Items
   1. Meeting schedule
   2. Discussion of Committee charge and purpose
   3. Goals and accomplishments
   4. Discussion of pre-visit with Jill Board and Corey Marvin
   5. Prepare for Friday's Pep Rally Event
   6. Other
   7. Meeting Takeaways
F. Action Items
   1. None
G. Adjournment

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

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

Meeting Dates for Fall 2016-17	
October 5	February 1
November 2	March 1
December 6	April 1
	May 3

Accreditation Steering Advisory Group

2015-2016 Academic Year

Meeting Notes
May 4, 2016 - 3:30 p.m. – 5:00 p.m.

Members: ALO: Kim Hoffmans; Faculty Co-Chair: Eric Martinsen
Jack Bennett, Michael Bowen, Phillip Briggs, Tim Harrison, Bill Hart, Grant Jones, Alex Kolesnik, Debbie Newcomb, Peder Nielsen, Peter Sezzi, and Lynn Wright

Guests: Rhonda Lillie and Felicia Torres

Absent: Kammy Algiers, Emily Bartel, Michael Callahan, Colleen Coffey, Maureen Eliot, Karen Engelsen, Patricia Ewins, Greg Gillespie (President), Raeann Koerner, Raeann Koerner, Gwen Lewis-Huddleston, Rachel Marchioni, Mark Pauley (Budget and Resource Council Co-Chair), Steve Palladino, Rebecca Russell, and Rick Trevino

Recorder: Olivia Long

Notes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
A. Call to Order	E. Martinsen called the meeting to order at 3:33 p.m.			
B. Public Comments	none			
C. Approval of Minutes: April 20, 2016	E. Martinsen asked for any corrections and/or amendments to the minutes as presented. There were none. Minutes were approved via consensus.			
D. Announcements/Information Items 1. **Reminder to submit evidence and any web problems to Felicia Torres** 2. ACCJC Accreditation Reference Handbook July 2015 3. ACCJC Guide to Evaluating & Improving Institutions (Probing Questions) 4. ACCJC Manual for Institutional Self Evaluation Oct. 2015 5. Napa Valley College (sample Accreditation Self-Evaluation Report) 6. CCCCO Taskforce on Accreditation 7. Los Angeles Valley College Self Evaluation Report 8. Google drive link to Ventura Colleges Self Evaluation Report				
	E. Martinsen noted the Announcements/Information Items.			
E. Discussion Items				

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
1. **Campus ISER final "drop-dead" deadline is Friday, May 20th**	K. Hoffmans noted the inclusion of the ISER on the May Board Agenda. E. Martinsen requested that any updates/revisions moving forward, only send the part that needs updated (not the whole document) and/or reference to the page number.			
2. **Update of feedback from Governance Committees (Academic Senate, Classified Senate, & Associated Students Ventura College)**	A. Kolesnik stated that the ISER was scheduled for a second reading at Academic Senate May 5th and he anticipated approval. T. Harrison stated that he met with ASVC and would follow-up in September with the new officers. It was noted that the document was on the Classified Senate meeting agenda for May 5th.	Follow up with newly elected ASVC officers	Prior to visit in September	Dr. Hoffmans
3. **Evidence update (Felicia Torres)**	F. Torres provided an update on evidence collection and provided directions for how outstanding evidence should be submitted.			
4. **Other**	none			
5. **Meeting Takeaways**	- Drop dead evidence deadline – May 11th - No more changes - Clarified process for evidence (flash drive) - Lead Meeting – June 15th			
F. Action Items				
1. **None**				
G. Adjournment	E. Martinsen adjourned the meeting at 4:27 p.m.			
Next Meeting Date:	TDB (Fall 2016) @ 3:30 pm, MCW-312			

2016 Institutional Self Evaluation Report
Brief Overview

Standard I: Mission, Academic Quality, 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.

Future Plans from Improvement
- Continue the college discussion of Institutional Student Learning Outcomes
  - Develop assessment rubrics for the two ISUOs and ISLO #5
- Provide additional research support for decision-making processes, program review, and program planning
  - Identify and track uniform data elements for use in program review for student services programs
- Enhance program review process by adding a more in-depth three-year review to the existing annual review process

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Future Plans for Improvement
- Improve completion rates of the transfer-level English and math courses in part by offering accelerated courses for basic skills students
- Improve the accuracy of the assessment and placement process by adopting the broad use of multiple measures rubrics for assessment (also see Action Project 1: Sail to Success)
- Review library services for improvements at both the main campus and Santa Paula
- Streamline assessment of student services by implementing the use of GradesFirst for tracking and data collection in student services

Standard III: Human, Physical, Technology, and Financial Resources

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

Future Plans for Improvement
- Enhance awareness of the organizational value of diversity, highlight diversity statistics, increase diversity training, and improve diversity hiring outcomes
- Increase proficiency in various technologies for staff, faculty and administrators by providing additional training sessions in DegreeWorks, GradesFirst, Banner, TracDat, and smart classroom operation
- Support college's increasing reliance on technology by updating Technology Master Plan to cover the period of 2017- 2019
- Improve alignment of physical resources with the current goals and objectives of the institution by updating the Facilities Master Plan

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.

Future Plans for Improvement
- Improve communication and participatory governance processes in part by training all committee chairs and co-chairs on effective committee operations (also see Action Project 2: Beacons of Success)
- Collaborate with District to complete the District Strategic Plan to support College level strategic planning

Quality Focus Essay – Action Project 1: Sail to Success
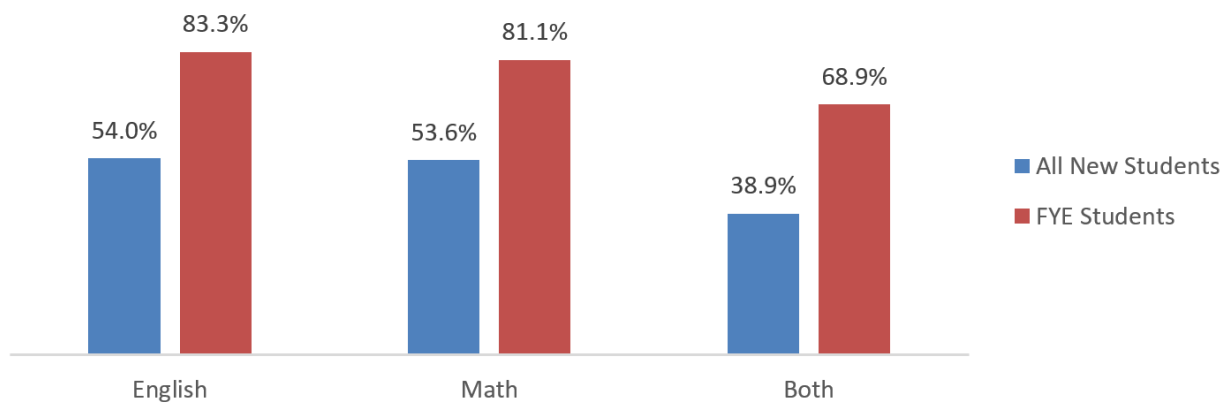## First Time/Full Time and Transfer Level Ready in Year One or Less

Students who attend part time do not accumulate units as quickly as those who attend full time, and they can be delayed in reaching their educational goals. In addition, because a majority of students are placed into basic skills English and/or Math course, many students simply cannot complete a two-year Associate's Degree within two years.

To promote student success and degree completion, we will:

- Encourage students to make a full-time commitment to college during their first year
- Advise students to register for both English and math during their first year
- Evaluate students via multiple measures so that they can be placed as close to transfer level in English and math courses as possible
- Expand the Freshman Year Experience (FYE) as a successful program for new students
- Provide career/interest assessment(s) for students and use this information, with the assistance of their counselor, to chart their college course

- Promote wraparound support services for students as needed
- Encourage completion of transfer-level English and math by the end of year two.

First Semester English and Math Enrollment - Fall 2015 First-Time Students

Legend: ■ All New Students ■ FYE Students

- English: 54.0% (All New Students), 83.3% (FYE Students)
- Math: 53.6% (All New Students), 81.1% (FYE Students)
- Both: 38.9% (All New Students), 68.9% (FYE Students)

Quality Focus Essay – Action Project 2: Beacons of Success
Shifting to a College Culture of Clear Communication and Collegial Support

To most effectively promote student success, we seek to become more trusting, collegial, and supportive of one another as a community of educators, communicating and making recommendations in an open, transparent and non-judgmental way toward the common goal of improving our workplace and helping our students achieve their educational goals.

To accomplish this goal, we will:

- Exemplify collegiality through increased cooperation and communication and share our opinions and differences without fear of recrimination or retaliation
- Support one another through the "Six Success Factors:" Focused, Directed, Connected, Nurtured, Valued, and Engaged
- Develop and maintain a committee structure for participatory governance that is clearly understood by the campus community
- Form committees and work groups with diverse membership and with broader campus representation
- Keep student success as the focus of every recommendation and decision
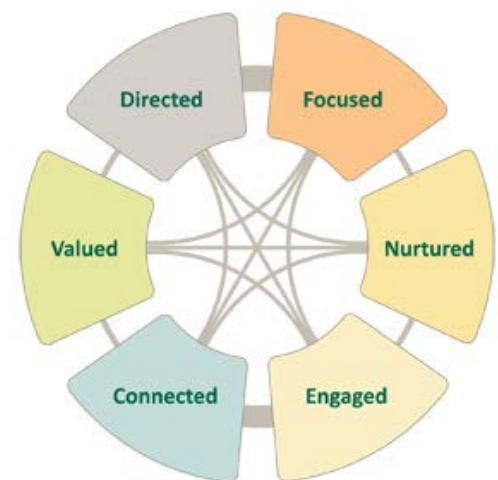
Ventura College
External Evaluation Visit Team Roster
Monday, September 26-Thursday, September 29, 2016

Chair   **Assistant**
Ms. Jill Board   Dr. Corey Marvin
President   Vice President of Instruction and ALO
Cerro Coso Community College   Cerro Coso Community College
3000 College Heights Blvd   3000 College Heights Blvd
Ridgecrest CA 93555   Ridgecrest CA 93555

ACADEMIC REPRESENTATIVES

Ms. Marjorie Duffy   Ms. Mary-Catherine Oxford
Interim Dean Business & Family Science   Director of Learning Resources
Cosumnes River College   College of the Sequoias
8401 Center Parkway   915 South Mooney Blvd.
Sacramento CA 95823   Visalia CA 93277

Dr. Margarita Pillado   Dr. Lisa Allen
Associate Professor/Faculty Accreditation   Professor Art History
Coordinator   Irvine Valley College
Los Angeles Pierce College   5500 Irvine Center Drive
6201 Winnetka Avenue   Irvine CA 92618
Woodland Hills CA 91371

Dr. Donna McGill-Cameron   Dr. John Fitzer
Professor, Business/Health/PE   Vice President of Madera and Oakhurst
Woodland Community College   Community College Centers
2300 Gibson Road   Reedley College
Woodland CA 95776   995 N. Reed Ave.
                                                   Reedley CA 93654

ADMINISTRATIVE REPRESENTATIVES
Mr. Thomas Burke   Dr. Scott Thayer
Chief Financial Officer   Vice President of Student Services
Kern Community College District   Cuyamaca College
2100 Chester Ave.   900 Rancho San Diego Parkway
Bakersfield CA 93301   El Cajon CA 92019

Dr. Dennis Harkins   **OTHER REPRESENTATIVES**
President   **Research**
Orange Coast College   Ms. Denice Inciong
                                                   District Director of Research, Planning, and
                                                   Data Management South Orange County

Accreditation Steering Advisory Group

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Chair: Vice President of Student Learning and Faculty Co-Chair (selected by the Council)

GOALS
2015-2016

#	GOALS	ACCOMPLISHMENTS
1	Complete Institutional Self Evaluation Report and obtain appropriate signatures (ISER)	ISER Completed and approved by BOT in July 2016
2	Incorporate input for ISER from constituency groups including classified senate, academic senate, campus-as-a-whole, the community, and students.	Campus wide input was included in the writing and at multiple points during the process resulting in approval from the classified senate, the academic senate, student government and the VCCCD Board of Trustees. Input was gathered by the community through a forum held on March 2.
3	Participate in professional development activities aimed to campus awareness regarding accreditation	Opportunities for the campus to learn more about accreditation was presented multiple times throughout the academic year; specifically during Fall and Spring Flex activities.
4	Collect necessary evidence to support ISER documentation.	Evidence was collected and can be found online as part of the ISER.