Ventura College Academic Senate
Agenda
Thursday, April 18, 2013
1:30-3:30 pm
Multidiscipline Center West (MCW) – 312

I. Call to Order
II. Public Comments
III. Acknowledgement of Guests
    a. Evan Hawkins (FACCC – 2:30pm Time Certain)
IV. Approval of minutes
    a. April 4, 2013
V. Study Sessions
    a. Ventura College Student Success Scorecard (a.k.a. ARCCC 2.0)
VI. Action Items
    a. Program Review / Discontinuance Rubrics for Instructional Programs
    b. Distance Education Handbook (Second Reading)
    c. BP/AP 5052 – Open Enrollment (Second Reading)
    d. BP/AP 5300 – Student Equity (Second Reading)
    e. BP/AP 5500 – Standards of Conduct (Second Reading)
    f. BP/AP 5520 – Discipline Procedure (Second Reading)
    g. BP/AP 5530 – Student Rights and Grievances (Second Reading)
    h. VC/VCCCD Accreditation Midterm reports (First Reading)
    i. MOU Defining "Mutually Agree" Between the MC, OC and VC Academic Senates (First Reading)
    j. VCCCD College Completion Challenge Resolution (First Reading)
    k. BP/AP 4022 – Course Approval (First Reading)
VII. President's Report
    a. Consultation Council report
    b. Board of Trustees meetings reports
    c. Administrative Council report
    d. District Educational Master Plan Focus Group report
    e. DCAS, ITAC reports
VIII. Senate Subcommittee reports
    a. Curriculum Committee report
    b. Other Senate Committees reports
IX. Campus Committee reports
    a. Campus Committees reports
X. Adjournment

According to Title 5, Section 53200, each California Community College shall have an **Academic Senate**, an organization of faculty whose primary function is to make recommendations with respect to academic and professional matters.

"Academic and Professional matters" means the following policy development and implementation matters that cover the following areas:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.

AND Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate

April 18, 2013

IV. a. Approval of Minutes

Minutes

Ventura College Academic Senate
Minutes
Thursday, 4 April 2013   MCW-312

I.   Call to Order
      This meeting was called to order at 1:41 p.m. The following senate members were present:
      Coffey, Colleen—Social Sciences, Arts, and Humanities
      Haines, Robbie—Senate Secretary
      Horigan, Andrea—Social Sciences, Arts, and Humanities
      Kim, Henny—English and Learning Resources
      Kolesnik, Alex—Mathematics and Sciences
      Lange, Cari—Senate Vice President
      Mitchell, Nancy—Career and Technical Education
      Pauley, Mark—Senate Treasurer
      Rose, Malia—Mathematics and Sciences
      Sandford, Art—PE/Athletics, Communication Studies, Foreign Languages, and ESL
      Sezzi, Peter—Senate President

II.   Public Comments
      No public comments were made.

III. Acknowledgement of Guests
      No guests were acknowledged.

IV.   Approval of Minutes, 21 March 2013
      Pauley motioned to approve these minutes, Haines seconded. The motion carried 7–0–2. with Mitchell and Horigan abstaining.

V.   Study Session—Statewide Academic Senate Spring Plenary Session Resolutions and Proposed MQ Changes
      Sezzi introduced this year's resolutions, a few of which were discussed. Sezzi solicited opinions from Senators about how he should vote, and he informed Senators of how he would vote on other matters that would arise. Lange motioned to approve Sezzi's proposed voting plan (Other than for Discipline resolutions 10.01-10.080, to vote "Yes" on all but Resolution 1.03; for Discipline resolutions, Sezzi will take the advice of the VC faculty in the discipline affected), Mitchell seconded. The motion carried unanimously.

VI.   Action Items
      a. Ventura College Academic Senate Annual Survey of VC Faculty on Professional Life and Satisfaction
          The questions on this survey were discussed, and a question about the withdraw deadline was finessed and added. Pauley motioned to approve this survey with the added question, Sandford seconded. The motion carried unanimously. Results of the survey will be presented at the next Senate meeting.

      b. Ventura College Academic Senate Self-Assessment Survey
          The questions were discussed, and two questions were removed. Haines motioned to approve this survey with its changes, Pauley seconded. The motion carried unanimously.

      c. Distance Education Handbook (Second Reading)
          This item was not yet ready for Senate review.

d. AP 4260—Prerequisites and Corequisites (Second Reading)
Pauley motioned to approve this document, Horigan seconded. In discussion, Lange pointed out a minor change to the document and an additional grammatical change was made. The motion carried unanimously.

e. VC/VCCCD Accreditation Midterm Reports (First Reading)
First reading of this document was postponed to give Senators more time to read it.

f. BP 2510—Participation in Local Decision Making (First Reading)
Sezzi pointed out the sole change to this document, which was that Title V-mandated student governance obligations have been enumerated. Pauley motioned to approve this document as first and second readings, Lange seconded. The motion carried unanimously.

Discussion ensued on how the three campus' Academic Senates should resolve matters on which they can't mutually agree. Sezzi explained that in a "mutually agree" district without a District Senate (such as ours) it is unclear on what happens to new policy proposals or when a majority (but not all Senates) on making a change to an existing policy. It was unanimously decided to propose the following solution: after a year's worth of discussion at a District governance committee, an ad hoc committee of nine people would be formed, comprised of the three Academic Senate Presidents, the three College Presidents, and the three Associated Student Body Presidents. This committee would have one month to decide the issue, then the dispute in question could not be re-visited for three years other than for legal reasons (e.g., a change in Title 5 necessitating a change in the affected policy). This process would only exist for policies and procedures and not for curricular matters (i.e., courses and programs).

g. BP/AP 5052—Open Enrollment (First Reading)
Pauley motioned to move all the remaining items (VI.h.–k., below) to second reading, Sandford seconded. Discussion ensued regarding medical marijuana from BP 5500. The motion carried unanimously.

h. BP/AP 5300—Student Equity (First Reading)
See VI.g., above.

i. BP/AP 5500—Standards of Conduct (First Reading)
See VI.g., above.

j. BP/AP 5520—Discipline Procedure (First Reading)
See VI.g., above.

k. BP/AP 5530—Student Rights and Grievances (First Reading)
See VI.g., above.

VII. President's Report
a. Consultation Council Report
Sezzi reported that this group met on the previous Friday, and that they reviewed the board agenda.

b. Administrative Council Report
Sezzi reported that this group met on the previous day. He reminded Senators that Program Review funds must be encumbered by 15 April. Kathy Scott and Gwen Huddleston attended a Title V grant seminar, and they shared information from that seminar to those attending Administrative Council.

Scott mentioned in particular that since it had been a few years since she had attended one of these Title V director's meetings she noticed that the U.S. Dept of Ed had taken on a completion agenda focus. VC's productivity number for next year has been set: 542, the same as this year.

    c. DCHR, DCAA Reports
DCHR: As Sezzi was in a hiring committee, he did not attend this meeting, so he did not make a report. DCAA: Lange attended this meeting in Sezzi's stead. She reported a wording change to the Enrollment Priority document: the groups listed in the first priority will be listed alphabetically. Students in attendance identified a concern about the high priority of non-matriculated students; this will be fixed in the next round of changes. Student government representatives also expressed concern about VC being strictest in the state in terms of unit numbers causing students to be moved downward on the priority list.

VIII. Senate Subcommittee Reports
    a. Curriculum Committee Report
Pauley noted that their work is largely done for this year.

    b. Professional Development Committee Report
Sezzi reported that all funds will be used by instructors this year, and essentially no funds will be given back to the general fund.

    c. Other Senate Committees Reports
There was nothing to report.

IX. Campus Committee Reports
    a. Accreditation Steering Committee Report
Sandford reported that the first draft of this report was considered by this committee. It was recommended that accreditation as a topic should be noted in minutes and agendas so that our daily work toward accreditation goals will be apparent. Also, expect work to begin on our next Self-Study as soon as the Mid-Term report is filed.

    b. Campus Committees Reports
There was nothing to report.

X. Information Items—Senate Faculty Awards Form
This form will be distributed electronically and in hard copy early next week.

XI. Adjournment
This meeting adjourned at 3:32 p.m.
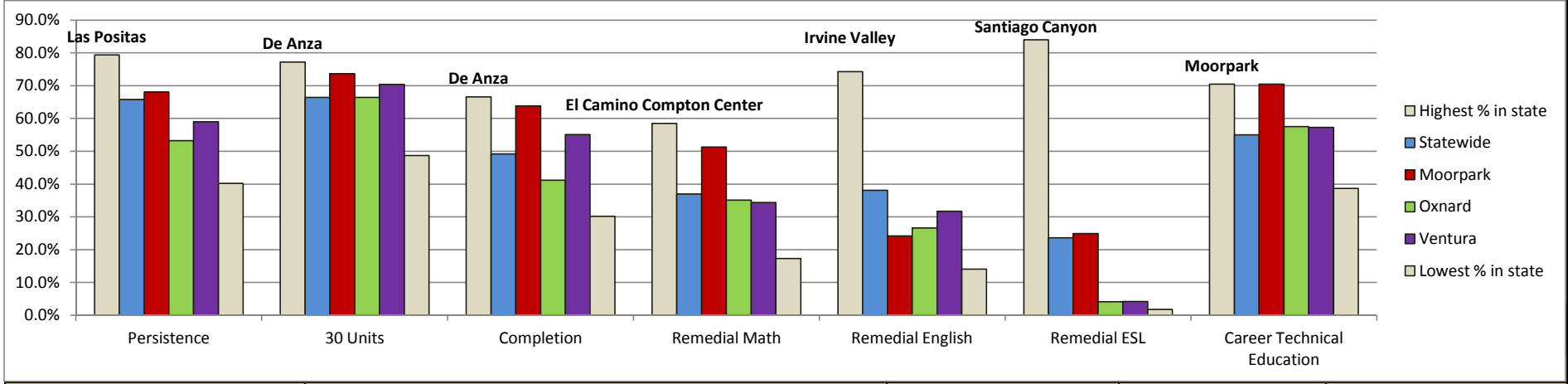
Ventura College Academic Senate

April 18, 2013

V. a. Study Session

Ventura College Student Success Scorecard

Student Success Scorecard Statewide vs. VCCCD

	Highest % in state	Statewide	Moorpark	Oxnard	Ventura	Lowest % in state
Persistence	79.4%	65.8%	68.0%	53.2%	59.0%	40.2%
30 Units	77.2%	66.4%	73.6%	66.4%	70.4%	48.7%
Completion	66.6%	49.2%	63.8%	41.2%	55.1%	30.2%
Remedial Math	58.5%	37.0%	51.3%	35.1%	34.4%	17.3%
Remedial English	74.3%	38.1%	24.2%	26.6%	31.7%	14.1%
Remedial ESL	84.0%	23.6%	24.9%	4.1%	4.2%	1.8%
Career Technical Education	70.5%	55.0%	70.5%	57.5%	57.3%	38.7%

Persistence	30 Units	Completion	Remedial	Career Technical Ed.
Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.	Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.	Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related outcomes.	Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline	Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

4/11/2013

2013 Ventura College Student Success Scorecard

Ventura College, founded in 1925, is approximately 60 miles north of Los Angeles and 30 miles south of Santa Barbara in Ventura. The college offers courses for students seeking an associate's degree, certificate or license for job placement and advancement; curricula for students planning to transfer and training programs to meet worker and employee needs. The college is a leader in providing instruction and support for students with disabilities.

Student Information (2011-12)

Students				20,238
GENDER		**RACE/ETHNICITY**		
Female	54.7%	African American	2.8%	
Male	44.9%	American Indian/Alaskan Native	0.6%	
Unknown Gender	0.5%	Asian	2.7%	
AGE		Filipino	2.3%	
Under 20 years old	32.4%	Hispanic	49.4%	
20 to 24 years old	33.5%	Pacific Islander	0.4%	
25 to 49 years old	29.2%	White	36.6%	
50 or more years old	4.9%	Two or More Races	3.7%	
Unknown Age	0.0%	Unknown Ethnicity	1.5%	

Other Information (2011-12)

Full-Time Equivalent Students	10,414.5
Credit Sections	2,617
Non-Credit Sections	4
Median Credit Section Size	30
Percentage of Full-Time Faculty	58.5%

2013 Ventura College Student Success Scorecard Metrics

Cohort Tracked for Six Years Through 2011-12	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	71.5%	42.3%	55.1%	55.2%	61.9%	59.0%	71.5%	69.6%	70.4%	34.4%	31.7%	4.2%	57.3%
Female	74.9%	43.8%	56.3%	52.8%	61.0%	57.7%	69.4%	70.6%	70.1%	40.7%	36.3%	7.6%	57.1%
Male	68.4%	40.8%	54.1%	57.0%	63.6%	60.4%	73.1%	68.3%	70.6%	24.7%	27.4%	0.0%	57.3%
Under 20 years old	73.0%	43.9%	57.4%	55.4%	61.7%	58.8%	72.3%	71.3%	71.8%	33.7%	31.0%	0.0%	58.7%
20 to 24 years old	44.4%	34.7%	37.3%	38.9%	57.1%	52.2%	66.7%	67.3%	67.2%	36.7%	38.3%	3.3%	65.3%
25 to 49 years old	50.0%	30.2%	34.2%	68.8%	66.7%	67.1%	50.0%	54.0%	53.2%	35.1%	30.2%	5.6%	51.6%
50 or more years old	0.0%	50.0%	44.4%	0.0%	75.0%	66.7%	0.0%	62.5%	55.6%	28.6%	0.0%	0.0%	42.2%
African-American	76.9%	50.0%	60.6%	61.5%	80.0%	72.7%	84.6%	60.0%	69.7%	33.3%	33.3%	NA	68.4%
American Indian/Alaskan Native	70.0%	28.6%	52.9%	70.0%	28.6%	52.9%	80.0%	28.6%	58.8%	36.4%	0.0%	NA	57.1%
Asian	76.5%	60.0%	69.5%	52.9%	68.0%	59.3%	55.9%	84.0%	67.8%	45.5%	55.6%	20.0%	66.7%
Filipino	81.3%	56.5%	66.7%	50.0%	69.6%	61.5%	62.5%	69.6%	66.7%	50.0%	60.0%	NA	76.9%
Hispanic	73.1%	37.7%	47.5%	55.7%	59.8%	58.6%	71.3%	68.0%	68.9%	34.4%	29.0%	2.6%	53.0%
Pacific Islander	25.0%	40.0%	33.3%	50.0%	40.0%	44.4%	75.0%	60.0%	66.7%	100.0%	NA	NA	0.0%
White	69.1%	47.6%	60.2%	53.5%	63.5%	57.7%	72.2%	73.4%	72.7%	32.3%	37.1%	NA	58.9%

2013 Statewide Student Success Scorecard

The California Community Colleges is the largest system of higher education in the nation, with more than 2.4 million students attending 112 colleges. Our colleges provide students with the knowledge and background necessary to compete in today's economy. With a wide range of educational offerings, the colleges provide workforce training, basic courses in English and math, certificate and degree programs and preparation for transfer to four-year institutions.

Student Information (2011-12)

Students				2,425,294
GENDER		**RACE/ETHNICITY**		
Female	53.0%	African American	7.5%	
Male	45.8%	American Indian/Alaskan Native	0.5%	
Unknown Gender	1.2%	Asian	11.5%	
AGE		Filipino	2.9%	
Under 20 years old	24.2%	Hispanic	35.9%	
20 to 24 years old	30.5%	Pacific Islander	0.5%	
25 to 49 years old	35.7%	White	31.2%	
50 or more years old	9.6%	Two or More Races	2.8%	
Unknown Age	0.0%	Unknown Ethnicity	7.1%	

Other Information (2011-12)

Full-Time Equivalent Students	1,141,428.6
Credit Sections	313,931
Non-Credit Sections	27,993
Median Credit Section Size	29
Percentage of Full-Time Faculty	56.9%

2013 Statewide Student Success Scorecard Metrics

Cohort Tracked for Six Years Through 2011-12	Completion			Persistence			30 Units			Remedial			Career Technical Education	Career Development & College Preparation
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL		
Cohort	71.2%	41.1%	49.2%	62.2%	67.3%	65.8%	70.1%	65.1%	66.4%	37.0%	38.1%	23.6%	55.0%	12.4%
Female	73.7%	42.0%	50.1%	61.5%	67.3%	65.7%	69.9%	65.9%	66.9%	39.5%	39.7%	24.7%	58.1%	12.6%
Male	68.5%	39.9%	48.1%	63.3%	67.3%	66.1%	70.3%	64.1%	65.9%	33.3%	36.2%	21.9%	51.9%	12.7%
Under 20 years old	73.1%	43.3%	52.0%	62.1%	67.8%	66.1%	71.1%	66.8%	68.0%	41.9%	42.8%	46.4%	64.4%	28.0%
20 to 24 years old	61.7%	32.8%	38.5%	62.9%	61.1%	61.4%	65.5%	57.0%	58.7%	34.0%	32.7%	32.7%	59.2%	23.4%
25 to 49 years old	50.8%	31.7%	34.5%	63.7%	67.6%	67.1%	58.9%	59.7%	59.5%	32.0%	30.1%	15.7%	47.0%	6.5%
50 or more years old	44.8%	28.0%	30.3%	60.1%	76.1%	73.9%	46.2%	60.9%	58.9%	22.6%	22.5%	8.7%	43.4%	2.2%
African-American	65.9%	35.0%	39.0%	52.3%	61.4%	60.1%	57.1%	55.6%	55.8%	26.6%	24.3%	21.3%	49.8%	14.9%
American Indian/Alaskan Native	59.5%	31.6%	38.5%	66.2%	64.2%	64.6%	67.2%	58.0%	60.3%	31.7%	26.1%	24.2%	51.3%	16.6%
Asian	82.2%	57.9%	66.7%	57.0%	71.8%	66.4%	68.6%	75.4%	72.9%	41.3%	56.5%	30.2%	61.7%	14.1%
Filipino	71.4%	43.1%	50.6%	62.6%	69.4%	67.6%	70.0%	68.4%	68.8%	42.0%	46.1%	29.5%	64.4%	NA
Hispanic	64.7%	34.8%	39.5%	62.7%	66.6%	65.8%	68.2%	61.8%	62.8%	35.3%	34.5%	17.0%	53.2%	9.1%
Pacific Islander	58.3%	35.8%	40.9%	57.0%	64.9%	62.9%	62.8%	61.3%	61.6%	29.6%	34.9%	26.1%	54.1%	21.1%
White	70.5%	44.0%	53.5%	64.9%	68.1%	66.9%	72.1%	67.5%	69.2%	42.0%	41.6%	25.4%	54.8%	20.2%

Ventura College Academic Senate

April 18, 2013

VI. a. Action Items

Program Review / Discontinuance Rubrics for Instructional Programs

Rubric for Instructional Program Vitality

<u>Section 4.D. of the Program Review Document:</u>

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	**Enrollment demand** [a]	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

Point Value	Element	Score
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	**Ability to find qualified instructors**	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	**Financial resources, equipment, space**	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	

Point Value	Element	Score
Up to 4	**Agreed-upon productivity rate** [b]	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

– **CONTINUED ON NEXT PAGE** –

– **CONTINUED FROM PREVIOUS PAGE** –

---

[a] Enrollment demand is determined by the ability to fill classes.
[b] Productivity rate is defined as **WSCH/FTEF**.

Up to 4	Course completion rate[c]	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate[d]	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

22-26   Program is current and vibrant with no further action recommended
18-21   Recommendation to attempt to strengthen program
Below 18   Recommendation to consider discontinuation of the program

---

[c] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."
[d] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

Rubric for Instructional Program Vitality

Section 4.D. of the Program Review Document:

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	**Enrollment demand / Fill rate** [a]	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	**Ability to find qualified instructors**	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	**Financial resources, equipment, space**	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	

Point Value	Element	Score
Up to 4	**Agreed-upon productivity rate** [b]	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

– CONTINUED ON NEXT PAGE –

[a] Enrollment demand is determined by the ability to fill classes.
[b] Productivity rate is defined as **WSCH/FTEF**. ~~VC Academic Senate Agenda Packet - April 16, 2013~~

Up to **3** **(formerly 6)**	**Program Completion**	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to **3** **(formerly 4)**	**Employment Outlook for Students/Job Market Relevance**	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	**Success rate** [c]	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	**Course completion rate** [d]	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

[c] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.
[d] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

27-32   Program is current and vibrant with no further action recommended
22-26   Recommendation to attempt to strengthen program
Below **22**   Recommendation to consider discontinuation of the program

(formerly the score interpretation was 36-31; 30-25; Below 25)

Ventura College Academic Senate

April 18, 2013

VI. c. Action Items

BP/AP 5052 – Open Enrollment

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5052 OPEN ENROLLMENT <u>AND ENROLLMENT LIMITATIONS</u>
Number	BP 5052
Status	Active
Legal	Title 5 Section 51006, <u>55003 and 58106</u>
Adopted	April 18, 2006

The policy of the Ventura County Community College District is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to <u>section 55003</u> ~~regulations contained in Article 2.5 (commencing with Section 55200) of Subchapter 1 of Chapter 6~~ of Division 6 of Title 5 of the California Code of Regulations. <u>The Chancellor shall assure that this policy statement is published in the catalog(s) and schedule(s) of classes and addenda to the schedule of classes on the college's websites.</u>

~~Enrollment in specific courses or programs may be limited due to health and safety considerations, facility limitations, faculty workload, the availability of qualified instructors, funding limitations, the constraints of regional planning, or legal requirements imposed by statute, regulations or contracts. The District may use procedures that are consistent with any of the approaches described in Title 5 Section 58106 for determining enrollment~~ ~~into affected courses~~ ~~when any of the factors for enrollment limitations are present. Enrollment may also be subject to any~~ ~~the~~ ~~enrollment priority system pursuant to language contained in~~ ~~established by~~ ~~AP 5055 titled Enrollment Priorities.~~

The Chancellor shall <u>establish</u> administrative procedure that includes the right of a student to challenge an enrollment limitation established pursuant to section 58106 of Division 6 of Title 5 of the California Code of Regulations.

See Administrative Procedure 5052.

Book	VCCCD Administrative Procedure Manual
Section	Chapter 5 Student Services
Title	AP 5052 OPEN ENROLLMENT AND ENROLLMENT LIMITATIONS
Number	AP 5052
Status	Active
Legal	Title 5, Sections 51006, 58106, 58108
Adopted	April 14, 2009
Last Reviewed	March 12, 2009

All courses of the District shall be open to enrollment in accordance with Board Policy 5052 and a priority enrollment system consistent with Title 5, Section 58108 and Administrative Procedure 5055. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites, or due to other non-evaluative, practical considerations, as determined by the ~~Chief Instructional Officer~~ Executive Vice President.

Enrollment in specific courses or programs may be limited due to health and safety considerations, facility limitations, faculty workload, the availability of qualified instructors, funding limitations, the constraints of regional planning, or legal requirements imposed by statute, regulations or contracts. The District may use procedures that are consistent with any of the approaches described in Title 5 Section 58106 for determining enrollment into affected courses when any of the factors for enrollment limitations are present. Enrollment may also be subject to ~~any~~ the enrollment priority system ~~pursuant to language contained in~~ established by AP 5055 titled Enrollment Priorities.

Such procedures shall be consistent with one or more of the following approaches:

(1) limiting enrollment to a first-come, first served basis or using other nonevaluative selection techniques to determine who may enroll; or
(2) limiting enrollment using a registration procedure authorized by section 58108; or
(3) in the case of intercollegiate competition, honors courses, or public performance courses, allocating available seats to those students judged most qualified; or
(4) limiting enrollment in one or more sections of a course to a cohort of students enrolled in one or more other courses, provided however, that a reasonable percentage of all sections of the course do not have such restrictions; or
(5) limiting enrollment using any selection procedure authorized by statute; or
(6) with respect to students on probation or subject to dismissal, the governing board may, consistent with the provisions of sections 55031 and 55032, limit enrollment to a total number of units or to selected courses, or require students to follow a prescribed educational plan.

No student is required to confer or consult with or required to receive permission to enroll in any class offered by the District, except as provided for in Administrative Procedure 5055 and those other District programs that utilize authorized restricted enrollment.

Students are not required to participate in any preregistration activities not uniformly required, and no registration procedures are used that result in restricting enrollment to a specialized clientele, except as provided for in Administrative Procedure 5055 and those other District programs that utilize authorized restricted enrollment.
.
A student may use Administrative Procedure 5530 to challenge an enrollment limitation on any of the following grounds:

- The limitation is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner
- The District is not following its enrollment procedures
- The basis for the limitation does not in fact exist

The student shall bear the burden of showing that grounds exist for the challenge. Challenges shall be handled in a timely manner, and if upheld, the district shall waive the enrollment limitation with respect to that student. Should a challenge be upheld because it is determined that the limitation is unlawfully discriminatory or is being applied in an unlawfully discriminatory manner, the district shall upon completion of the challenge advise the student that he or she may file a formal complaint of unlawful discrimination. Completion of the challenge procedure shall be deemed to be an effort at informal resolution of the complaint under Title 5, section 59327 and AP 5530.

Challenges are submitted to the ????? for official consideration.

DRAFT

Ventura College Academic Senate

April 18, 2013

VI. d. Action Items

BP/AP 5300 – Student Equity

Book   VCCCD Board Policy Manual
Section   Chapter 5 Student Services
Title   BP 5300 STUDENT EQUITY
Number   BP 5300
Status   Active
Legal   Education Code Sections 66030; 66250, et seq.; 72010 et seq.; Title 5, Section
              54220
Adopted   April 18, 2006

~~The Board is committed to assuring student equity in educational programs and college services. The Chancellor shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.~~ <u>The Colleges of the District shall establish and implement a student equity plan that meets Title 5 standards for such practice.</u>

See Administrative Procedure 5300.

Book   VCCCD Administrative Procedure Manual

Section   Chapter 5 Student Services

Title   AP 5300 STUDENT EQUITY

Number   AP 5300

Status   PROPOSED – NO AP 5300 IN VCCCD BOARDDOCS

Legal   Education Code Sections 66030, 66250 et seq., and 72010 et seq.; Title 5 Section 54220

Adopted

Last Reviewed

Each college in the District has a student equity plan. The Student Equity Plan shall be developed, reviewed, maintained, and updated under the supervision of the EVP for Student Learning, or designee, on each campus.

The plan is filed as required to the Chancellor's Office of California Community Colleges following approval by the Board.

The Student Equity Plan shall address:

- Involvement by appropriate people from the community who can articulate the perspectives and concerns of historically underrepresented groups.

- The active involvement of the groups on campus.

- Campus-based research as to the extent of student equity.

- Institutional barriers to equity.

- Goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for each historically underrepresented group.

- Activities most likely to be effective to attain goals, including coordination of existing student equity related programs.

- Sources of funds for the activities in the plan.

- A schedule and process for evaluation of progress toward the goals.

- An executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the District/each College will undertake to achieve the goals, the resources budgeted for that purpose, and the District officer or employee who can be contacted for further information.

Original draft_KEngelsen_received 3.06.13
DTRW-SS review 3.07.13_first reading
DCAA review 3.28.13 with revisions at this meeting to AS
Sent for Academic Senate review 4.01.13

~~The Student Equity Plan shall be developed, reviewed, maintained, and updated under the supervision of the EVP~~

~~for Student Learning, or designee, on each campus.~~

Original draft_KEngelsen_received 3.06.13
DTRW-SS review 3.07.13_first reading
DCAA review 3.28.13 with revisions at this meeting to AS
Sent for Academic Senate review 4.01.13

Ventura College Academic Senate

April 18, 2013

VI. e. Action Items

BP/AP 5500 – Standards of Conduct

BP 5500 STANDARDS OF CONDUCT—DRAFT 2013

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5500 STANDARDS OF STUDENT CONDUCT
Number	BP 5500
Status	Active
Legal	Education Code Section 66300; Accreditation Standard II.A.7.b
Adopted	April 13, 2010
Last Reviewed	March 11, 2010

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

The Board shall consider any recommendation from the Chancellor for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means. Students who violate any of the following standards for student conduct while on the college campus or at on or off-campus college-sponsored activities are subject to the procedures outlined in Administrative Procedures 5520: Student Discipline Procedures:

1. Causing, attempting to cause, or threatening to cause physical injury to another person or to one's self.

2. Possession, sale or otherwise furnishing a weapon, including but not limited to, any actual or facsimile of a firearm, knife, explosive or other dangerous object, or any item used to threaten bodily harm without written permission from a district employee, with concurrence of the College President.

3. Use, possession (except as expressly permitted by law), distribution, or offer to sell alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs while on campus or while participating in any college-sponsored event.

4. Presence on campus while under the influence of alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs except as expressly permitted by law. This includes the use or possession of medically authorized marijuana while on school property.

5. Committing or attempting to commit robbery or extortion.

6. Causing or attempting to cause damage to District property or to private property on campus.

7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.

8. Willful or persistent smoking ,use of other tobacco products, or "electronic cigarettes" in any area where smoking has been prohibited by law or by regulation of the college or the District.

9. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.

The District's response to instances of sexual harassment will follow the processes identified in Board Policy and Administrative Procedures 3430.

10. Engaging in *stalking,* intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation and cyberbullying.

110. Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities.

121. Disruptive behavior, willful disobedience, profanity, vulgarity or other offensive conduct, or the open and persistent defiance of the authority of, or persistent abuse of, District/college personnel in performance of their duties.

132. Academic dishonesty, cheating, or plagiarism.

143. Forgery; alteration or misuse of District/college documents, records or identification; or knowingly furnishing false information to the District/college or any related off-site agency or organization.

154. Unauthorized entry to or use of District/college facilities.

165. Violation of district/college rules and regulations including those concerning student organizations, the use of District/college facilities, or the time, place, and manner of public expression or distribution of materials.

17. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.

186. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

197. Unauthorized preparation, giving, selling, transfer, distribution, or publication of any recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to written class materials, except as permitted by District policy, or administrative procedure.

2018. Violation of professional ethical code of conduct in classroom or clinical settings as identified by state licensing agencies (Board of Registered Nursing, Emergency Medical Services Authority, Title 22, Peace Officers Standards & Training, California Department of Public Health). Students who engage in any of the above are subject to the procedures outlined in AP 5520.

See Administrative Procedure 5500.

ABP 5500 STANDARDS OF CONDUCT—DRAFT 2013

Book	VCCCD Board Policy ManualAdministrative Procedure
Section	Chapter 5 Student Services
Title	BP AP 5500 STANDARDS OF STUDENT CONDUCT
Number	BP AP 5500
Status	ActivePROPOSED
Legal	Education Code Section 66300; Accreditation Standard II.A.7.b
Adopted	April 13, 2010
Last Reviewed	March 11, 2010

The Chancellor shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

The Board shall consider any recommendation from the Chancellor for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means. Students who violate any of the following standards for student conduct while on the college campus or at on or off-campus college-sponsored activities are subject to the procedures outlined in Administrative Procedures 5520: Student Discipline Procedures:

1. Causing, attempting to cause, or threatening to cause physical injury to another person or to one's self.

2. Possession, sale or otherwise furnishing a weapon, including but not limited to, any actual or facsimile of a firearm, knife, explosive or other dangerous object, or any item used to threaten bodily harm without written permission from a district employee, with concurrence of the College President.

3. Use, possession (except as expressly permitted by law), distribution, or offer to sell alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs while on campus or while participating in any college-sponsored event.

4. Presence on campus while under the influence of alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs except as expressly permitted by law. This includes the use or possession of medically authorized marijuana while on school property.

5. Committing or attempting to commit robbery or extortion.

6. Causing or attempting to cause damage to District property or to private property on campus.

7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.

8. Willful or persistent ~~smoking ,use~~smoking, use of other tobacco products, or "electronic cigarettes" in any area where smoking has been prohibited by law or by regulation of the college or the District.

9. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law. The District's response to instances of sexual harassment will follow the processes identified in Board Policy and Administrative Procedures 3430.

10. Engaging in stalking, intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation and cyberbullying.

11. Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities.

12. Disruptive behavior, willful disobedience, profanity, vulgarity or other offensive conduct, or the open and persistent defiance of the ~~authority or~~authority or persistent abuse of District/college personnel in performance of their duties.

13. Academic dishonesty, cheating, or plagiarism.

14. Forgery; alteration or misuse of District/college documents, records or identification; or knowingly furnishing false information to the District/college or any related off-site agency or organization.

15. Unauthorized entry to or use of District/college facilities.

16. Violation of district/college rules and regulations including those concerning student organizations, the use of District/college facilities, or the time, place, and manner of public expression or distribution of materials.

17. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.

18. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

19. Unauthorized preparation, giving, selling, transfer, distribution, or publication of any recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to written class materials, except as permitted by District policy, or administrative procedure.

20. Violation of professional ethical code of conduct in classroom or clinical settings as identified by state licensing agencies (Board of Registered Nursing, Emergency Medical Services Authority, Title 22, Peace Officers Standards & Training, California Department of Public Health). Students who engage in any of the above are subject to the procedures outlined in AP 5520.

See ~~Administrative Procedure~~Board Policy 5500.

Ventura College Academic Senate

April 18, 2013

VI. f. Action Items

BP/AP 5520 – Discipline Procedure

Book	VCCCD ~~Administrative Procedure Manual~~Board Policy
Section	Chapter 5 Student Services
Title	~~B~~AP 5520 STUDENT DISCIPLINE PROCEDURE
Number	~~B~~AP 5520
Status	Active
Legal	Reference: Education Code Section 66300, 72122, 76030
Adopted	~~June 16, 2010~~
Last Reviewed	~~June 9, 2010~~

The Chancellor shall assure that a clear and effective Administrative Procedure is in place for the ~~The~~ purpose of ~~this procedure is to~~ provid~~ing~~ ~~e~~ a prompt and equitable means to address violations of the Student Code of Conduct (See BP 5500) , which provides to the student or students involved appropriate due process rights. This procedure will be applied in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These Board Policies and Administrative Procedures are not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Sections 66301 and 76120, and will not be used to punish expression that is protected.

See Administrative Procedure 5520~~Student conduct must conform to the Student Code of Conduct established by the Governing Board of the Ventura County Community College District in collaboration with college administrators and students. Violations of such rules are subject to disciplinary actions which are to be administered by appropriate college authorities. The Ventura County Community College District has established procedures for the administration of the penalties enumerated here. College authorities will determine the appropriate penalty(ies).~~

~~**Definitions of key terms:**~~

~~Chief Student Services Officer (CSSO). A college's Executive Vice President or Vice President of Student Services, or designee.~~

~~Day. A calendar day, unless otherwise specified in this procedure. If the final day to take any action required by this procedure falls on a Saturday, Sunday, or other day that the administrative office of the District are closed, the date for such action shall be extended to the next business day. Similarly, if the final day to take any action required by this policy occurs during summer session, or during an intersession, but the basis for discipline arose during an academic term prior to that summer or intersession, the final day to take any required action shall be extended to the first business day of the next academic term.~~

~~District. The Ventura County Community College District.~~

~~Good cause for disciplinary action. As used in this procedure, "good cause" for disciplinary action includes any violation of the VCCCD Student Code of Conduct as set forth in Board Policy 5500 and Education Code section 76033, when the conduct is related to college activity or college attendance, including but not limited to:~~

~~1. Causing, attempting to cause, or threatening to cause physical injury to another person or to one's self.~~

DTRW-SS 3.07.13 – original PEwins 3.21.13 post DTRW-SS
DCAA review 3.28.13

2. Possession, sale or otherwise furnishing a weapon, including but not limited to, any actual or facsimile of a firearm, knife, explosive or other dangerous object, or any item used to threaten bodily harm without written permissionfrom a District employee, with concurrence of the College President.

3. Use, possession (except as expressly permitted by law), distribution, or offer to sell alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs while on campus or while participating in any college-sponsored event.

4. Presence on campus while under the influence of alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs except as expressly permitted by law.

5. Committing or attempting to commit robbery or extortion.

6. Causing or attempting to cause damage to District property or to private property on campus.

7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.

8. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.

9. Engaging in harassing or discriminatory behavior. The District's response to instances of sexual harassment will follow the processes identified in BoardPolicy and Administrative Procedures 3430.

10. Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities.

11. Disruptive behavior, willful disobedience, profanity, vulgarity or other offensive conduct, or the open and persistent defiance of the authority of, or persistent abuse of, District/college personnel in performance of their duties.

12. Academic dishonesty, cheating, or plagiarism.

13. Forgery; alteration or misuse of District/college documents, records or identification; or knowingly furnishing false information to the District/college or any related off-site agency or organization.

14. Unauthorized entry to or use of District/college facilities.

15. Violation of District/college rules and regulations including those concerning student organizations, the use of District/college facilities, or the time, place, and manner of public expression or distribution of materials.

16. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

17. Unauthorized preparation, giving, selling, transfer, distribution, or publication of any recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to written class materials, except as permitted by District policy, or administrative procedure.

18. Violation of professional ethical code of conduct in classroom or clinical settings as identified by state licensing agencies (Board of Registered Nursing, Emergency Medical Services Authority, Title 22, Peace Officers Standards & Training, California Department of Public Health).

For purposes of student discipline under this procedure, conduct is related to college activity or college attendance if it occurs during or in conjunction with any program, activity, or event connected with District coursework, sponsored or sanctioned by the District or a college of the District, or funded in whole or in part by the District or college, whether the activity or event occurs on or off campus or during or outside of instructional hours.

Instructor. Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Student. Any person currently enrolled as a student at any college or in any program offered by the District.

DTRW-SS 3.07.13 – original PEwins 3.21.13 post DTRW-SS
DCAA review 3.28.13

~~Time Limit. Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties in writing.~~

~~Definitions of types of discipline listed in order of severity~~

~~The following sanctions may be imposed upon any student found to have violated the standards of student conduct. The selection of the degree of severity of sanction to be imposed shall be commensurate with the severity of offense. The availability of a less severe sanction does not preclude imposition of a more severe sanction in any circumstance where the more severe sanction is deemed appropriate.~~

~~Warning. Documented written notice by the CSSO to the student that continuation or repetition of specific conduct may be cause for other disciplinary action. A warning is retained in the college discipline files for two complete academic years.~~

~~Reprimand. Written notice to the student by the CSSO that the student has violated the Standards of Student Conduct. A reprimand serves as documentation that a student's conduct in a specific instance does not meet the standards expected at the college and as a warning to the student that further violations may result in further disciplinary sanctions. A reprimand is permanently retained in the college discipline files.~~

~~Temporary Removal from Class. Exclusion of the student by an instructor for good cause for the day of the removal and the next class meeting. [Education Code Section 76032.]~~

~~Short-term Suspension. Exclusion of the student by the CSSO, or designee, for good cause from one or more classes or activities for a period of up to ten (10) consecutive school days. [Education Code Sections 76030 and 76031.]~~

~~Disciplinary Probation and/or Temporary Ineligibility to Participate in Extracurricular Activities and/or Temporary Denial of Other Privileges. Placement of the student on probation by the College President or designee, for good cause, for a specified period of time not to exceed one academic year during which a student's fitness to continue to attend school, in light of the student's disciplinary offenses, is tested; and/or temporary exclusion of the student by the College President or designee, for good cause, from extracurricular activities for a specified period of time; and/or temporary denial of other specified privileges, by the College President or designee for good cause.~~

~~Immediate Interim Suspension. The College President or designee may order immediate suspension of a student where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days. A suspended student shall be prohibited from being enrolled in any community college within the District for the period of the suspension. [Education Code Sections 66017 and 76031; cf. Penal Code Section 626.2.]~~

~~Long-term Suspension. Exclusion of the student by the College President for good cause from one or more classes and/or activities, or from all classes and/or activities of the college for up to the remainder of the semester and the following semester. A student suspended from all classes and/or activities shall be prohibited from being enrolled in any community college within the District for the period of the suspension. [Education Code Sections 76030 and 76031.]~~

~~Expulsion. Exclusion of the student by the Board of Trustees from all colleges in the District for one or more terms when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others. [Education Code Section 76030.]~~

~~In addition to the above sanctions, the sanction of restitution may be imposed upon a student, where appropriate, to compensate for loss, damage, or injury. Furthermore, the sanction of administrative hold, to prevent a student from enrolling, may be placed on a student's records by the District if a long-term suspension from all classes and/or activities, or expulsion has been imposed following the formal hearing described below, or the student has failed to meet with the CSSO, or designee, regarding a pending disciplinary matter.~~

~~Procedures for Disciplinary Actions (listed in order of severity)~~

~~Any times specified in these procedures may be shortened or lengthened if there is mutual written concurrence by all parties.~~

DTRW-SS 3.07.13 – original PEwins 3.21.13 post DTRW-SS
DCAA review 3.28.13

Warning

The CSSO or designee, upon recommendation from an instructor or other District or college employee, shall review the report of alleged misconduct. If it is determined that there has been a violation of the Student Code of Conduct or the Education Code, the CSSO or designee will notify the student that the continuation and/or repetition of misconduct may result in more serious disciplinary action. This notification may be delivered orally or in writing. Documentation of the misconduct and/or the notice given to the student shall be retained in the District discipline files for two complete academic years. Warnings may be appealed directly to the College President. Students may not request a student conduct hearing to appeal a warning. [Cf. Education Code Section 76232 – challenging content of student records.]

Reprimand

The CSSO or designee, upon recommendation from an instructor or other District or college employee, shall review the report of alleged misconduct. If it is determined that there has been a serious violation of the Student Code of Conduct or the Education Code, the CSSO or designee will notify the student that the continuation and/or repetition of misconduct may result in even more serious disciplinary action. This notification will be delivered in writing. Documentation of the misconduct and the written notice given to the student shall be permanently retained in the District discipline files. Reprimands may be appealed directly to the College President. Students may not request a hearing to appeal a reprimand.

Temporary Removal from Class

Any instructor may remove a student from his or her class for good cause for the day of the removal and the next class meeting. The instructor shall immediately report the removal to his/her supervising administrator and the CSSO or designee. A meeting shall be arranged between the student and the instructor regarding the removal prior to the day that the student is eligible to return to class. If the instructor or the student makes the request, the CSSO or designee shall attend the meeting. The student is not allowed to return to the class for the day of removal and the next class meeting without the concurrence of the instructor. Nothing herein will prevent the CSSO or designee from recommending further disciplinary action in accordance with these procedures based on the facts that led to the removal. [Education Code Section 76032.]

Suspensions and Expulsions

Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

Notice. The CSSO or designee will provide the student with written notice of the conduct warranting the discipline, stating the facts on which the proposed discipline is based, and providing any evidence on which the college may rely in the imposition of discipline. Evidence which may identify other students or which would result in the revelation of test questions or answers need not be provided in advance, and if feasible may be presented under circumstances which maintain the anonymity of other students, or assures the security of test questions or answers. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. The notice will include the following:

- the specific section of the Standards of Student Conduct or Education Code that the student is accused of violating;

- a specific statement of the facts supporting the proposed discipline;

- any evidence on which the college may rely in the imposition of discipline. Evidence that may identify other students or which would result in the revelation of test questions or answers need not be provided in advance. Testimony relating to students not subject to discipline may be presented in a manner that protects the anonymity or safety of the third party student. If such testimony is needed, it may be presented under circumstances that protect the safety of such students or maintains the anonymity of other students, as the hearing officer may determine to be in the interests of justice. Similarly, evidence relating to test questions or answers may be presented, if possible, only in a manner that maintains the security of test questions or answers;

DTRW-SS 3.07.13 – original PEwins 3.21.13 post DTRW-SS
DCAA review 3.28.13

- the right of the student to meet with the CSSO or designee to discuss the accusation, or to respond in writing, or both; and

- the level of the discipline that is being proposed.

Time limits. The notice described above must be provided to the student as soon as possible and no later than 14 days from the date on which the conduct took place or became known to the CSSO or designee;

Meeting. If the student chooses to meet with the CSSO or designee, the meeting must be requested within 7 days and must occur within 14 days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond orally or in writing to the accusation, or both, in order to state why the proposed disciplinary action should not be taken.

Short-term Suspension. Within 10 days after the delivery of the notice, or within 10 days of a meeting if the student requests a meeting, or within 10 days of receiving the students statement as to why the proposed disciplinary action should not be implemented, the CSSO shall decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the CSSO's decision shall be provided to the student and, if the student is a minor, to the student's parent or guardian. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action, as well as any conditions or limitations placed on the student during the short term suspension. The notice will include the right of the student to request a meeting with the College President or designee within 7 days of notification of the recommended disciplinary action. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. Such meeting shall be held within 14 days after receipt of the student's written request for a meeting. Failure of the student to appear at the meeting will constitute a waiver of the student's right to a meeting. The meeting shall be conducted in any manner deemed appropriate by the College President, provided that the student is offered the opportunity to provide his or her version of events, and any evidence that supports his or her version of the events. The CSSO, or designee, may also provide evidence contradicting the student's version of the facts. If either the student or the CSSO, or designee, is offered the opportunity to present evidence or the testimony of witnesses, the other party must be given the opportunity to cross-examine such witnesses. The meeting shall be closed and confidential, and all witnesses shall be excluded from the meeting except when testifying. Neither the student nor the CSSO, or designee, shall be entitled to representation by an attorney in this proceeding; however if the student is a minor, the student may be accompanied by his/her parent or guardian. After the conclusion of the meeting, the College President or designee shall determine whether a preponderance of evidence supports the charges against the student, and shall provide the student with written notice of his/her decision, and the factual basis therefor, within 7 days of the conclusion of the hearing. The College President's decision on a short term suspension shall be final and shall be reported to the District's Chancellor.

Long-term Suspension. Within 7 days after the delivery of the notice, or within 7 days of a meeting with the CSSO, or designee, if the student requested a meeting, the College President shall, based on the recommendation from the CSSO, or designee, decide whether to impose a long-term suspension. Written notice of the College President's decision shall be provided to the student and, if the student is a minor, to the student's parent or guardian. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. The notice will include the length of time of the proposed suspension, as well as a statement that the student will be prohibited from being enrolled in any college within the District for the period of the suspension. The notice will include the factual allegations on which the proposed suspension is based, any evidence in the possession of the District on which it will rely in support of the recommended suspension, the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of the procedures for the hearing.

Expulsion. Within 7 days after the delivery of the notice, or within 7 days of a meeting if the student requests a meeting, the College President shall, pursuant to a recommendation from the CSSO, decide whether to recommend expulsion to the Chancellor and Board of Trustees. Written notice of the College President's decision shall be provided to the student and, if the student is a minor, to the student's parent or guardian. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. The notice will include the right of the student to request a formal hearing before expulsion is imposed, the factual allegations on which the proposed

expulsion is based, any evidence in the possession of the District on which it will rely in support of the recommended suspension, and a copy of the procedures for the hearing.

Hearing Procedures for Long-term Suspension and Expulsion

Request for Hearing. Within 7 days after receipt of the College President's decision regarding a long-term suspension or expulsion, the student may request a formal hearing before a hearing panel. The request must be made in writing to the College President and must include a date and the signature of the student or, if the student is a minor, the student's parent or guardian. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. If the request for hearing is not received within 7 days after the student's receipt of the College President's decision or recommendation in the case of expulsion, the student's right to a hearing shall be deemed waived.

Schedule of Hearing. The formal hearing shall be held within 21 days after a formal request for hearing is received. The parties involved will be asked to attend the hearing and will be given sufficient notice in writing as to the time and place at least 10 days prior to the hearing date. Notice of the date of the hearing shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college.

Hearing Panel. The hearing panel for any disciplinary action shall be composed of one administrator, one faculty member, and one student. At the beginning of the academic year, and no later than October 1st, the College President, the president of the Academic Senate, and the Associated Students president shall each provide the names of at least two persons willing to serve on Student Disciplinary Hearing Panels. The College President shall appoint the Hearing Panel from the names in this pool; however, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, who is a relative of any party or witness, or who could not otherwise act in a neutral manner shall serve on a Hearing Panel. Upon notification of the Hearing Panel's composition, the student and the District shall each be allowed one peremptory challenge. The College President shall substitute the challenged member or members and replace them with another member of the panel pool to achieve the appropriate Hearing Panel composition. In the event the pool names are exhausted in any one category, further designees shall be submitted by the College President (for administrators), the President of the Academic Senate (for faculty), or the Associated Student President (for students). The chairperson may, by giving written notice to both parties, reschedule the hearing as necessary pending the submission of alternate designees.

A quorum shall consist of all three members of the committee.

Hearing Panel Chair. The College President shall appoint one member of the Hearing Panel to serve as the chair. The decision of the Hearing Panel Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the Hearing Panel to the contrary.

Hearing Process. Prior to commencement of the hearing, the members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student, and all applicable student due process policies and administrative procedures. The facts supporting the accusation shall be presented by a college representative who shall be the CSSO or designee.

After consultations with the parties, in the interests of justice, a time limit on the amount of time provided for each party to present its case, or any rebuttal, may be set by the hearing panel. Formal rules of evidence shall not apply. All members of the campus community shall be bound by the student code of conduct or code of professional ethics to provide only true testimony. Witnesses who are not members of the campus community will testify under oath subject to the penalty of perjury. Any relevant evidence may be admitted at the discretion of the Hearing Panel Chair, in consultation with the Hearing Panel. Hearsay evidence will be admissible, but will be insufficient, alone, to establish a charge against the student. The Hearing Panel Chair, in consultation with the Hearing Panel, shall be responsible for determining the relevancy of presented evidence and testimony, the number of witnesses permitted to testify, and the time allocated for testimony and questioning. The Hearing Panel Chair, in consultation with the Hearing Panel, shall further be responsible for instructing and questioning witnesses on behalf of the Hearing Panel, and for dismissing any persons who are disruptive or who fail to follow instructions. The Hearing Panel Chair shall have the final decision on all procedural questions concerning the hearing.

DTRW-SS 3.07.13 – original PEwins 3.21.13 post DTRW-SS
DCAA review 3.28.13

Unless the Hearing Panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to establish by a preponderance of the evidence that the facts alleged are true. The Hearing Panel may request legal assistance for the Panel itself through the College President. Any legal advisor provided to the Hearing Panel may be present during the hearing and in any deliberations in an advisory capacity to provide legal counsel but shall not be a member of the panel or vote with it.

Both parties shall have the right to present statements, testimony, evidence, and witnesses. Each party shall have the right to be represented by a single advisor but not a licensed attorney. The student shall, in consultation with the Hearing Panel, have the right to be served by a translator or qualified interpreter to ensure the student's full participation in the proceedings.

Hearings shall be closed and confidential. No other persons except the student and, the college representative and their non-attorney representatives and/or translators/interpreters, if any, a court reporter, if any, individual witnesses, the Hearing Panel members, and the Hearing Panel's legal counsel, if any, shall be present. Witnesses shall not be present at the hearing when not testifying, unless all parties and the Hearing Panel agree to the contrary. The rule of confidentiality shall prevail at all stages of the hearing. Moreover, the Hearing Panel members shall ensure that all hearings, deliberations, and records remain confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), California Education Code Section 76200 et seq., and District Board Policies and Administrative Procedures related to the privacy of student and employee records.

The hearing shall be recorded by the District by electronic means such as audiotape, videotape, or by court reporting service and shall be the only recording made. No other recording devices shall be permitted to be used at the hearing. Any witness who refuses to be recorded shall not be permitted to give testimony. A witness who refuses to be recorded shall not be considered to be unavailable within the meaning of the rules of evidence, and therefore no exception to the hearsay rule for unavailability shall apply to such witness. The Hearing Panel Chair shall, on the record, at the beginning of the hearing, ask all persons present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The recording shall remain the property of the District and shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the recording; however, any transcript of the recording requested by the student shall be provided at the student's own expense.

Following the close of the hearing, the Hearing Panel shall deliberate in closed session. These deliberations shall not be electronically recorded and the proceedings shall be confidential. Within 7 days following the close of the hearing, the hearing panel shall prepare and send to the College President a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Student Code of Conduct was violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on any matters outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing. The District shall maintain records of all Disciplinary Hearings in a secure location on District premises for a period of 7 years.

College President's Decision

- Long-term suspension. Within 14 days following receipt of the hearing panel's recommended decision, the College President shall render a final written decision. The College President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the College President modifies or rejects the hearing panel's decision, the College President shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. The decision of the College President shall be final, and shall be reported to the District Chancellor.

- Expulsion. Within 14 days following receipt of the hearing panel's recommended decision, the College President shall render a written recommended decision to the Chancellor. The College President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the College President modifies or rejects the hearing panel's decision, he or she shall review the record of the

DTRW-SS 3.07.13 – original PEwins 3.21.13 post DTRW-SS
DCAA review 3.28.13

hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The College President's decision shall be forwarded to the Chancellor as a recommendation to the Board of Trustees.

Board of Trustees Decision

The Board of Trustees shall consider any recommendation from the Chancellor for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. [Education Code Section 72122.]

The student (and the parent or guardian if the student is a minor) shall be notified in writing, by certified mail, by personal service, or by such method of delivery as will establish receipt, at least 72 hours prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold in closed session any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting.

The Board may accept, modify or reject the findings, decisions and recommendations of the Chancellor. If the Board modifies or rejects the Chancellor's recommendation, the Board shall review the record of the hearing, and shall, within 30 days or by the next regular meeting of the Board, whichever is later, prepare a new written decision which contains its specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

DTRW-SS 3.07.13 – original PEwins 3.21.13 post DTRW-SS
DCAA review 3.28.13

Book   VCCCD Administrative Procedure Manual

Section   Chapter 5 Student Services

Title   AP 5520 STUDENT DISCIPLINE PROCEDURE

Number   AP 5520

Status   Active – THERE IS NO BP IN VCCCD BOARDDOCS

Legal   Reference: Education Code Section 66300, 66301,72122, 76030, 76102,
              76003, 66017, 76031, 76032,76232,76200

Education Code Section 66300, 72122, 76030

Adopted   June 16, 2010

Last Reviewed June 9, 2010

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Student Code of Conduct, which provides to the student or students involved appropriate due process rights. This procedure will be applied in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These Administrative Procedures are not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Sections 66301 and 76120, and will not be used to punish expression that is protected.

Student conduct must conform to the Student Code of Conduct established by the Governing Board of the Ventura County Community College District in collaboration with college administrators and students. Violations of such rules are subject to disciplinary actions which are to be administered by appropriate college authorities. The Ventura County Community College District has established procedures for the administration of the penalties enumerated here. College authorities will determine the appropriate penalty(ies).

Definitions of key terms:

Chief Student Services Officer (CSSO). A college's Executive Vice President or Vice President of Student Services, or designee.

Day. A calendar day, unless otherwise specified in this procedure. If the final day to take any action required by this procedure falls on a Saturday, Sunday, or other day that the administrative office of the District are college is closed, the date for such action shall be extended to the next business day. Similarly, if if the final day to take any action required by this policy occursany action is required while the faculty or staff member involved is "off contract" or otherwise unavailable, the timeline will commence when the faculty member returns to active contract status.

during summer session, or during an intersession, but the basis for discipline arose during an academic term prior to that summer or intersession, the final day to take any required action shall be extended to the first business day of the next academic term.

District. The Ventura County Community College District.

Good cause for disciplinary action. As used in this procedure, "good cause" for disciplinary action includes any violation of the VCCCD Student Code of Conduct as set forth in Board Policy 5500 and Education Code section 76033, when the conduct is related to college activity or college attendance, including but not limited to:

1. Causing, attempting to cause, or threatening to cause physical injury to another person or to one's self.

Original draft from P. Ewins received 3.05.13
DTRW-SS 3.07.13 first reading
DCAA review 3.28.13

2. Possession, sale or otherwise furnishing a weapon, including but not limited to, any actual or facsimile of a firearm, knife, explosive or other dangerous object, or any item used to threaten bodily harm without written permission from a District employee, with concurrence of the College President.

3. Use, possession (except as expressly permitted by law), distribution, or offer to sell alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs while on campus or while participating in any college-sponsored event.

4. Presence on campus while under the influence of alcoholic beverages, narcotics, hallucinogenic drugs, marijuana, other controlled substances or dangerous drugs except as expressly permitted by law.

5. Committing or attempting to commit robbery or extortion.

6. Causing or attempting to cause damage to District property or to private property on campus.

7. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.

8. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.

9. Engaging in harassing or discriminatory behavior. The District's response to instances of sexual harassment will follow the processes identified in Board Policy and Administrative Procedures 3430.

10. Obstruction or disruption of classes, administrative or disciplinary procedures, or authorized college activities.

11. Disruptive behavior, willful disobedience, profanity, vulgarity or other offensive conduct, or the open and persistent defiance of the authority of, or persistent abuse of, District/college personnel in performance of their duties.

12. Academic dishonesty, cheating, or plagiarism.

13. Forgery; alteration or misuse of District/college documents, records or identification; or knowingly furnishing false information to the District/college or any related off-site agency or organization.

14. Unauthorized entry to or use of District/college facilities.

15. Violation of District/college rules and regulations including those concerning student organizations, the use of District/college facilities, or the time, place, and manner of public expression or distribution of materials.

16. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

17. Unauthorized preparation, giving, selling, transfer, distribution, or publication of any recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to written class materials, except as permitted by District policy, or administrative procedure.

18. Violation of professional ethical code of conduct in classroom or clinical settings as identified by state licensing agencies (Board of Registered Nursing, Emergency Medical Services Authority, Title 22, Peace Officers Standards & Training, California Department of Public Health).

For purposes of student discipline under this procedure, conduct is related to college activity or college attendance if it occurs during or in conjunction with any program, activity, or event connected with District coursework, sponsored or sanctioned by the District or a college of the District, or funded in whole or in part by the District or college, whether the activity or event occurs on or off campus or during or outside of instructional hours.

InstructorFaculty. Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Student. Any person currently enrolled as a student at any college or in any program offered by the District.

Original draft from P. Ewins received 3.05.13
DTRW-SS 3.07.13 first reading
DCAA review 3.28.13

Time Limit. Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties in writing.

Definitions of types of discipline listed in order of severity

The following sanctions may be imposed upon any student found to have violated the standards of student conduct. The selection of the degree of severity of sanction to be imposed shall be commensurate with the severity of offense. The availability of a less severe sanction does not preclude imposition of a more severe sanction in any circumstance where the more severe sanction is deemed appropriate.

Warning. Documented written notice by the CSSO or designee to the student that continuation or repetition of specific conduct may be cause for other disciplinary action. A warning is retained in the college discipline files for two complete academic years.

Reprimand. Written notice to the student by the CSSO or designee that the student has violated the Standards of Student Conduct. A reprimand serves as documentation that a student's conduct in a specific instance does not meet the standards expected at the college and as a warning to the student that further violations may result in further disciplinary sanctions. A reprimand is permanently retained in the college discipline files.

Temporary Removal from Class. Exclusion of the student by an instructoran instructor for good cause for the day of the removal and the next class meeting. [Education Code Section 76032.]

Short-term Suspension. Exclusion of the student by the CSSO, or designee, for good cause from one or more classes or activities for a period of up to ten (10) consecutive school days. [Education Code Sections 76030 and 76031.]

Disciplinary Probation and/or Temporary Ineligibility to Participate in Extracurricular Activities and/or Temporary Denial of Other Privileges. Placement of the student on probation by the College President or designee, for good cause, for a specified period of time, not to exceed one academic year, during which a student's fitness to continue to attend school, in light of the student's disciplinary offenses, is testedevaluated; and/or temporary exclusion of the student by the College President or designee, for good cause, from extracurricular activities for a specified period of time; and/or temporary denial of other specified privileges, by the College President or designee for good cause.

Immediate Interim Suspension. The College President or designee may order immediate interim suspension of a student where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days. A suspended student shall be prohibited from being enrolled in any community college within the District for the period of the suspension. [Education Code Sections 66017 and 76031; cf. Penal Code Section 626.2.]

Long-term Suspension. Exclusion of the student by the College President for good cause from one or more classes and/or activities, or from all classes and/or activities of the college for up to the remainder of the semester and the following semester. A student suspended from all classes and/or activities shall be prohibited from being enrolled in any community college within the District for the period of the suspension. [Education Code Sections 76030 and 76031.]

Expulsion. Exclusion of the student by the Board of Trustees from all colleges in the District for one or more terms when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others. [Education Code Section 76030.]

In addition to the above sanctions, the sanction of restitution may be imposed upon a student, where appropriate, to compensate for loss, damage, or injury. Furthermore, the sanction of administrative hold, to prevent a student from enrolling, may be placed on a student's records by the District if a long-term suspension from all classes and/or activities, or expulsion has been imposed following the formal hearing described below, or the student has failed to meet with the CSSO, or designee, regarding a pending disciplinary matter.

Procedures for Disciplinary Actions (listed in order of severity)

Original draft from P. Ewins received 3.05.13
DTRW-SS 3.07.13 first reading
DCAA review 3.28.13

Any times specified in these procedures may be shortened or lengthened if there is mutual written concurrence by all parties.

Warning

The CSSO or designee, upon recommendation from ~~an instructor~~Faculty or other District or college employee, shall review the report of alleged misconduct. If it is determined that there has been a violation of the Student Code of Conduct or the Education Code, the CSSO or designee will notify the student that the continuation and/or repetition of misconduct may result in more serious disciplinary action. This notification may be delivered orally or in writing. Documentation of the misconduct and/or the notice given to the student shall be retained in the District discipline files for two complete academic years. Warnings may be appealed directly to the College President. Students may not request a student conduct hearing to appeal a warning. [Cf. Education Code Section 76232 - challenging content of student records.]

Reprimand

The CSSO or designee, upon recommendation from ~~an instructor~~Faculty or other District or college employee, shall review the report of alleged misconduct. If it is determined that there has been a serious violation of the Student Code of Conduct or the Education Code, the CSSO or designee will notify the student that the continuation and/or repetition of misconduct may result in even more serious disciplinary action. This notification will be delivered in writing. Documentation of the misconduct and the written notice given to the student shall be permanently retained in the District discipline files. Reprimands may be appealed directly to the College President. Students may not request a hearing to appeal a reprimand.

Temporary Removal from Class

Any ~~instructor~~Instructor may remove a student from his or her class for good cause for the day of the removal and the next class meeting. The ~~instructor~~Instructor shall immediately report the removal to his/her supervising administrator and the CSSO or designee. A meeting shall be arranged between the student and the ~~instructor~~Instructor regarding the removal prior to the day that the student is eligible to return to class. If the ~~instructor~~Instructor or the student makes the request, the CSSO or designee shall attend the meeting. The student is not allowed to return to the class for the day of removal and the next class meeting without the concurrence of the ~~instructor~~Instructor. Nothing herein will prevent the CSSO or designee from recommending further disciplinary action in accordance with these procedures based on the facts that led to the removal. [Education Code Section 76032.]

Suspensions and Expulsions

Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

Notice. The CSSO or designee will provide the student with written notice of the conduct warranting the discipline, stating the facts on which the proposed discipline is based, and providing any evidence on which the college may rely in the imposition of discipline. Evidence which may identify other students or which would result in the revelation of test questions or answers need not be provided in advance, and if feasible may be presented under circumstances which maintain the anonymity of other students, or assures the security of test questions or answers. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. The notice will include the following:

- the specific section of the Standards of Student Conduct or Education Code that the student is accused of violating;
- a specific statement of the facts supporting the proposed discipline;
- any evidence on which the college may rely in the imposition of discipline. Evidence that may identify other students or which would result in the revelation of test questions or answers need not be provided in advance. Testimony relating to students not subject to discipline may be presented in a manner that

Original draft from P. Ewins received 3.05.13
DTRW-SS 3.07.13 first reading
DCAA review 3.28.13

protects the anonymity or safety of the third party student. If such testimony is needed, it may be presented under circumstances that protect the safety of such students or maintains the anonymity of other students, as the hearing officer may determine to be in the interests of justice. Similarly, evidence relating to test questions or answers may be presented, if possible, only in a manner that maintains the security of test questions or answers;

- the right of the student to meet with the CSSO or designee to discuss the accusation, or to respond in writing, or both; and

- the level of the discipline that is being proposed.

Time limits. The notice described above must be provided to the student as soon as possible and no later than 14 days from the date on which the conduct took place or became known to the CSSO or designee;

Meeting. If the student chooses to meet with the CSSO or designee, the meeting must be requested within 7 days and must occur within 14 days after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond orally or in writing to the accusation, or both, in order to state why the proposed disciplinary action should not be taken.

Short-term Suspension. Within 10 days after the delivery of the notice, or within 10 days of a meeting if the student requests a meeting, or within 10 days of receiving the students statement as to why the proposed disciplinary action should not be implemented, the CSSO, or designee, shall decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the CSSO's or designee's decision shall be provided to the student and, if the student is a minor, to the student's parent or guardian. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action, as well as any conditions or limitations placed on the student during the short-term suspension. The notice will include the right of the student to request a meeting with the College President or designee within 7 days of notification of the recommended disciplinary action. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. Such meeting with the college President or designee shall be held within 14 days after receipt of the student's written request for a meeting. Failure of the student to appear at the meeting will constitute a waiver of the student's right to a meeting. The meeting shall be conducted in any manner deemed appropriate by the College President, provided that the student is offered the opportunity to provide his or her version of events, and any evidence that supports his or her version of the events. The CSSO, or designee, may also provide evidence contradicting the student's version of the facts. If either the student or the CSSO, or designee, is offered the opportunity to present evidence or the testimony of witnesses, the other party must be given the opportunity to cross-examine such witnesses. The meeting shall be closed and confidential, and all witnesses shall be excluded from the meeting except when testifying. Neither the student nor the CSSO, or designee, shall be entitled to representation by an attorney in this proceeding; however if the student is a minor, the student may be accompanied by his/her parent or guardian. After the conclusion of the meeting, the College President or designee shall determine whether a preponderance of evidence supports the charges against the student, and shall provide the student with written notice of his/her decision, and the factual basis thereforfor this decision, within 7 days of the conclusion of the hearing. The College President's decision on a short-term suspension shall be final and shall be reported to the District's Chancellor.

Long-term Suspension. Within 7 10 days after the delivery of the notice, or within 7 10 days of a meeting with the CSSO, or designee, if the student requested a meeting, the College President shall, based on the recommendation from the CSSO, or designee, decide whether to impose a long-term suspension. Written notice of the College President's decision shall be provided to the student and, if the student is a minor, to the student's parent or guardian. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. The notice will include the length of time of the proposed suspension, as well as a statement that the student will be prohibited from being enrolled in any college within the District for the period of the suspension. The notice will include the factual allegations on which the proposed suspension is based, any evidence in the possession of the

Original draft from P. Ewins received 3.05.13
DTRW-SS 3.07.13 first reading
DCAA review 3.28.13

District on which it will rely in support of the recommended suspension, the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of the procedures for the hearing. The College President or designee may invoke immediate, and if necessary, consecutive interim suspension(s) of a student awaiting a formal hearing where he or she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order.

Expulsion. Within 7 10 days after the delivery of the notice, or within 7 10 days of a meeting if the student requests a meeting, the College President shall, pursuant to a recommendation from the CSSO, or designee, decide whether to recommend expulsion to the Chancellor and Board of Trustees. Written notice of the College President's decision shall be provided to the student and, if the student is a minor, to the student's parent or guardian. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. The notice will include the right of the student to request a formal hearing before expulsion is imposed, the factual allegations on which the proposed expulsion is based, any evidence in the possession of the District on which it will rely in support of the recommended suspension, and a copy of the procedures for the hearing. The College President or designee may invoke immediate and if necessary, consecutive, interim suspension(s) of a student awaiting a formal hearing where he or she concludes that immediate, suspension is required to protect lives or property and to ensure the maintenance of order.

Hearing Procedures for Long-term Suspension and Expulsion

Request for Hearing. Within 7 10 days after receipt of the College President's decision regarding a long-term suspension or expulsion, the student may request a formal hearing before a hearing panel. The request must be made in writing to the College President and must include a date and the signature of the student or, if the student is a minor, the student's parent or guardian. The notice shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college. If the request for hearing is not received within 7 10 days after the student's receipt of the College President's decision or recommendation in the case of expulsion, the student's right to a hearing shall be deemed waived.

Schedule of Hearing. The formal hearing shall be held within 21 days after a formal request for hearing is received. The parties involved will be asked to attend the hearing and will be given sufficient notice in writing as to the time and place at least 10 days prior to the hearing date. Notice of the date of the hearing shall be deemed delivered if it is personally served on the student, or the student's parent or guardian if the student is a minor, or deposited in U.S. mail to the student's most recent address on file with the college.

Hearing Panel. The hearing panel for any disciplinary action shall be composed of one administrator, one faculty member, and one student. At the beginning of the academic year, and no later than October 1st, the College President, the president of the Academic Senate, and the Associated Students president shall each provide the names of at least two persons willing to serve on Student Disciplinary Hearing Panels. The College President shall appoint the Hearing Panel from the names in this pool; however, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, who is a relative of any party or witness, or who could not otherwise act in a neutral manner shall serve on a Hearing Panel. Upon notification of the Hearing Panel's composition, the student and the District shall each be allowed one peremptory challenge. The College President shall substitute the challenged member or members and replace them with another member of the panel pool to achieve the appropriate Hearing Panel composition. In the event the pool names are exhausted in any one category, further designees shall be submitted by the College President (for administrators), the President of the Academic Senate (for faculty), or the Associated Student President (for students). The chairperson may, by giving written notice to both parties, reschedule the hearing as necessary pending the submission of alternate designees.

A quorum shall consist of all three members of the committee.

Hearing Panel Chair. The College President shall appoint one member of the Hearing Panel to serve as the chair. The decision of the Hearing Panel Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the Hearing Panel to the contrary.

Original draft from P. Ewins received 3.05.13
DTRW-SS 3.07.13 first reading
DCAA review 3.28.13

Hearing Process. Prior to commencement of the hearing, the members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student, and all applicable student due process policies and administrative procedures. ~~The facts supporting the accusation shall be presented by a college representative who shall be the CSSO or designee.~~ A college representative who shall be the CSSO or designee shall present the facts supporting the accusation.

After consultations with the parties, in the interests of justice, a time limit on the amount of time provided for each party to present its case, or any rebuttal, may be set by the hearing panel. Formal rules of evidence shall not apply. All members of the campus community shall be bound by the student code of conduct or code of professional ethics to provide only true testimony. Witnesses who are not members of the campus community will testify under oath subject to the penalty of perjury. Any relevant evidence may be admitted at the discretion of the Hearing Panel Chair, in consultation with the Hearing Panel. Hearsay evidence and written statements will be admissible, but will be insufficient, alone, to establish a charge against the student. The Hearing Panel Chair, in consultation with the Hearing Panel, shall be responsible for determining the relevancy of presented evidence and testimony, the number of witnesses permitted to testify, and the time allocated for testimony and questioning. The Hearing Panel Chair, in consultation with the Hearing Panel, shall further be responsible for instructing and questioning witnesses on behalf of the Hearing Panel, and for dismissing any persons who are disruptive or who fail to follow instructions. The Hearing Panel Chair shall have the final decision on all procedural questions concerning the hearing.

Unless the Hearing Panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the college representative to establish by a preponderance of the evidence that the facts alleged are true. The Hearing Panel may request legal assistance for the Panel itself through the College President. Any legal advisor provided to the Hearing Panel may be present during the hearing and in any deliberations in an advisory capacity to provide legal counsel but shall not be a member of the panel or vote with it.

Both parties shall have the right to present statements, testimony, evidence, and witnesses. Each party shall have the right to be represented by a single advisor but not a licensed attorney. The student shall, in consultation with the Hearing Panel, have the right to be served by a translator or qualified interpreter to ensure the student's full participation in the proceedings.

Hearings shall be closed and confidential. No other persons except the student and, the college representative and their non-attorney representatives and/or translators/interpreters, if any, a college appointed court reporter, if any, individual witnesses, the Hearing Panel members, and the Hearing Panel's legal counsel, if any, shall be present. Witnesses shall not be present at the hearing when not testifying, unless all parties and the Hearing Panel agree to the contrary. The rule of confidentiality shall prevail at all stages of the hearing. Moreover, the Hearing Panel members shall ensure that all hearings, deliberations, and records remain confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), California Education Code Section 76200 et seq., and District Board Policies and Administrative Procedures related to the privacy of student and employee records.

The hearing shall be recorded by the District by electronic means such as audiotape, videotape, or by court reporting service and shall be the only recording made. No other recording devices shall be permitted to be used at the hearing. Any witness who refuses to be recorded shall not be permitted to give testimony. A witness who refuses to be recorded shall not be considered to be unavailable within the meaning of the rules of evidence, and therefore no exception to the hearsay rule for unavailability shall apply to such witness. The Hearing Panel Chair shall, on the record, at the beginning of the hearing, ask all persons present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The recording shall remain the property of the District and shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the recording; however, any transcript of the recording requested by the student shall be provided at the student's own expense.

Following the close of the hearing, the Hearing Panel shall deliberate in closed session. These deliberations shall not be electronically recorded and the proceedings shall be confidential. Within 7 days following the close of the hearing, the hearing panel shall prepare and send to the College President a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Student Code of Conduct was violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on any matters outside of that record. The record consists of the original accusation,

Original draft from P. Ewins received 3.05.13
DTRW-SS 3.07.13 first reading
DCAA review 3.28.13

Comment [p4]: How and where would this be enforced?

the written response, if any, of the student, and the oral and written evidence produced at the hearing. The District shall maintain records of all Disciplinary Hearings in a secure location on District premises for a period of 7 years.

College President's Decision

- Long-term suspension. Within 14 days following receipt of the hearing panel's recommended decision, the College President shall render a final written decision. The College President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the College President modifies or rejects the hearing panel's decision, the College President shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. The decision of the College President shall be final, and shall be reported to the District Chancellor.

- Expulsion. Within 14 days following receipt of the hearing panel's recommended decision, the College President shall render a written recommended decision to the Chancellor. The College President may accept, modify or reject the findings, decisions and recommendations of the hearing panel. If the College President modifies or rejects the hearing panel's decision, he or she shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The College President's decision shall be forwarded to the Chancellor as a recommendation to the Board of Trustees.

Board of Trustees Decision

The Board of Trustees shall consider any recommendation from the Chancellor for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. [Education Code Section 72122.]

The student (and the parent or guardian if the student is a minor) shall be notified in writing, by certified mail, by personal service, or by such method of delivery as will establish receipt, at least 72 hours prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold in closed session any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting.

The Board may accept, modify or reject the findings, decisions and recommendations of the Chancellor. If the Board modifies or rejects the Chancellor's recommendation, the Board shall review the record of the hearing, and shall, within 30 days or by the next regular meeting of the Board, whichever is later, prepare a new written decision which contains its specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

Formatted: Font Alignment: Top

Original draft from P. Ewins received 3.05.13
DTRW-SS 3.07.13 first reading
DCAA review 3.28.13

Ventura College Academic Senate

April 18, 2013

VI. g. Action Items

BP/AP 5530 – Student Rights and Grievances

BP 5530 STUDENT RIGHTS AND GRIEVANCES

Book   VCCCD Board Policy

Section   Chapter 5 Student Services

Title   BP 5530 STUDENT RIGHTS AND GRIEVANCES

Number   BP 5530

Status   ~~ACTIVE~~ PROPOSED

Legal   Title IX, Education Amendments of 1972; Education Code Section 76224(a)

Adopted

Last Reviewed

The Chancellor shall insure the placement of a clear and efficient procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes the college decision or action has adversely affected his or her status, rights, or privileges as a student.

See AP 5530

AP 5530 STUDENT RIGHTS AND GRIEVANCES

Book   VCCCD Administrative Procedure Manual

Section   Chapter 5 Student Services

Title   AP 5530 STUDENT RIGHTS AND GRIEVANCES

Number   AP 5530

Status   Active

Legal   Title IX, Education Amendments of 1972; Education Code Section 76224(a)

Adopted   ~~June 16, 2010~~

Last Reviewed ~~June 9, 2010~~

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes the college decision or action has adversely affected his or her status, rights, or privileges as a student.

A grievance is an allegation of a violation of any of the following:

1. Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972.

2. Financial aid determinations made at the college or District level.

3. Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college District, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and clerical errors.

4. The exercise of rights of free expression protected by the state and federal constitutions, Education Code Sections 66301 and 76120, and District Board Policy and Administrative Procedures concerning the right of free expression.

5. Violation of published District rules, Board Policies, and Administrative Procedures, except as set forth below.

This procedure does not apply to:

1. Challenges to the process for determining satisfaction of prerequisites, corequisites, advisories, and limitations on enrollment. Information on challenges to prerequisites is available from the Office of Academic Affairs.

2. Allegations of harassment or discrimination on the basis of any protected characteristic as set forth in Board Policies 3410 and 3430 and 5 California Code of Regulations Section 53900 et seq. Such complaints may be initiated under the procedures described in the college catalogs.

3. Appeals for residency determination. Residency appeals should be filed with the Admissions and Records Office.

4. Student disciplinary actions, which are covered under separate Board Policies and Administrative Procedures.

5. Police citations (i.e. "tickets"); complaints about citations must be directed to the Campus Police.

6. Evaluation of the professional competence, qualifications, or job performance of a District employee.

7. Claims for money or damages against the District.

Information about other procedures is listed in the college catalogs or may be obtained from the Office of Student Learning.

The alleged wrong must involve an unjust action or denial of a student's rights as defined above. A grievance exists only when such an error or offense has resulted in an injury or harm that may be corrected through this grievance procedure. As noted above there may be other procedures applicable to various other alleged injuries or harms, and this grievance procedure may not be the sole or exclusive remedy, and it may not be necessary to exhaust this process before presenting allegations to other government agencies or the courts. The outcome of a grievance must be susceptible to producing a tangible remedy to the student complaining or an actual redress of the wrong rather than a punishment for the person or persons found in error. For example, a grievance seeking only the dismissal of a District employee is not viable.

Definitions

College President. The institutions Chief Executive Officer

Chief Student Services Officer (CSSO). A college's Executive Vice President or Vice President of Student Services, or designee.

College Grievance Officer. The administrator in charge of student discipline and/or grievances who shall assist students in seeking resolution by informal means; if informal

> **Comment [pe1]:** The CSSO is not mentioned again in the document. No need to define
>
> **Comment [pe2]:** The president is referred to throughout the document….not the CSSO.

means are not successful, the College Grievance Officer shall assist students by guiding them through the formal grievance process.

Day. A calendar day unless otherwise specified in this procedure. If the final day to take any action required by this procedure falls on a Saturday, Sunday, or other day that the ~~administrative offices of the District are~~~~District~~College is closed, the date for such action shall be extended to the next business day. Similarly, if any action is required while the faculty or staff member involved is "off contract" or otherwise unavailable, the timeline will commence when the faculty member returns to active contract status. ~~the final day to take any action required by this procedure occurs during summer session or during an intersession, but the basis for the grievance arose prior to that summer or intersession, the final day to take any required action shall be extended to the first business day of the next academic term.~~

Grievant. Any student currently enrolled in the college, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Respondent. Any person claimed by a Grievant to be responsible for the alleged grievance.

Informal Resolution

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute. A student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to filing a formal grievance, and shall attempt to solve the problem with the person with whom the student has the grievance or dispute. If a student cannot resolve a grievance informally with the Respondent, then the student will request a meeting with the Respondent's administrator, manager, or division chairperson, who shall meet with the student in an attempt to resolve the issue and may meet with the student and Respondent either jointly or separately. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult.

At any time, the student may request the assistance of the College Grievance Officer in understanding or arranging the informal resolution process.

At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of

the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Formal Resolution

In the event an informal resolution is not reached, the grievant shall submit a preliminary written statement of the grievance to the College Grievance Officer within 90 days of the incident on which the grievance is based, or 90 days after the student knew or with reasonable diligence should have known of the basis for the grievance, whichever is later.

Within 10 days following receipt of the preliminary written statement of the grievance, the College Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the formal written statement of the grievance.

The submission of this formal signed and dated written description of the complaint signals the beginning of the formal resolution, serves as the request for a hearing, and shall serve as the dated start of the hearing timeline.

The College Grievance Officer will submit a copy of the formal written grievance to the Respondent. The Respondent will be given an opportunity to submit a written response to the allegations to the College Grievance Officer. This response must be received within 10 days . A and a copy of the response .will be sent to the Grievant.

Hearing Procedures

Grievance HearingCommittee. The hearing panel for any grievance shall be composed of one administrator, one faculty member and one student. At the beginning of the academic year, and no later than October 1st, the College President, the President of the Academic Senate, and the Associated Students President shall each establish a list of at least two persons who will serve on student Grievance Hearing Committees. The College President will identify two administrators; the President of the Academic Senate will identify two faculty; and the Associated Students President will identify two students. The College President, or designee, shall appoint the Grievance Hearing Committee from the names in this pool; however, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness,

who is a relative of any party or witness, or who could not otherwise act in a neutral manner shall serve on the Grievance Hearing Committee.

Upon notification of the Grievance Hearing Committee composition, the Respondent and Grievant shall each be allowed one peremptory challenge, excluding the chairperson. The College President, or designee, shall substitute the challenged member or members from the panel pool to achieve the appropriate Grievance Hearing Committee composition. In the event that the pool names are exhausted in any one category, further designees shall be submitted by the College President (for administrators), the President of the Academic Senate (for faculty), or the Associated Student President (for students).

The Grievance Officer shall sit with the Grievance Hearing Committee but shall not serve as a member or vote. The Grievance Officer shall coordinate all scheduling of hearings, and shall serve to assist all parties and the Grievance Hearing Committee to facilitate a full, fair and efficient resolution of the grievance.

A quorum shall consist of all three members of the Committee.

Grievance Hearing Committee Chair. The College President, or designee, shall appoint one member of the Grievance Hearing Committee to serve as the chair. The decision of the Grievance Hearing Committee Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the Grievance Hearing Committee to the contrary.

Time Limits: Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties in writing.

Hearing Process. Within 14 days following receipt of the formal written statement of the grievance and request for hearing, the College President or designee shall appoint a specific Grievance Hearing Committee as described above and submit the names to both the Grievant and the RespondantRespondent. The Grievant and the Respondant shall have 7 days to approve or request changes to the hearing committee within the parameters stated above. Within 14 days of the confirmation of the hearing committee tThe Grievance Hearing Committee and the Grievance Officer shall meet in private and without the parties present to determine whether the written statement of the grievance presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following considerations:

- The statement satisfies the definition of a grievance as set forth above;

- The statement contains facts which, if true, would constitute a grievance under these procedures;

- The grievant is a student, which under certain circumstances includes applicants and former students, and meets the definition of "grievant" as set forth in these procedures;

- The grievant is personally and directly affected by the alleged grievance;

- The grievance seeks a remedy which is within the authority of the hearing panel to recommend or the college president to grant:

- The grievance was filed in a timely manner;

- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet all of the above requirements, the Grievance Hearing Committee Chair shall notify the student in writing of the rejection of the request for a grievance hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within 7 days of the date the decision is made by the Grievance Hearing Committee.

The student may appeal the Grievance Hearing Committee's determination that the statement of grievance does not present a grievance as defined in these procedures by presenting his/her appeal in writing to the College President within 7 days of the date the student received that decision. The College President shall review the statement of grievance in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters, including any facts alleged in the appeal that were not alleged in the original grievance. The College President's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

If the statement of the grievance satisfies each of the requirements The College Grievance Officer shall schedule a grievance hearing to begin within 30 days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given at least 10 days' notice of the date, time and place of the hearing.

Before the hearing commences, the members of the Grievance Hearing Committee shall be provided with a copy of the grievance, the written response provided by the Respondent, and all applicable policies and administrative procedures. The Grievance Hearing Committee may request other documents as needed.

A time limit on the amount of time provided for each party to present its case, or any rebuttal, may be set by the Grievance Hearing Committee. Formal rules of evidence shall not apply. All witnesses shall be bound by the student code of conduct and professional codes of ethics to present truthful evidence. Any witnesses not so bound will testify under oath, subject to the penalty of perjury. Any relevant evidence may be admitted at the discretion of the Grievance Hearing Committee Chair, in consultation with the College Grievance Officer and Grievance Hearing Committee. Hearsay evidence will be admissible, but will be insufficient, alone, to establish the allegations. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify.

> **Comment [pe3]:** NEW

The Grievance Hearing Committee Chair, in consultation with the Grievance Hearing Officer and Grievance Hearing Committee, shall be responsible for determining the relevancy of presented evidence and testimony, the number of witnesses permitted to testify, and the time allocated for testimony and questioning. The Grievance Hearing Committee Chair, in consultation with the Grievance Hearing Committee, shall further be responsible for instructing and questioning witnesses on behalf of the Grievance Hearing Committee, and for dismissing any persons who are disruptive or who fail to follow instructions. The Grievance Hearing Committee Chair, in consultation with the College Grievance Officer, shall have the final decision on all procedural questions concerning the hearing.

The Grievance Hearing Committee shall conduct the hearing in accordance with established standards of administrative procedure. Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant shall make the first presentation, followed by the respondent. The grievant may present rebuttal evidence after the respondent completes presentation of his or her evidence. The burden shall be on the grievant to prove by a preponderance of the evidence that the facts alleged are true and that a grievance has been established as presented in the written statement of the complaint.

Both parties shall have the right to present statements, testimony, evidence, and witnesses. Each party to the grievance may represent him or herself, and may be represented by a person of his or her choice, except that neither party shall be represented by an attorney. The Grievance Hearing Committee may request legal assistance for the Committee itself through the College President. Any legal advisor provided to the Grievance Hearing Committee may be present during all testimony and deliberations in an advisory capacity to provide legal counsel but shall not be a member of the panel or vote with it.

The grievant shall, in consultation with the College Grievance Officer, have the right to be served by a translator or qualified interpreter to ensure his/her full participation in the proceedings.

Hearings shall be closed and confidential. No other persons except the Grievant and his/her representative and/or translator/interpreter, the Respondent and his/her representative, scheduled single witnesses, the College Grievance Officer, the Grievance Hearing Committee members, and the Committee's legal advisor, if any, shall be present. Witnesses shall not be present at the hearing when not testifying, unless all parties and the Grievance Hearing Committee agree to the contrary. The rule of confidentiality shall prevail at all stages of the hearing. Moreover, the Grievance Hearing Committee members shall ensure that all hearings, deliberation, and records remain confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), California Education Code Section 76200 et seq., and District Board Policies and Administrative Procedures related to the privacy of student and employee records.

The hearing shall be recorded by the District by electronic means such as audiotape, videotape, or by court reporting service and shall be the only recording made. No other recording devices shall be permitted to be used at the hearing. Any witness who refuses to be recorded shall not be permitted to give testimony. A witness who refuses to be recorded shall not be considered to be unavailable within the meaning of the rules of evidence, and therefore an exception to the hearsay rule for unavailability shall not apply to such witness.

At the beginning of the hearing, on the record, the Grievance Hearing Committee Chair shall ask all persons present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The recording shall remain the property of the District and shall remain in the custody of the District at all times, unless released to a professional transcribing service. Any party to the grievance may request a copy of the recording. Any transcript of the hearing requested by a party shall be produced at the requesting party's expense.

Following the close of the hearing, the Grievance Hearing Committee shall deliberate in closed session. These deliberations shall not be electronically recorded and the proceedings shall be confidential for all purposes. Within 30 days following the close of the hearing, the Grievance Hearing Committee shall prepare and send a written decision to the College Grievance Officer to be forwarded to College President. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined in these procedures. The decision shall also include a specific recommendation regarding the relief to be afforded the Grievant, if any. The decision shall be based only on the

record of the hearing, and not on any matters outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing, and additional information or documentation related to the hearing that is requested by the Grievance Hearing Committee. The District shall maintain records of all Grievance Hearings in a secure location on District premises for a period of 7 years.

College President's Decision

The College President, at his/her discretion, may accept, reject, or modify the findings, decision, and recommendations of the Grievance Hearing Committee. The factual findings of the Grievance Hearing Committee shall be accorded great weight. The College President may additionally remand the matter back to the Grievance Hearing Committee for further consideration of issues specified by the College President. Within 21 days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the College President shall send to all parties his or her written decision, together with the Grievance Hearing Committee's decision and recommendations. If the College President elects to reject or modify the Grievance Hearing Committee's decision or a finding or recommendation contained therein, the College President shall review the record of the hearing, and shall prepare a new written decision that contains specific factual findings and conclusions. The decision of the College President shall be final, subject only to appeal as described below.

Any party to the grievance may appeal the decision of the College President after a hearing before a Grievance Hearing Committee by filing an appeal with the Chancellor. The Chancellor may designate a District administrator to review the appeal and make a recommendation.

Any such appeal shall be submitted in writing within 5 days following receipt of the College President's decision and shall state specifically the grounds for appeal.

The written appeal shall be sent to all concerned parties by the Chancellor or designee. All parties may submit written statements, within 5 days of receipt, in response to the appeal.

The Chancellor or designee may review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record and the appeal.

If the Chancellor chooses a designee to review the record and appeal statements, that designee shall make a written recommendation to the Chancellor regarding the outcome of the appeal. The Chancellor may decide to sustain, reverse or modify the decision of his/her designee.

The decision on appeal shall be reached within 21 days after receipt of the appeal documents. The Chancellor's decision shall be in writing and shall include a statement of reasons for the decision. Copies of the Chancellor's appeal decision shall be sent to all parties.

The Chancellor's decision shall be final.

Ventura College Academic Senate

April 18, 2013

VI. h. Action Items

VC/VCCCD Accreditation Midterm Reports

Ventura College

Midterm Report

Submitted
by
Ventura College
4667 Telegraph Road
Ventura, CA 93003

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

October 15, 2013

CERTIFICATION OF INSTITUTIONAL MIDTERM REPORT
October 15, 2013

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

From: Ventura College
       4667 Telegraph Road
       Ventura, CA 93003

This institutional *Midterm Report* is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and the District Administrative Center and believe that this report accurately reflects the nature and substance of this institution.

_____
Mr. Bernardo Perez, Chair, Board of Trustees, Ventura County Community College District

_____
Dr. Jamillah Moore, Chancellor, Ventura County Community College District

_____
Dr. xxxxx, President, Ventura College

_____
Dr. Art Sandford, Academic Senate President, Ventura College

_____
Mr. Peder Nielsen, Classified Senate President, Ventura College

Contents

Statement of Report Preparation

This *Midterm Report* describes Ventura College's and the Ventura County Community College District's responses to the recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the alignment to the Accreditation Commission Standards.

We certify there has been considerable opportunity for the Board of Trustees, Ventura County Community College District constituents, and Ventura College faculty, classified staff and administrators to participate in the input and review of this report. We believe the *Midterm Report* accurately reflects the nature and substance of progress since the Team visits on October 31, 2011, April 16, 2012, and November 13, 2012.

The college-specific portions of this report were compiled by the Ventura College Office of Institutional Effectiveness and the College Planning Council, and edited by Kathy Scott, Dean of Institutional Effectiveness. The following faculty, staff, and administrators played a role in helping the College to address one or more of the college-specific accreditation recommendations:

[Insert names of participants here]

The district-wide portions of this report were compiled by the District Director of Administrative Relations and the Vice Chancellors, with input and review by the Chancellor and the District Council on Accreditation and Planning (DCAP) and additional input and review feedback through the established participatory governance structure. The district-wide portion of the report was edited by Clare Geisen, District Director of Administrative Relations.

The District and the College have provided all reports from the ACCJC to the District communities to ensure transparency and clear communication of the various actions and steps taken to address the concerns of the Commission. The draft *Midterm Report* was made available to the entire District and College staff and to student leaders. The final reviews of the District portion of the report were conducted by the Board of Trustees, Chancellor, Chancellor's Cabinet, District Council on Accreditation and Planning (DCAP), and the Consultation Council, an advisory committee representing District and Colleges' constituencies.

College Recommendation 1

<u>Recommendation, October 2010:</u>

As noted in 2004, in order to fully meet this Standard the team recommends that the college accelerate its efforts to identify measurable student learning outcomes for every course, instructional program, and student support programs. In conjunction with this effort the college should assess all learning outcomes and incorporate analysis of student learning assessments into course and program improvements. This effort must be accomplished by the year 2012 as a result of broad-based dialogue and administrative, institutional and research support. (I.B.1-7, II.A.1.c, II.A.2.a-b, II.A.2.e-f, II.B.4, II.C.2)

<u>Update:</u>

In November 2010 and in response to the preliminary recommendations from the accrediting team, an interim Student Learning Outcome Oversight Group (SLOOG) was developed consisting of faculty, deans, the Academic Senate president, and the Learning Resources Supervisor (C1-01). Additionally, two faculty SLO facilitators were selected and reassigned a portion of their teaching load to work with the faculty on SLO work. Course SLOs had been in existence for several years, and during December 2010, program level SLOs were established (C1-02) and mapped to the courses at which they would be assessed (C1-03). An SLO Toolkit was created and put online to assist faculty and staff with SLO work (C1-04).

Throughout the end of fall 2010 and during the first few weeks of spring 2011, the SLOOG created new SLO and SUO processes and forms, which were approved by the Academic Senate in February 2011 (C1-05, C1-06, and C1-07). The department chairs, department coordinators, and appropriate service supervisors or leads were then trained on the new forms and processes. Assessments using the new forms began during the spring 2011 semester, with a requirement for every course and service to have one SLO or one SUO assessed that semester (C1-08). For instructional areas, rubrics were created by faculty teaching that course and used for measurement purposes. Sample rubrics were posted on the SLO website (C1-09). The elements on the forms included performance expectations (goals), outcomes, findings, initiatives for improvement, and requests, where appropriate, for resources in order to connect the SLO/SUO processes to program review. These elements were reviewed and discussed extensively within departments and programs in relation to assessments that were conducted during the semester. Faculty SLO facilitators worked regularly with faculty across the disciplines. Extensive training sessions were also held during the Department Chair and Coordinators' meetings (C1-10).

A college reorganization relating , in part, to the need to address SLO work, took place in March 2011, after input from campus forums and surveys. An Office of Institutional Effectiveness, with a dean overseeing SLOs, program review, integrated planning, and accreditation, was created, in the reorganization (C1-11). This dean served as chair of SLOOG and later began serving as administrative support for the campus SLO Committee.

During this same semester (spring 2011), a program review task force was similarly working to improve the program review process. Several members of the SLOOG served on this task force ~~because efforts to connect SLOs with~~ to ensure the connection of SLOs to program review were present at the outset of the SLO effort. In the SLO assessment forms that were created, questions about initiatives needed to improve student learning were included as were areas to request resources if needed.

At the conclusion of the 2010/2011 academic year, an electronic survey about the new SLO/SUO process was conducted to gather data about participation, successes, and areas in which to improve (C1-12).

Additionally, the first annual SLO Report, written by the Dean of Institutional Effectiveness and the SLO faculty facilitators, with input from the Academic Senate, was created, distributed to the campus electronically, posted online, and included in the *Annual Planning Report* for 2011 (C1-13). It reviewed the work that had been done over the academic year, reported the survey data, and listed areas of success, and areas to improve.

On Mandatory Flex Day of the fall 2011 semester, the Dean of Institutional Effectiveness and the SLO facilitators addressed the campus on issues pertaining to SLOs and SUOs. SLO work as also conducted during division and department meetings that took place that same day (C1-14).

During this same semester, the SLOOG was replaced by a new SLO/SUO participatory governance committee ~~and~~ called the SLO Oversight Committee (SLOOC). The committee is chaired by the lead faculty SLO facilitator, with the Dean of Institutional Effectiveness providing administrative support (C1-15).

During the fall 2011 semester, the college decided to move away from what had been termed "Core Competencies" and instead create ISLOs. At the SLO Committee, numerous models were examined, and extensive discussions took place about what skills we felt our students should have at the completion of a degree or transfer. SLOOC ~~Committee~~ members also discussed these skills with faculty and staff from their divisions and brought back input, which was further discussed at the SLOOC ~~Committee~~. After several weeks of discussions, the SLOOC ~~Committee~~ decided to combine ISLOs with GE SLOs, and a draft of five ISLOs was created (C1-16). The GE/ISLOs were forwarded to the Senate for further discussion. The Senate approved them in March 2012 (C1-17). Work was conducted to include the GE/ISLOs in mapping activities and documents (C1-18).

In spring 2012, course SLOs and service SUOs continued to be assessed. Formal tracking continued to ensure that rubrics for courses were also completed and that faculty and staff were "closing the loop" on any initiatives created the prior semester (C1-19).

In spring 2012, the college began reviewing different software programs for SLO management. After evaluation and discussion, the decision was made to go with TracDat as it had the capability of managing SLOs, program review and, ultimately, strategic planning. Additionally, initiatives to improve student learning could be created and tracked to ensure "closing of the

loop." The purchase of TracDat was approved by the district Administrative Technology Advisory Committee (ATAC), and was subsequently approved by the Board of Trustees.

Training sessions for department chairs and coordinators took place regularly throughout the 2011/2012 academic year with the Dean of Institutional Effectiveness, the SLO faculty facilitators, and the TracDat facilitator in attendance at most regular meetings (C1-20). In spring 2012, training for PSLO and ISLO assessments was provided in anticipation of the assessments for these SLOs that would be done in the fall semester. Pilot assessments by three programs (Child Development, Human Services, and Medical Assisting) were conducted by faculty teaching those courses, and those faculty provided the training to the department chairs at the end of the spring 2012 semester (C1-21).

TracDat was installed during the summer of 2012 and training sessions by the vendor were provided. Over the summer, data were input, and plans for training faculty and staff in the summer/fall were established. A TracDat facilitator was appointed to work with faculty and oversee the system.

~~At the conclusion of the 2011/2012 academic year, the SLO survey was conducted again with greater percentages of respondents saying that they were involved in the SLO/SUO process in their divisions (C1-22). The SLO Annual Report was again written and distributed as was the year's *Annual Planning Report* (C1-23). These processes and reports will continue to be generated on an annual basis.~~

In fall 2012, ~~the SLO Committee~~ SLOOC agreed to add two ISUOs to the existing GE/ISLOs in order to allow the services to map to institutional goals and to support the college mission. The ISUOs were approved by the Classified Senate, and they were also sent to the Academic Senate, which similarly approved them (C1-24). The issues are included to reinforce the belief that services 1) support or facilitate a positive learning environment for students and 2) facilitate institutional accountability with statutes, mandates, local policy and procedures and state or federal laws.

Additionally, a five year rotational plan for all SLO/SUO assessments was created and approved by the SLO Committee (C1-25). The rotational plan called for the five GE/ISLOs to be assessed during specific semesters during which campus-wide discussions would be scheduled to allow faculty across the disciplines to discuss their assessments and collaborate on ways in which to improve student learning in these areas. Programs and departments would be allowed to schedule their own course SLO and PSLO assessments during the five year period allowing for re-assessments when appropriate based on changes in instruction or resources acquired through program review (C1-26).

Also, ~~In~~ in fall 2012, PSLOs were assessed by programs (areas with degrees and/or certificates) and ISLOs #1 (Communication) by programs and departments mapping to this ISLO~~s~~ (C1-27). Faculty SLO facilitators worked extensively with program and departments, helping them embed these assessments ~~where~~ whenever applicable.

The college submitted its College Status Report on Student Learning Outcomes Implementation to ACCJC in October 2012 explaining our reasons for believing that the institution met proficiency per the SLO rubric (C1-28). Prior to its submission, the report was read and revised with input from SLOOC ~~Committee~~ members and the Academic Senate. The report provided the college's performance on SLOs at all levels, and included the following information:

- 98% of college courses have defined CSLOs
- 85% of college courses have ongoing assessment of CSLOs
- 93% of college programs have defined PSLOs
- 93% of college programs have ongoing assessment of PSLOs
- 100% of college support programs have defined SUOs
- 100% of college support programs have ongoing assessment of SUOs

Additionally, 98% of programs or departments that map to ISLO #1 (Communication) have conducted assessments.

Per the directive in the ACCJC 2013 Annual Report, PSLO assessment results have been put on the college's website and made available to students and the public (C1-29).

In spring 2013, faculty and staff continued to work on SLOs and SUOs. Specific tasks for this semester included TracDat "clean up" (review of courses in TracDat to verify that these are the courses currently being offered at least on a rotational basis, review of course SLOs, and verification of all mapping); completion of the five year rotation plans, completion of any PSLO rubrics not previously written; and a program/department meeting with an SLO faculty facilitator (C1-30).

The annual SLO survey was conducted for a third time at the end of the spring 2013 semester (C1-31), and the *Annual Planning Report*, which included the 2012/2013 SLO Report (and results of the survey), was completed and made available to the campus community on the SLO website (C1-32).

In addition to the work being undertaken by the college to comply with the Standards in regards to student learning outcomes, the college was awarded a Title V HSI grant (2012-2017) with a focus on increasing transfer velocity rates. As part of that grant, the college included an objective to have instructional programs associated with identified high-impact barrier courses reach Sustainable Continuous Quality Improvement, as explained in WASC's SLO rubric (C1-33). The SLO Executive Committee decided to use the form/tool created to gather this information for all disciplines (beyond the scope of the grant), and so during the spring 2013 semester, each division held a facilitated meeting in which departments/programs identified their status for six specific items using a 1-5 scale (C1-34). A separate form with four items was created for the services (C1-35). From this self-assessment activity, large group discussions were held at the division level, with suggestions for what works being shared as well as ideas for improvement (C1-36). We will continue to use this form/data in future years as a way for faculty and staff to reflect upon their overall performance in regards to SLO assessments.

Comment [U1]: What's this?

In fall 2013, each program, department, or service will assess CSLOs, PSLOs, or SUOs as required by the five year rotational plan for that area. ISLOs and ISUOs are specifically scheduled in order for the institution to be assessing and discussing them on an institutional level. For 2013/2014, the college is scheduled to assess ISLO #2, Scientific and Quantitative Reasoning and ISUO #X, XXXX (C1-37).

Evidence for College Recommendation 1:

C1-01   SLOOG Minutes
C1-02   PSLOs
C1-03   PSLO Mapping
C1-04   SLO Toolkit
C1-05   SLO Individual Faculty Form
C1-06   SLO Course Summary Form
C1-07   SUO Form
C1-08   Timeline/Calendar for Spring 2011 (see evidence from 2011)
C1-09   Sample Rubrics
C1-10   DC Minutes Spring 2011
C1-11   Organizational Chart
C1-12   2011 SLO Survey
C1-13   2011 Annual Planning Report
C1-14   2011 Flex Day SLO Work
C1-15   SLOOC Minutes (Sept. 2011) – first meeting of SLOOC
C1-16   SLOOC Minutes related to ISLOs
C1-17   ISLOs
C1-18   GE/ISLO Mapping
C1-19   SLO/SUO Tracking documents, including "Closing the Loop"
C1-20   DC Minutes 2011/2012
C1-21   Embedded SLO Assessment Pilots – Spring 2012
C1-22   2012 SLO Survey
C1-23   2012 Annual Planning Report
C1-24   ISLOs and ISUOs
C1-25   5 Yr. Rotational Plan for SLOs
C1-26   Sample 5 Yr. Rotational Plan (Medical Assisting)
C1-27   PSLO and ISLO Checklists – Fall 2012
C1-28   SLO Report to ACCJC, Fall 2012
C1-29   PSLO Assessment Results posted to website
C1-30   Email to faculty re: Spring 2013 SLO Work
C1-31   2013 SLO Survey
C1-32   2013 Annual Planning Report
C1-33   Title V Grant Objectives
C1-34   SLO Ratings Form – Spring 2013
C1-35   SLO Ratings Form – Spring 2014
C1-36   SLO Input from facilitated meetings
C1-37   5 Yr. Rotational Plan that includes ISUOs

College Recommendation 2

Recommendation, October 2010:

In order to fully meet this Standard the team recommends that the college must increase its research capacity to serve the programs and fully integrate its research efforts into the program review process. Further, Student Learning Outcomes need to become an integral part of the program review process, including incorporating the research function, detailed discussions, and appropriate analysis from the SLO data research. (I.B.1, I.B.2, II.B.1, II.B.3.a, II.B.3.c, II.B.4, ER 10 and 19).

In our 2011 Follow-Up Report to the Commission, the college provided a lengthy narrative about the work that had been done between November 2010 and October 2011. In its response to the Follow-Up Report and site visit, no further action was indicated as necessary by the Commission. The following update provides a summary of the work completed on this item.

Update:

1. Increased Research Capacity

In March of 2011, an Office of Institutional Effectiveness was established with a dean assigned responsibility for institutional research, integrated planning, program review, and SLOs (C2-01). One of the immediate priorities of this office was the creation of an Institutional Effectiveness Report, which would contain disaggregated data for student goal attainment, graduation rates, transfer rates, licensure certification pass rates, and success rates for distance education students. The completion of this report became a top priority for the Institutional Researcher who met regularly with the Dean of Institutional Effectiveness on the content, format/presentation and organization of the data to ensure that it was thorough as well as being easily understandable.

> **Comment [U2]:** Really?

At the college's mandatory flex day in August 2011, portions of the report pertaining to student success and retention were presented to the campus and suggestions for improvement were solicited (C2-02). The campus was also made aware of how completed portions of the report could be accessed online. As additional portions were completed, those sections were added to the college website.

During the spring 2012 semester, the College Planning Council worked on the development of Core Indicators of Effectiveness, which would become an integral part of the Institutional Effectiveness Report. The council looked at various models, created draft documents, revised the documents with input from division representatives, and in May 2012, passed the final version (C2-03). The college's Core Indicators include items pertaining to course completion, success and retention rates, student satisfaction, student engagement (as measured by the CCSSE), Accountability Reporting for the California Community Colleges (ARCCC report) CCC, degrees, certificates, and transfer status, licensure pass rates, annual FTES, faculty productivity, 75/25 ratio, and achievement of Institutional Student Learning Outcomes. Additionally, a

Scorecard that provides a summary of the item, outcome selected, and the result was provided for the college to track progress is an easily readable format. It, also, is part of the Institutional Effectiveness Report (C2-04).

In ~~August~~ Septemeber 2012, the Annual Planning Report /Institutional Effectiveness Report, in its entirety, was completed and put online. The college was notified of its completion at the August ~~m~~Mandatory ~~f~~Flex ~~d~~Day (C2-05), and a subsequent email with a link to the report was sent by the college President in an update dated Septemeber 25, 2012. ~~XXXX~~ (C2-06).

For the August 2012 Flex Day campus-wide meeting, the Institutional Researcher also worked with the faculty on the Basic Skills Committee to present a basic skills workshop to the campus community. A report presenting the numbers of basic skills students in courses across the curriculum was presented to the group, after which a panel of successful basic skills students and a panel of faculty who developed strategies for working with basic skills students in courses across the curriculum spoke to the campus. It was an extraordinarily well-received presentation and a very successful collaboration between a campus committee and the Institutional Researcher.   A Toolkit providing student focus group suggestions to faculty and faculty-developed strategies was distributed to all attendees and was also posted on the college website under Basic Skills (C2-07).

On the Institutional Effectiveness/Institutional Research website, additional reports have been added, and they are updated on a regular basis. Some of the reports or surveys were created at the request of faculty or specific campus committees (i.e., Basic Skills, Distance Education) some of which were created as a result of the college reorganization that took place in March, 2011.   Reports on academic performance (i.e. basic skills, tutoring, accelerated instruction, grades by division, discipline and course), distance education, and supplemental instruction are all easily accessible as are results of student surveys such as those pertaining to assessment, the library, and the welcome center. Industry surveys and scans, and data pertaining to the college's Santa Paula site are also provided (C2-08).

The Institutional Researcher is also responsible for completing reports relating to the college's two Title V HSI grants. The objectives of the Title V Cooperative Grant (administered in collaboration with Oxnard College), 2010-2015, include improving support for learners and increasing active and collaborative learning, both of which are measured by the CCSSE and tie in with the college's Core Indicators of Effectiveness (C2-09). Additional objectives in this grant are designed to reduce the gap between success rates in distance education classes and traditional face-to-face classes and to increase the persistence of first time Hispanic students. The objectives of the individual Title V Transfer Grant (2012-2017) include increases in transfer velocity rates, decreases in the gap between transfer velocity rates between all students and Hispanic students, increased student success rates in identified high-risk barrier courses, decreases in the gap between all students and Hispanic students in the high-risk barrier courses, and movement from proficiency status to continuous quality improvement (as identified on WASC's SLO rubric) for SLO performance (C2-10).

Additional research continues to be conducted in the area of CTE outcomes in a collaborative effort between ~~our~~ the college's office of Institutional Research and the state's RP (Research and

Planning) Group. In 2011, Ventura College partnered with ~~11~~ eleven other colleges throughout the state in a pilot project coordinated by the RP Group. The objectives of the *CTE Employment Outcomes* study were to gather data on employment outcomes for individuals earning CTE degrees or certificates (completers), or those who completed at least ~~12~~ twelve units in a specific vocational area but not re-enroll the next year (leavers). Data from the pilot indicated that both completers and leavers were generally satisfied with the training and education received~~,~~ and both groups had wage gains (C2-11). Ventura College entered into a memorandum of understanding ~~n MOU~~ with the RP Group to participate in the next round of this study, which will include ~~35~~ thirty-five colleges/districts (C2-12). ~~We~~ Ventura College will be utilizing email, phone, and regular mail in an attempt to get a larger response rate. ~~We~~ The Institutional Researcher will disaggregate the raw data by vocational area in order to use the results for discussions with advisory committees as well as for program review purposes. The RP Group Reports for 2011 can be found on both the CTE Division website as well as under Institutional Effectiveness/Research. The individual report is due to the college in June 2013, and the statewide report is due in July 2013 (C2-13).

Comment [U3]: Rewrite in August

2.   Integration of Research into Program Review

~~In early spring 2011, i~~ In response to recommendations from the accrediting team, in early spring 2011, a Program Review Task Force was created to revise the program review documents and process at the college. One of the main goals was to ensure that data would become more integral to the program review process. The new program review model was built around program student learning outcomes, student success outcomes, and program operating outcomes. The PSLOs were already established for most programs, but student success outcomes, and program operating outcomes needed to be created (C2-14).

College planning parameters created by the College's Executive Team (College President, Executive Vice President, and Vice President of Business Services) based on an analysis of data were also required to be addressed by program and departments completing program review (C2-19).   Areas with few degrees or certificates were put on possible discontinuance list, and program faculty members were asked, in the program review process, to analyze the data and to make an argument, if they chose, for continuation of the program.

The Vice President of Business Services put together an extensive data library for the instructional areas, pulling information from the Banner operational data system regarding demographics; rates of student success, retention, and degree/certificate completion; grade distribution~~;~~, budget~~;~~, productivity~~;~~, and inventory (C2-15). Using the data library (and the categories listed above) individual templates for each program were populated during the summer 2011 with data specific to that program (C2-16). In fall 2011, the program review documents were presented to the department chairs, and training was provided on how to analyze data (C2-17). A program review facilitator was also appointed to help faculty in analyzing the data, creating student success outcomes and program operating outcomes based on data, and completing the forms. In addition, the Dean of Institutional Effectiveness, the Vice President of Business Services, and two classified supervisors (for service areas) assisted departments, programs, and individual faculty. Requests for resources that were put into program review were required to be based on program review data provided through the data library or SLO data.

For service areas, institutional data ~~was~~ were not as readily available, and in many cases, the data needed to be collected in the form of response cards, surveys, and focus groups. Training for services was held (C2-18), and discussions took place about what to collect and how to collect it. Some services requested assistance from the Institutional Researcher and that service was provided.

~~College planning parameters created by the College's Executive Team (College President, Executive Vice President, and Vice President of Business Services) based on an analysis of data were also required to be addressed by program and departments completing program review (C2-19).   Areas with few degrees or certificates were put on possible discontinuance list, and program faculty members were asked, in the program review process, to analyze the data and to make an argument, if they chose, for continuation of the program.~~

Data ~~was~~ were taken into account in the prioritization of initiatives from program review. Firstly, programs prioritized their initiatives. Then, division meetings were held to prioritize division initiatives, and, again, data ~~was~~ were used in making those decisions. The requests were then sent to the appropriate committees —– Budget Resource Council, Facilities Oversight Group, Technology Committee, and ~~Academic Senate~~ Faculty -Staffing Priorities Committee – which also utilized data and rubrics (C2-20) to analyze the requests. Committee recommendations were sent to the College's Executive Committee, which also used to data to provide the final college ranking (C2-21).

In fall 2012, the same program review process was used although improvements and changes were made based on ~~information~~ feedback received through a campus-wide electronic survey and input from key campus committees (C2-22 and C2-23). The major changes involved the use of facilitators to lead the discussion and about the prioritization of initiatives in the division meetings, ~~, a simplification of the program review form,~~ an additional program review meeting at the division level, a revision of the timeline, and a suggested format to ensure consistency in division presentations to the College Planning Council. ~~It had been determined in 2011 that it would be beneficial to use a facilitator to lead the discussion and about the prioritization of initiatives in the division meetings.~~ A subsequent survey and committee input determined that the addition of a facilitator for the division prioritization meetings was a positive change. The other major suggestion for the fall 2012 program review cycle ~~change~~ involved a simplification of the program review template. The spring 2012 ~~S~~survey and other campus input indicated that the original form was perceived to be overly long and repetitive, so an attempt was made to simplify it. The repetition present in the form was removed, and instead of populating the program data onto the templates themselves, the data ~~was~~ were provided via an online depository from which faculty pulled their own data for analysis (C2-24). ~~S~~ubsequent surveys and input from the Department Chairs and Coordinators Council and from the College Planning Council indicated that instructional faculty were not in favor of this revised form of data delivery, so the process will be changed once again for program review in 2013 (C2-25) .

As ~~we~~ the college continues to work ~~to continue~~ to improve ~~our~~ its program review process for 2013, ~~we transitioned~~ additional portions of the program review documentation will be transitioned to TracDat. ~~, as has been done by other institutions. A~~nother program review task

force, which includes the Institutional Researcher, the Vice President of Business Services, and the current Academic Senate President, looked at models that have incorporated TracDat (C2-26) and decided on a new format, but the overall process of including and analyzing data will remain the same. The benefits of using TracDat, though, involve the ability to sort data, including initiatives created for purposes of improvement, into specific reports, which will allow for easier monitoring and greater accountability.

After each year's program review process, surveys are completed and input gathered both from the College Planning Council, which serves as the Program Review Committee, and the Department Chairs and Coordinator's Council whose members are primarily responsible for the completion of program review documents in a collaborated effort with faculty and staff in their program or department. The data is compiled into the annual program review report (C2-27).

3.   Analysis of SLO Data Research

SLO documents that were created in late 2010 were designed to provide faculty with the ability to assess student learning, collaborate with their program faculty and staff, and make improvements where necessary. Additionally, the documents were created with the intention of linking the data to program review.   SLO forms required performance targets, findings, initiatives, and requests for resources (where needed) (C2-28 and C2-29). Additionally, instructional programs were required to map relationships between courses, program SLOs, and institutional SLOs (C2-30).

SLO processes were also designed to ensure that dialogue and collaboration occurred. First, departments or programs were required to decide which SLO would be assessed that semester, what the performance indicator would be, what instrument(s) would be used, and what the timeframe would be (i.e., formative or summative). After the assessments had been completed, faculty were required to meet with others teaching the same course to share findings, make and collect suggestions for improvement, and create initiatives that would be part of program review (both with or without needed resources) (C2-31).

In 2012, the college (along with Moorpark College) purchased TracDat as a way to manage more effectively all the data that was were being generated from the SLOs. Instead of dealing with forms and depositories that were often challenging to use and frequently not up-to-date very difficult for faculty, TracDat allowed us faculty members to input and retrieve data easily and to sort it in any way needed. Some faculty members are still being trained on its use, but many have already found it to be a vast improvement over the past process.

In fall 2011, and spring 2012, course SLOs were assessed and tracked, with special emphasis on "closing the loop" for initiatives/improvements to student learning that were created from prior assessments (C2-32). In fall 2012 and spring 2013, assessment of program and institutional SLO assessments were conducted, analyses completed, and initiatives to improve student learning created (C2-33 and C2-34). Programs and departments are in the process of creating five-year rotational plans in which all course, program, and institutional SLOs will be assessed regularly (C2-35).

Evidence for College Recommendation 2:

C2-01   Organizational Chart
C2-02   August 2011 Flex Day Agenda
C2-03   Ventura College Core Indicators of Effectiveness
C2-04   Institutional Effectiveness Report
C2-05   August 2012 Flex Day Agenda
C2-06   President's Update dated September 25, 2012 XXXX
C2-07   Basic Skills Toolkit
C2-08   Institutional Research Website
C2-09   Title V Co-op Grant Objectives
C2-10   Title V Transfer Grant Objectives
C2-11   *CTE Employment Outcomes* – RP Group
C2-12   Email dated XXXX from RP Group
C2-13   Institutional Research Website
C2-14   2011 Program Review Template
C2-15   2011 Program Review Data Library
C2-16   2011 Chemistry Program Review (sample)
C2-17   DC Training Minutes
C2-18   Program Review training for services
C2-19   2011/2012 Planning Parameters
C2-20   Rubrics for college committees
C2-21   2011 Program Review Initiatives
C2-22   2011 Program Review Survey
C2-23   2011 Program Review Report
C2-24   2012 Program Review Data Library
C2-25   2012 Program Review Survey
C2-26   Emails regarding Long Beach City College Program Review
C2-27   2012 Program Review Report
C2-28   SLO Individual Form
C2-29   SLO Course Summary Form
C2-30   SLO Mapping Documents
C2-31   Email to department chairs regarding SLO work
C2-32   Fall 2011, Spring 2012, SLO tracking sheets with "Closing the Loop"
C2-33   Fall 2012 checklists for program and institutional SLO assessments
C2-34   2012/2013 PSLO and ISLO TracDat reports
C2-35   5 Year Rotational Plan (template and sample – Medical Assisting)

College Recommendation 3

<u>Recommendation, October 2010:</u>

In order to fully meet this Standard, the team recommends that the college strengthen the content of its program review process to include a comprehensive and meaningful analysis of data with particular emphasis on student demographics, enrollment, program completion, retention, success, and achievement of student learning outcomes. Improvements to its programs should then be based on these results. (I.B.3, II.A.1.c, II.A.2.a-b, II.A.2.e, II.C.2.i, II.B.2., II.B.3-4, II.C.2).

<u>Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):</u>

The team finds that the college has partially met the requirements of Recommendation 3. It noted that major work had been accomplished in the revamping of the program review process, the use of data, establishing the link to total cost of ownership, and that outcomes were being used to determine resource allocation. Work should be continued in the assessment of the program review process and that the policy for program viability/discontinuance be completed and implemented.

<u>Conclusion (from ACCJC Follow-Up Visit Evaluation Report from November 13-14, 2012 report):</u>

The team finds that the College has met this recommendation and would encourage the College to include, in its midterm report, evidence supporting a continuation of the implementation of its enhanced program review process to ensure its sustainability, documentation of its local program viability/discontinuance process, and continuation of its aggressive progress on the assessment of course, program, and institutional student learning outcomes to achieve sustainability status.

<u>Update:</u>

In the fall of 2011, Ventura College piloted a new process that linked program review to the College's new integrated planning model. A comprehensive data library containing enrollment, demographic productivity, program completion, retention, and success data was developed by the Vice President of Business Services and input into each program review template. Programs also included their own program student learning outcomes data (already established) and created new student success outcomes, and program operating outcomes. Initiatives and requests for resources were required to be generated from data in order to be considered for funding, thereby addressing Total Cost of Ownership issues. The new program review model contained the following elements: program description, performance expectations, operating information, performance assessment, findings, initiatives, and a process assessment (C3-01). A Program Review Handbook was created by the Academic Senate and made available on the College website (C3-02).

Program discontinuance was also part of the new program review process. In spring 2011, the college's Executive Team (College President, Executive Vice President, and Vice President of Business Services), published the Planning Parameters, a planning framework for program review in the early fall 2011 semester (C3-03). The planning parameters document contained a list of courses and programs that administration was considering discontinuing, pending any compelling contrary arguments that emerged through program review. Programs on the list were encouraged to use the program review process and data to explain the significance of the program and/or courses if they intended to make an argument to maintain them. Following extensive constituent input through our established college and district participatory governance process, In in February 2012, the District adopted Administrative Procedure 4021 was adopted. This AP, which established a district-wide procedure by ess for program discontinuance occurs. at the district level (C3-04). The Academic Senate was involved in the creation of the AP, and the process that was utilized by the college in fall of 2011 reflected what was subsequently put into the procedure.

In fall 2011, Pprogram review presentations were made to the College Planning Council (CPC) by the respective deans or Vice President, with input from faculty and staff. Faculty members with programs on the proposed discontinuance list were provided with time to present their arguments for continuation or revision of their program to the College Planning CouncilCPC. Recommendations for program discontinuance must include input from discipline/department faculty, then the division as a whole prior to being presented at the CPC.

A complete assessment of the program review process occurred in 2011. A college-wide electronic survey was conducted (C3-05), and additional input was gathered from both the College Planning Council —, which serves as the Program Review Committee —, and the Department Chairs and Coordinator's Council. The 2011 Program Review Report, which summarized the process and provided a list of strengths and suggestions for improvement, was written and presented to the College Planning Council (C3-06).

To make the necessary improvements to the process based on input received through the assessment, a Program Review Subcommittee was formed in spring of 2012. The subcommittee, which looked at program reviews for both instructional areas and services, suggested a number of changes, including recommendations to utilize a facilitator in division meetings, to simplify the program review form, to add an additional program review meeting at the division level earlier in the fall semester in order to analyze initiatives more thoroughly and to collaborate where possible, and to have more consistency in program review presentations (C3-07). Additionally a program review rubric was included in which programs would analyze their own program in terms of specific elements: enrollment demand, resources, productivity, retention and success rates, participation in SLO work and, for CTE programs, employment outlook (C3-08).

Based on earlier planning parameters originally published in the previous spring semester, Iin early fall 2012, the planning parameters were again published to provide a planning framework for programs and services to consider in their program review documents that would be created that semester (C3-09). Programs and services participated in the revised program review process that included the use of a facilitator, an additional division meeting, a simplified form, and a rubric for self assessment. The same process for program discontinuance was used, with faculty from programs on the proposed discontinuance list encouraged to make presentations to the

College Planning Council. Faculty and staff generally felt more comfortable with the process the second time, and the Council felt very positive about the experience from input gathered from the committee at the conclusion of the presentations (C3-10). The fall 2011 2012 program review report, which was included in the 2012 *Annual Planning Report,* summarized the process, the changes, and provided a list of strengths and suggestions for improvement (C3-11).

Comment [U4]: Huh?

Suggestions for improvement to the process were solicited using the same assessment processes as were used in 2011: a campus-wide electronic survey, input from the College Planning Council, and input from the Department Chairs and Coordinators Council (C3-12). The primary recommendations in 2012 stemmed from concerns that insufficient time was provided to complete the program review, that program review data needed to be provided in a more user-friendly format, and that improvements needed to be made in the tracking of created initiatives. The input was summarized in the 2012 Program Review Report (C3-13). Members of the SLO Executive Committee believed that connecting program review with TracDat was also important for us the college to do in the next cycle of program review.

In spring 2013, an initial program review subcommittee was formed to examine input/ recommendations made from the campus about the 2012 program review process. The initial subcommittee included the Dean of Institutional Effectiveness, the Vice President of Business Services, the Institutional Researcher, the Academic Senate President, and the Supervisor of Learning Resources/TracDat Facilitator. Along with examining the recommendations from the assessments, the subcommittee analyzed the feasibility of utilizing TracDat for the student learning outcomes, student success outcomes, and program operating outcomes portions of the program review reports. The committee examined models of other colleges that are using TracDat for program review purposes. The model selected as having the most relevant application for use at Ventura College the leading contender for our own process was the one created by Long Beach City College (LBCC). Its process utilizes TracDat for annual planning purposes (with goals) and contains a separate program review document that summarizes and analyzes planning, performance of goals, and SLO/SUO performance. In February, 2013, initial discussions between Ventura College and LBCC took place (C3-15). On March 15, 2013, the a video conference took place between members of the Ventura College's program review Subcommittee and LBCC. A decision was made to bring the LBCC model to a larger group for input. This larger group initially met on April 15, 2013.

A decision was made to bring the LBCC model to a larger group for input. This group met in April 2013, and at the end of spring 2013, a revised program review process was established for implementation in fall 2013.

Another change that will go forward for program review in fall 2013 involves responsibility for maintaining the data library. Responsibility for providing program data has now moved from the Vice President of Business Services to now resides with the Institutional Researcher who worked during the late spring and summer on creating data for each individual instructional program that could be accessed through a link on the program review website. Moving this function from the Vice President of Business Services to the Institutional Researcher helped to ensure that the process of providing data will would be sustainable.

In spring 2013, the local process for program viability/discontinuation as it relates to the District AP was made clear formalized in documentation written and approved by the Academic Senate

(C3-16).   This document was presented to the College Planning Council at its meeting in March April 2013 (C3-17).   This local process, which was utilized in the 2012 program review process, will be followed during program review, which will take place in fall 2013.

In response to the Commission's January 31, 2013 letter to the colleges, our Ventura College' srevised program review process for fall 2013 will also include a greater focus on student achievement at the program level. While we the college have student success outcomes in place for programs, we the modification to the process will ensure that additional emphasis and training are put on these program set standards.   Program standards will also reflect institutional standards developed by the College Planning Council and published in the Core Indicators of Effectiveness document in fall 2012 (C3-18).

The extensive progress that has been made on SLO/SUO assessments continues (see Recommendation #1 for percentages of SLOs, SUOs, and assessments, by category). In fall 2012, program and institutional SLO assessments were conducted (C3-19).   In the new 2013 program review template that was created, additional emphasis was put on the inclusion of SLO assessment results and identified improvements. Individual programs, departments, and services will also be accountable in their program reviews for SLO assessment compliance (C3-20). TracDat reports of ongoing assessments will be a required attachment, and those not participating in the SLO or SUO effort to a sufficient extent will not receive resources and will be considered for possible program elimination. The college understands the need for initiatives and the allocation of resources to be clearly connected with student learning and the analysis of program/department data.

Division meetings held in spring 2013 in which departments and programs self assessed their progress on SLO/SUO performance further reinforced the need for faculty and staff participation in numerous areas/activities associated with SLOs/SUOs (i.e. student awareness of SLOs, ongoing dialogue, and clear links with program review) (C3-21 and C3-22).

The college has made great strides in ensuring that the entire campus community understands that SLOs are now a way of life and must be assessed and analyzed along with achievement data by every program and department. Programs and departments have completed five year rotational plans and understand clearly that regular and ongoing assessment of SLOs is a responsibility of every department and program (C3-23).

Evidence for College Recommendation 3:

C3-01 2011 Program Review Template
C3-02 Program Review Handbook
C3-03 2011-2012 Planning Parameters
C3-04 AP 4021
C3-05 2011 Program Review Survey
C3-06 2011 Program Review Report
C3-07 Program Review Subcommittee Agenda and Minutes
C3-08 Program Review Rubric for academic and CTE programs
C3-09 2012 Planning Parameters
C3-10 CPC Minutes, Nov. 2012 (at conclusion of program review and +/- list)
C3-11 2012 Annual Planning Report

C3-12 2012 Program Review Report
C3-13 2012 SLO Survey
C3-14 Email regarding LBCC Program Review
C3-15 Email regarding CCC Confer with LBCC
C3-16 Academic Senate Standard Operating Procedures
C3-17 Email from Academic Senate President regarding local program discontinuance policy
C3-18 Instructions for 2012-2013 Program Review
C3-19 Fall 2012, PSLO and ISLO Checklists
C3-20 Instructions regarding SLO/SUO inclusion in program review
C3-21 SLO Ratings Worksheet
C3-22 SUO Ratings Worksheet
C3-23 5 Yr. Rotational Plan Samples

College Recommendation 4

Recommendation, October 2010:

In order to fully meet this Standard, the team recommends that the college must examine and provide evidence that appropriate leadership is addressing the various initiatives and programs on campus that support student learning. Efforts in online learning technology, basic skills initiatives, and SLOs lack an oversight committee or person responsible to oversee each of these projects and to ensure that they are implemented college wide in a manner that best serves the interests of student learning. (II.A, II.B)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 4. The intense work that the college has accomplished in its reorganization under the leadership of the president should be commended. The college should continue to develop an effective assessment process both formative and summative with broad participation to be able to determine the degree to which this structure meets the intent of the standards cited.

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from November 13-14, 2012 report):

The team found that the College has met this recommendation and would encourage it to include, in its midterm report, evidence of conducting a follow-up evaluation that is broad-based, representative of the entire campus, to assess the effectiveness of the administrative reorganization structure.

Update:

In June 2011, the college implemented a new organizational structure after engaging in a series of steps to gather college input. These steps included large-group meetings, campus forums, and online surveys to identify gaps in the organizational structure and to develop possible solutions.

The new structure included the following elements: (1) the combination of all career and technical education programs into one division; (2) the assignment of distance education oversight and ~~faculty~~ professional development to the Dean of Social Science & Humanities (with the resultant renaming of that division to Distance Education, Professional Development, Social Science & Humanities); (3) the assignment of oversight for the Santa Paula program and the departments of Communication, English as a Second Language, and Foreign Language to the Dean of Physical Education/Athletics (with the resultant renaming of that division to Communication, Kinesiology, Athletics & Off-Site Programs); and (4) the assignment of oversight for planning, program review, student learning outcomes, institutional research, basic skills, and accreditation to the Dean of Communication & Learning Resources (with the resultant renaming of that division to Institutional Effectiveness, English & Learning Resources) (C4-01).

In addition to organizational structure changes, several new campus committees were formed to support efforts in institutional effectiveness, online learning technology, basic skills initiatives, professional development, and student learning outcomes. The committees included the following:

- College Planning Council
- Distance Education Committee
- Basic Skills Committee
- ~~Faculty~~ Professional Development Committee
- Student Learning Outcomes Committee

The charge and membership of each committee can be found in the college's *Making Decisions* document, which is updated on a regular basis on made available on the college website (C4-02).

In January 2012, six months after the implementation of the new organizational structure, the College President invited all College employees to participate in an online survey to assess the new structure (C4-03). Respondents were asked to identify on a five-point Likert scale their degree of satisfaction with the way that distance education, professional development, institutional effectiveness, basic skills, and off-site programs were addressed by the structure. Programs that had changed divisions as a result of the reorganization (Communication, Foreign Languages, and English as a Second Language) were also asked to rate the degree to which they were satisfied with the new reporting relationship. In addition, respondents were invited to add additional thoughts about the organizational structure through open-ended "comments" sections (C4-04).

In February 2012, another College Open Forum, to which all faculty and staff were invited (as well as student leaders), was devoted to collecting feedback regarding the effectiveness of the new organizational structure (C4-05 and C4-06). At this forum, the results of the online survey were shared and used as the starting point for small group discussions about the merits of the new system and the additional improvements needed. The results of the focus group discussions were shared in one of the College President's weekly *Updates*, along with a written summary of the results of the online survey (C4-07).

The deans and committees used this feedback to make modifications to their operations.

- The distance education program developed a more formal program of training for online instructors.

- A software program (TracDat) was identified to facilitate the SLO/SUO documentation and assessment processes and to allow the institution to more easily track initiatives and close the loop on prior assessments.

- The Basic Skills Committee presented a campus-wide workshop on the Mandatory Flex Day in an effort to make more faculty members aware of basic skills students and their needs. The workshop included both student and faculty panels, and each faculty member was provided with a *Toolkit* of resources and strategies for teaching basic skills students across the curriculum.

- The Professional Development Committee held follow-up luncheons for the participants of the 2011 Summer Institute for Teaching Excellence (SITE) and created new professional development opportunities, such as "Lunch and Learn" workshops, open to all faculty.

- Outreach efforts were expanded for the Santa Paula site. New outreach activities included "Registration Days" events, ESL Registration Week, application and financial aid workshops, orientation meetings for new students, and participation in Higher Education Day and Parent College Night at local high schools.

Summative committee self evaluations were conducted at the end of the spring 2012 semester for new or reorganized campus committees, including the College Planning Council (CPC) (C4-08), the Budget Resource Council (BRC) (C4-09), the Academic Senate (C4-10), the Classified Senate (C4-11), the Curriculum Committee (C4-12), the SLO Committee (C4-13), the Basic Skills Committee (C4-14), the Professional Development Committee (C4-15), and the Distance Education (DE) Committee (C4-16). The surveys asked committee members about the continued relevance of the committee charge, the establishment of committee goals, the completion of goals, other committee achievements, the timeliness of tasks, the overall environment of the committee, and suggestions for improvement. Some committee-specific questions were also asked (i.e. the College Planning Committee specifically asked about the new program review and program discontinuance processes). Each committee reviewed the results of the evaluations and made adjustments, as necessary, to ensure that college committees continue to improve the way their members understand their charges, create clear goals, work to meet those goals, and operate in an environment conducive to open and honest discussion.

Committees used their self-assessment survey data and self-determined goals to determine the direction of the respective committee for the 2012/2013 academic year. Examples of activities created from this input included the following:

- The College Planning Council (under a Program Review Subcommittee) revised the program review process (C4-17), and the CPC utilized the new process for its 2012/2013 program review (C4-18). Members created and approved a 2012/2013 strategic plan, aligning it to Board Goals (C4-19). They engaged in facilitated meetings to develop strategies to improve performance on the CCSSE (on the Core Indicators of Effectiveness) and to provide input for district planning.

- The Distance Education Committee has been working on strategies to reduce the gap between success rates in distance ed and traditional classes including the creation of a fully online training program for faculty to learn the new Desire2Learn platform, the enhancement of student orientations for online learning scheduled at registration times and again at the beginning of the semester, the creation of a training center, the revamping of the Faculty Resource Center with new equipment, group training sessions on such topics as effective online discussions to enhance instruction, and the enhancement of the DE website (C4-20).

- The Basic Skills Committee has continued to work closely with the Institutional Researcher to ensure that requests for data by members of the Math, English, and ESL Departments for program review and other purposes are addressed and that reports are made available to these departments and analyzed by the committee (C4-21). The committee continues to focus on ensuring that all members of the campus community are aware of the numbers and the needs of basic skills students throughout the campus. And committee members collaborate each year on the best use of local BSI funds.

- The Professional Development Committee continues its work to ensure that it is responsive to the faculty as a whole and that it offers a large number of professional development opportunities throughout the semester on a large variety of topics. Committee members continue to improve the website and to advertise professional development in a number of creative ways. They also continue, through their work with the Title V co-op grant, to prepare for and offer the Summer Institute for Teaching Excellence (SITE) each summer to participants from all three colleges in the district (C4-22).

- The SLO Committee's goals focused on the continued implementation and improvement of TracDat, the development of five-year rotational plans by each program, department, and service, the formation of ISLO committees to create ISLO rubrics to be used by the campus for those not already completed, and the creation of additional connections between SLOs and program review (C4-23).

In spring 2013, and on schedule with the integrated planning calendar that calls for a revisit of the organizational structure every three years, the campus engaged in such a review. In February, 2013, an electronic survey was distributed to all college employees by the Institutional Researcher (C4-24). Numerous reminders and emails about the importance of the survey were sent out, and as a result, 149 responses were received, a far higher rate than had been received previously. The survey results documented that, in general, the college faculty and staff are more than satisfied with the reorganization. The percentages of respondents who felt either satisfied or very satisfied were 82.2% for Distance Education, 75.9% for Professional Development, 80.5% for Institutional Effectiveness, 85.8% for Basic Skills, 73.6% for Off-Site Programs, 84.7% for CTE, and 60.0% for movement of departments (C4-24).

To supplement the survey data and to ensure that more campus voices were heard, a series of questions about the reorganization were asked in special division meetings established for the purpose of reviewing the organizational structure and gathering SLO status information (C4-25). The meetings were run by facilitators, not deans (and in most cases the deans stepped out of the room) in order to gather the most honest feedback possible. Facilitators clearly explained that the discussion would be focused on the structure, not on specific managers. The purpose of the discussion was to analyze the merits of the new structure from the point of view of that division, to determine whether mistakes were made, and if so, to learn from the mistakes for the future. Summary to be added (C4-26)

A summary of the electronic and division responses was distributed to the campus by the College President in an email update (C4-276). A summary was also provided to the College Planning Council and to the Administrative Council at their April 2013 meetings (C4-287). Copies were

also provided to chairs of the new committees that were established as a result of the reorganization for their use in modifying services and activities for the coming year.

The College will continue to review the organizational structure every three years, with the next review scheduled for spring 2016.

Evidence for College Recommendation 4:

C4-01   Ventura College Organizational Chart, July 2012
C4-02   Making Decisions at Ventura College, 2012-2013
C4-03   President's Update #50, January 10, 2102 (regarding online survey of College employees)
C4-04   Assessment of Campus Organization (online survey results)
C4-05   President's Update #52, January 25, 2012 (invitation to open forum regarding organizational structure feedback)
C4-06   President's Update #53, January 31, 2012 (reminder regarding open forum regarding organizational structure feedback)
C4-07   President's Update #55, February 14, 2012 (summary of feedback regarding open forum focus groups and online survey)
C4-08   College Planning Council survey results
C4-09   Budget Resource Council survey results
C4-10   Academic Senate survey results
C4-11   Classified Senate survey results
C4-12   Curriculum Committee survey results
C4-13   SLO Committee survey results
C4-14   Basic Skills Committee survey results
C4-15   Professional Development committee survey results
C4-16   Distance Education committee survey results
C4-17   2012 Program Review Subcommittee Minutes
C4-18   2012 Program Review Template
C4-19   2012-2013 Ventura College Strategic Plan
C4-20   DE Committee Report to CPC, January 30, 2013
C4-21   Spring 2013 List of BSI Research Projects
C4-22   SITE 2012 and 2013 brochure
C4-23   SLOOC Minutes, November 2012
C4-24   Results of electronic survey regarding reorganization, February 2013
C4-25   Division input on 2010 College Reorganization – results
C4-26   Summary of responses from division meetings, spring 2013
C4-27̶6̶   President's Update regarding organizational structure, April 2013
C4-28̶7̶   CPC Minutes, April 2013

College Recommendation 5

<u>Recommendation, October 2010:</u>

In order to fully meet this Standard by fall 2012, the team recommends that the college must negotiate with its local bargaining unit that a component of the faculty evaluation process includes the faculty member's effectiveness in producing learning outcomes. (III.A.1.c)

<u>Update:</u>

Ventura College is part of a three-college district and thus cannot independently negotiate the faculty evaluation process with the bargaining unit that represents the faculty of multiple institutions. Negotiations for the agreement expiring on June 30, 2103 commenced during the spring 2013 semester. Article 12 (Evaluation) was a proposed bargaining topic in the initial proposals for both the District and AFT Local 1828 (C5-01, C5-02).

While the college administration waited for negotiations to be completed, the Deans were oriented to the manner in which they could work within the language of the existing collective bargaining agreement to ensure that faculty evaluations included an assessment of effectiveness in producing learning outcomes. Specifically, the <u>College</u> President informed the Deans that she would be looking for <u>documented</u> references to student learning outcomes ~~for~~ <u>on</u> the fall 2012 evaluations and for all subsequent evaluations (C5-03), and she provided the Deans with examples of the range of behaviors that might be observed that would document the degree to which faculty members have been involved in assessing student learning and using that assessment to improve instruction (C5-04). Numerous items in the current evaluation form can be used to ensure participation in the student learning outcomes process. Using this strategy, the Deans and the President were able to address the accreditation standard while waiting for the formal contract negotiations to conclude.

<u>Evidence for College Recommendation 5:</u>

C5-01 Ventura County Community College District's Initial Proposal to AFT Local 1828,
        January 2013
C5-02 AFT 1828 Initial Proposal, January 15, 2013
C5-03 Memos from President to Deans, November 15, 2012
C5-04 Student Learning Outcomes as Addressed Through Faculty Evaluation Process

College Recommendation 6

Recommendation, October 2010:

As noted in 2004, in order to fully meet this Standard, the team recommends that the college must develop a funding plan for new and modernized facilities based on the concept of Total Cost of Ownership. The plan must address the necessary staffing and other support costs to operate these facilities. (III.B.2.a)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 6. With the exception of the program review revisions to include the equipment inventory that, in turn, better informs the facilities/equipment prioritization process, most other strategies have either been recently implemented or are planned to be implemented at a later date. The college should aggressively activate its implementation plan as well as a strategy for assessing these actions to better ensure its optimal allocation of resources.

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from November 13-14, 2012 report):

Even though the Infrastructure Funding Model is new for fiscal year 2012-13, the model should be evaluated throughout the planning process to make sure it is meeting the requirements of the Total Cost of Ownership. The team determined that the College has fully met this recommendation.

Update:

The Total Cost of Ownership is now addressed through a modification to the District Budget Allocation Model, and through the work of three College committees: the Budget Resource Council (BRC), the Facilities Oversight Group (FOG), and the Technology Committee.

Following many months of discussion, ~~In~~ in February 2012, the District Council of Administrative Services (DCAS) proposed a modification to the general Budget Allocation Model (C6-01) and the establishment of an Infrastructure Funding Model (C6-02). This new model was adopted by the Board of Trustees on March 13, 2012. Under the model, lottery proceeds, interest income, and other specific revenue categories are segregated from the general Budget Allocation Model. This designated Fund (Fund 113), is a recurring revenue stream designed to provide foundational funding to the College as a base resource. Existing College resources as described above will continue to be allocated to augment this new Infrastructure Funding Model. 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)

A transition plan, described in the documentary evidence provided, was used as a vehicle to move the funds from the general Budget Allocation Model to the Infrastructure Funding Model over a period of years beginning with FY13.

The District Council on Administrative Services (DCAS) is the venue that is used to evaluate and reassess the Budget Allocation Model, as well as the new Infrastructure Funding Model. This evaluation, which involves the feedback from constituent representatives, is conducted each year prior to the development of the budget.

During the last three years, the state has not funded scheduled maintenance, nor Iinstructional Eequipment or and Llibrary Mmaterials. Consequently, the Ventura College has transferred its general fund year-end balances to provide funds for scheduled/deferred maintenance (Fund 419), computer technology refresh and non-computing equipment (Fund 445). In total, the College has expended over $3.6 million for these needs. These non-recurring dedicated funds are in addition to the new recurring infrastructure funds.

The College has protected the existing positions in technologies, maintenance and operations when, due to very significant budget reductions, has had to reduce the number of classified and manager positions.

The Budget Resource Council (BRC) receives recommendations from both the Facilities Oversight Group (FOG) and the Technology Committee, and then analyzes the budget requirements of the prioritized requests and develops a plan to address these budget requirements.

FOG, which oversees facilities and equipment of a non-computing nature (i.e. vehicles, furniture, lab equipment, kilns, etc.), provides coordination for the periodic revision for the College's Facilities Master Plan and meets regularly to address the College's cost of ownership needs. As part of the College planning, program review and budget allocation cycle, FOG receives requests for facilities improvements from the College Planning Council (CPC) and creates an implementation plan to advance these requests (C6-03).

The College's Technology Committee provides coordination for the periodic revision of the campus Technology Plan, which includes a detailed Technology Refresh Plan built around a four-year replacement cycle (C6-04).

A thorough physical assessment of the College's furniture and equipment our inventory was completed in July 2013, with every room or space on the campus included. We now have a An expected life table was established, which will provide 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 (C6-05). Additionally, the BRC adopted in March 2012 an Inventory Rubric to be applied during the inventory of all of the fixed assets owned by the institution (C6-06).

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, based on program review findings, are given to the Technology Committee. Other equipment requests, based on program review findings, are given to the BRC. These groups assign the committee 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 College Executive Team College President, Executive Vice President, and Vice President of Business Services for the final College ranking. The lists of initiatives (C6-07), with all rankings, are then shared with the CPC and the College administration for implementation. Divisions are notified about funded requests and have until the next program review cycle (approximately 12 twelve months) to submit complete purchase orders.

Total Cost of Ownership is also being addressed with state officials in relation to capital outlay. In March 2013, college and district officials met with one of the State's Facilities Planning and Utilization Specialists to review the state's assessment of the campus, which includes facilities, the 2013-2014 space inventory, our the College's five year capital plan, and our the institution's future growth eligibility (C6-08). The facilities assessment, which the state official explained as containing "everything" identified $93,875,742 in Total Cost to Repair, $289,523,783 in Cost to Replace (building structures only), and 32.42% for Facilities Condition Index. While these numbers are significant, the sState's Facility Planning and Utilization Specialist said that we Ventura College's status in this regard is are "better than most." However Nonetheless, the numbers for Cost to Repair indicate the need for the state to fund scheduled maintenance again.

In this same meeting, College official we were provided with a copy of the officialour S space I inventory. Our Ventura College's Ttotal Rroom Aassigned Ssquare Ffootage is 434,599, and our the outside gross square footage is 620,516, for an efficiency rate of 70%, which the State Facilities Specialist similarly noted is "better than average."

In the meeting with state, district, and college officials, we also discussed our future building needs were also discussed. Our The college's Administration Building is seriously outdated as is the Campus Center our cafeteria building. While we are the campus no longer has currently not serving food and do not have the same need for a Student Campus Center as was initially conceived several decades ago, such a building was conceived several years ago, there remains a need to consolidate some we do have a need to put some new student services (i.e., Financial Aid, CalWorks, DSPS, and EOPS), many of which are currently housed in very old and separate buildings, into more of a one-stop center a more permanent and modern facility that could also house administrative staff on the top floor. In the coming months, we the College administration and FOG will consider putting together an Initial Project Proposal (IPP) and, if approved in concept by the State Chancellor's office, will put together the Final Project Proposal (FPP) for such a building.

In this same meeting, ~~we~~ the College administration and the State's Facilities Planning and Utilization Specialist also discussed Fusion, the State's Planning Module software, ~~which provides us with~~ a real-time database that allows ~~us~~ the College to "see" the details of all of ~~our~~ the institution's facilities. Access to Fusion will be provided to those individuals responsible for facilities oversight so that changes or updates to ~~our~~ campus facilities ~~are~~ will continue to be carefully tracked. ~~We~~ The College will ~~also~~ utilize the Fusion Planning Module for scenario planning prior to the creation of and IPP or an FPP for the proposed revision to the Campus Center building.

Our Facilities Master Plan, which is a rolling five-year plan, will be revised to meet the needs of our changing campus. We will ensure that we continue to address the Total Cost of Ownership needs identified through program review as well as to identify building projects in the areas of growth, modernization, or safety that may be needed in future years.

Evidence for College Recommendation 6:

C6-01 Budget Allocation Model
C6-02 Infrastructure Funding Model
C6-03 Facilities Improvements List
C6-04 Technology Strategic Plan (for Technology Refresh Plan)
C6-05 College Equipment Inventory List
C6-06 Inventory Control Rubric
C6-07 Program Review Initiatives Spreadsheets
C6-08 Ventura College Capital Outlay Meeting (Presentation PowerPoint)

College Recommendation 7

Recommendation, October 2010:

In order to fully meet this Standard the team recommends that the president of Ventura College, in combination with the executive leadership, needs to develop a more comprehensive system of campus communication that promotes a climate of open dialogue, broader involvement in an understanding of college planning processes, and increased access to information and institutional outcomes. (IV.A.1)

Update:

The campus communication system is multi-faceted. Campus-wide communication techniques include the following:

- The College President sends a written weekly update to the entire campus. These updates cover a number of topics, including status reports on accreditation, planning, and program review; reminders of procedures for updating the classification of course tiers and for holding department chair elections; announcements of personnel changes; solicitations for participation in forums and/or to provide input on issues of campus-wide concern; lists of professional development opportunities and upcoming events (C7-01).

- The College President hosts a monthly open forum to share information, to prompt group discussion, and to solicit opinions on a number of issues, including input on revisions to the college mission statement and the college organizational structure; presentations on new campus programs and demonstrations of new technologies or other institutional innovations; question and answer questions about budget (C7-02).

- A formal committee structure promotes dialogue and governance involvement on issues of concern. Committees address and promote dialogue about planning, program review, student learning outcomes, budget procedures, facilities, professional development, basic skills, distance education, curriculum, learning communities, safety and technology. Operational committees, such as the Department Chair and Coordinators Council and the Administrative Council, promote dialogue about the implementation and improvement of college procedures.

- The College Planning Council (CPC) serves as a key committee for promoting dialogue and discussion on a variety of topics, including significant changes that are taking place in the areas of financial aid, enrollment priorities, and repeatability as well as potential changes that may result from the most recent state budget (C7-03). The College President is an active member of this committee, bringing issues forward and encouraging dialogue. Also on this committee are the other members of the Executive Team (the Executive Vice President and the Vice President of Business Services), deans, supervisors, ~~members of~~ the Academic Senate Executive Committee, other faculty, and classified staff. CPC is a well-attended meeting, and members are provided the opportunity to interact and discuss important issues with people from across the campus. Two facilitated meetings occurred in the College Planning Council during Spring 2013, one to discuss challenges and ideas in regards to issues at the state level and to gather ideas for district/college planning, and the other to gather ideas about how to improve the college's performance in the area of student engagement. Both of these meetings were seen as very positive in terms of promoting dialogue and gathering ideas for future planning (C7-04).

- Department and division meetings promote dialogue about department and division plans, the prioritization of staffing and equipment needs, and the development and assessment of student learning outcomes. Facilitated division meetings in spring 2013 provided division members the opportunity to reflect and give input on both the college's SLO performance and our organizational structure.

- Recent efforts to facilitate meetings across the campus as a way to promote dialogue prompted the President and others formally trained in facilitation to institute a program to train other campus leaders in utilizing facilitation techniques to enhance broader participation and group engagement in campus meetings. The first group being trained includes managers, the current as well as incoming Academic Senate presidents, other faculty, classified staff, and the Director of the College's Foundation (C7-05). In fall 2013, a second group of college employees will receive the training. It is our intention to make a significant effort to include more discussion into major campus committees.

As described extensively in the response to College Recommendation 3, the college's planning and program review process was revised to ensure broader participation and discussion at the department and division levels and facilitated prioritization of needs at the division level. Data and analysis-intensive department-level program reviews are posted on the college web page for ease of campus and public access.

An Annual Planning Report, which explains progress made toward institutional effectiveness measures and summarizes the results of program review and the progress made toward the development and assessment of student learning outcomes, is distributed each fall. Also distributed each fall is a published Integrated Planning Manual, describing the steps involved in planning and the integration of the college's master plan and strategic plan (C7-06 and C7-07).

Evidence for College Recommendation 7:

C7-01 Email updates by College President to campus (#1 through XXX)
C7-02 Emails pertaining to Campus Forums
C7-03 CPC Minutes, 2011-2013
C7-04 CPC Input from facilitated meetings, springe 2013
C7-05 Emails regarding facilitation training, spring 2013
C7-06 2011 Annual Planning Report
C7-07 2012 Annual Planning Report

College Recommendation 8

Recommendation, October 2010:

As noted in 2004, in order to fully meet this Standard, the team recommends that the college President must develop an ongoing systematic and comprehensive system to assess the effectiveness of the college's organizational structure, campus planning processes, and community in a timely manner. (IV.B.2.a-b, IV.B.2.c)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 8 having restructured the use of personnel and resources to address the issues cited in this recommendation. The evaluation of the reorganization plan should be completed as outlined in the Follow-up report and the results implemented. Attention should be given to the college institutional effectiveness goals being aligned with the District's goals.

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from November 13-14, 2012 report):

The team finds that the College has satisfied this recommendation and would encourage Ventura College, along with its two sister Colleges and the District, to continue to assess how well the alignment of District and College goals is being maintained.

Update:

As described in the response to College Recommendation 4, ~~the~~ Ventura College implemented a new organizational structure in July 2011 (C8-01). This structure was evaluated during the spring 2012 semester. In January 2012, six months after the implementation of the new organizational structure, the College President invited all College employees to participate in an online survey to assess the new structure (C8-02). In February 2012, a College Open Forum was devoted to collecting feedback regarding the effectiveness of the new organizational structure (C8-03). At this forum, the results of the online survey were shared and used as the starting point for small group discussions on the merits of the new system and the additional improvements needed. The results of the focus group discussions were shared in one of the College President's weekly *Updates*, along with a written summary of the results of the online survey (C8-04). Since February 2012, the deans and committees have used this feedback to make modifications to their operations, as described more fully in the response to College Recommendation 4. In addition, the College has built into its integrated planning process a calendar for the ongoing assessment of the organizational structure (C8-05). In accordance with this calendar, the College Planning Council (CPC) will assist the College President in engaging the campus in a review of the organization structure every three years~~.~~, The most recent review took place, in accordance with the established schedule, during the spring 2013 semester. ~~with the next review scheduled for~~

spring 2013. Documentation in support of efforts to assess the organizational structure and the College planning process are found in the response to College Recommendation 4 in this report.

The development of a data set to quantify the College's Core Indicators of Institutional Effectiveness was discussed throughout most of the spring 2012 semester at both the Academic Senate and the CPC. Input was gathered from division representatives about what should be included in the Core Indicators and the document list of data elements was revised numerous times based on this input and subsequent Academic Senate and CPC discussions (C8-06). The final version of the Core Indicators list was approved at the May 9, 2012 meeting of the CPC (C8-07).

The work that was done at Ventura College to identify the data elements by which to measure institutional effectiveness was used later during the spring 2012 semester to document and support progress made at both the College and District level toward the Board of Trustee's planning goals. Ventura College's Core Indicators, along with documents submitted by the institutional researchers at Moorpark College, Oxnard College, Ventura College, and the District Administrative Center, assisted in the development of a data set common to all three Colleges in the District (C8-08). At the conclusion of this development process, the data elements in the district-wide report (which align with the Board's goals) replicated many of the data elements in Ventura College's Core Indicators, thus ensuring the necessary alignment of the College institutional effectiveness goals with the District goals.

During spring 2013 I in preparation for development of the new VCCCD Master Plan, a number of facilitated meetings took place, both at the campuses and at the district level, in spring 2013. The first of these meetings at Ventura College took place with the College Planning Council (CPC) (C8-09). An initial review of the district Mission Statement was conducted, and from there, committee members divided into small groups. They first engaged in a SWOT (Strengths, Weaknesses, Opportunities, and Threats) exercise, looking at a number of significant issues (i.e. e.g., Financial Aid changes) at the state level that the college must now address in a meaningful way. Groups reported their responses out to the larger group, and a large-group discussion took place. Groups then met again, this time to respond to specific questions:

- In light of increased state and national emphasis on student completion, what might be done in order to create clear pathways to degrees, certificates, and transfers?
- In light of proposed unit caps and penalties for unsuccessful course attempts, what might be done in order to decrease course withdrawals and failing grades?
- Is there anything about our relationship with our educational partners that could be improved or that needs to change?
- In light of rapid technological advancements and increased options available for students on both the state and national level, what do we need to do to remain competitive in the online arena?
- What should be the relationship of the three colleges in our district to each other?
- What must we do to retain organizational vitality? (for internal groups)
- What could the district and its three colleges do better to meet community needs? (external groups)

The same facilitated process and questions were used to gather input from the Academic Senate, the Administrative Council, the Classified Senate, Student Services, and the College Foundation. An open forum was held for students, hosted by the Associated Student Body (ASB). At the district level, a Community Advisory Board, augmented by additional citizen representatives, was asked for their responses to the same questions. ~~as was a P-16 Council put together by the district.~~ Responses from each group were compiled and forwarded to the District Committee on Planning (DCAP) and Consultation Council (C8-10). *Note to Peter – Want responses from all groups or just summary?-*

On April 15, a facilitated District Master Planning meeting was held at Oxnard College with members from all three colleges and the district office. Results from the meeting will also be used by Consultation Council ~~DCAP~~ in fall 2013 to help create the next District Educational Master Plan. Once the new District Educational Master Plan is developed, the colleges will develop their own goals so that the district and colleges goals will be clearly connected.

Evidence for College Recommendation 8:

C8-01 Ventura College Organizational Chart, July 2012
C8-02 Assessment of Campus Organization (online survey results)
C8-03 President's Updates #52, January 25, 2012 (invitation to open forum)
C8-04 President's Updates #55, February 14, 2012 (summary of feedback regarding organizational structure feedback)
C8-05 Ventura College Planning Cycle Flowchart (from 2013 Integrated Planning Manual)
C8-06 CPC and Academic Senate Minutes, Spring 2013
C8-07 Ventura College Core Indicators of Effectiveness
C8-08 VCCCD and Ventura College Shared Effectiveness Measures (p. 12 of Ventura College Institutional Effectiveness Report)
C8-09 CPC Minutes, February 2013
C8-10 DCAP Summary of Planning Responses from college district and community focus groups
C8-11 Email regarding District Master Planning Meeting on April 15, 2013

Comment [U9]: Honestly, I don't think either are really necessary in this report.
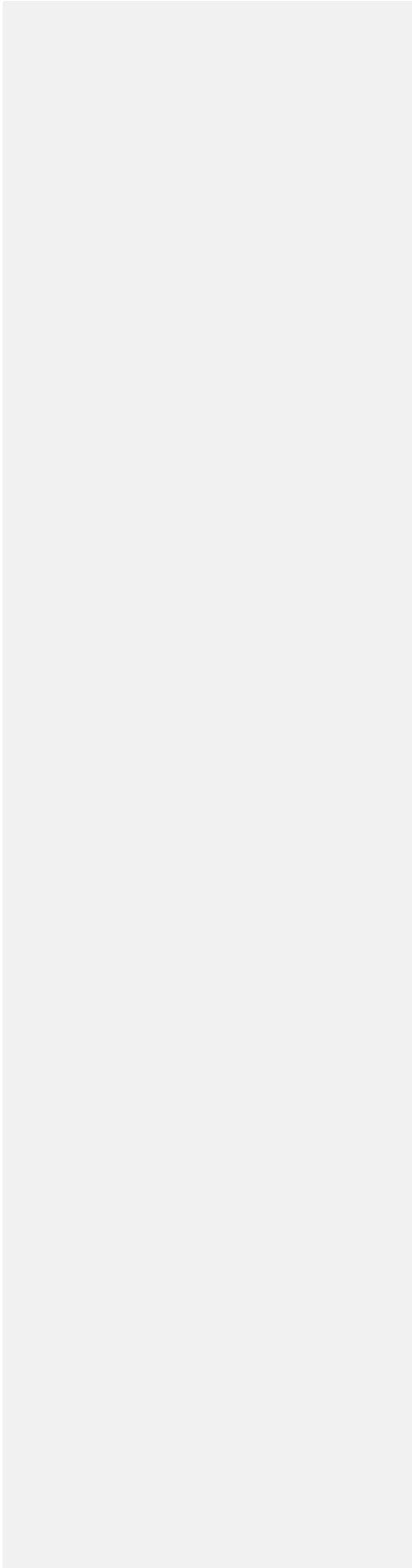
ACCREDITATION MIDTERM REPORT

DISTRICT RESPONSES TO TEAM RECOMMENDATIONS
AND COMMISSION ACTION LETTER

Final Version Due October 15, 2013
[*Note: This document is written as if completed in October 2013.*]

District Recommendation 1. In order to meet the Standards, the District, in concert with the three Colleges, shall develop clearly defined organizational maps that delineate the primary and secondary responsibilities of each, the College-to-College responsibilities, and that also incorporate the relationship of major District and College committees established to assure the integrity of activities related to such areas as budget, research, planning, and curriculum. (IV.B.3.a-b, IV.B.3.g)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012): *The District, in concert with the three Colleges, completed its functional mapping and has incorporated College-to-College responsibilities and their relationship to the District. Further, there was evidence of incorporating District and College committees relating to budget, academic (curriculum) and student services, strategic planning and research. The teams concluded that VCCCD has addressed all components of this recommendation, resolved the deficiencies and now meet Standards.*

Summary

During the period of February through June 2012, the District and Colleges, through the District Consultation Council, completed the work of revising the District-wide *Participatory Governance Handbook* to reflect a clearly defined organizational flow and functional mapping narrative and developed the *VCCCD Governance: Advisory and Recommendation Pathways*, a governance process chart that delineates and illustrates the relationships of major District and College committees. The *Participatory Governance Handbook* and its accompanying *VCCCD Governance: Advisory and Recommendation Pathways* ensure delineation of roles and responsibilities and provide venues within the District/College governance structure to host participatory dialogues.

The *Participatory Governance Handbook* review process and development of the *VCCCD Governance: Advisory and Recommendation Pathways* resulted in recommended changes to participatory governance groups, including the creation of a District Council on Accreditation and Planning (DCAP) to develop, monitor, and evaluate District-wide planning and accreditation cycle activities, and a District Council on Academic Affairs (DCAA) to advise the Chancellor regarding instructional program development and related Board policies, administrative procedures, and standard operating practices. Dialogue addressing gaps within existing governance committees further resulted in modifying the District Technical Review Workgroup

1

(DTRW) and District Council on Student Learning (DCSL). The modified groups are now called the District Technical Review Workgroup – Instruction (DTRW-I) and the District Technical Review

2

Workgroup – Student Services (DTRW-SS) and they advise the District Council on Academic Affairs (DCAA) on academic and professional matters. DTRW-I and DTRW-SS focus on instruction and student services in program development and review/suggest revisions to Board policies and administrative procedures in these areas as needed.

The *Participatory Governance Handbook* was communicated District-wide, and constituents were given opportunities to provide input for improvement. The *Participatory Governance Handbook* was presented to the Board of Trustees for information in June 2012, and the Board approved an updated BP 2205 Delineation of System and Board Functions to include the completed *Participatory Governance Handbook* and functional mapping documents.

> **Comment [U3]:** No. The AP includes the PGH.

In fall 2012, the District Council on Accreditation and Planning (DCAP) completed a *VCCCD Operational/Functional Mapping Table* that supplements the Functional Mapping narrative provided in the District-wide *Participatory Governance Handbook.* The supplementary *VCCCD Operational/Functional Mapping Table* provides an "at-a-glance" view of functional mapping between the District and Colleges.

By revising the *Participatory Governance Handbook*, the District clearly delineates and communicates functions between the District and the individual Colleges and consistently adheres to this delineation in practice. The *Handbook* and its accompanying *VCCCD Governance: Advisory and Recommendation Pathways* serve as the manual of governance and operations within the standard operations of District and Colleges. in governance and operations. By clearly defining and delineating the roles and responsibilities of the District and the Colleges, effective and efficient services and support are provided to the Colleges to achieve the District's vision and mission.

Progress on District Recommendation 1 for Improvement and Sustainability

The District and Colleges will assess, on an annual basis, the appropriateness of constituent role delineation and responsibilities involved in District-wide governance processes, identifying gaps in governance structures and resources, as well as the overall effectiveness of the process by administering online surveys and holding public forums to gather data for further refinement.

> **Comment [U4]:** This paragraph needs a bit of work.

In February 2012, District Consultation Council and the Chancellor's Administrative Council discussed and agreed upon a review process and timeline for the annual assessment of the *Participatory Governance Manual* and accompanying *VCCCD Governance: Advisory and Recommendation Pathways* and *VCCCD Operational/Functional Mapping Table*. During the period of February and March 2013, District Consultation Council members and the Chancellor's Administrative Council members worked with constituencies at all three Colleges and the District Administrative Center to gather input for first review at the April 5, 2013 Consultation Council meeting.

> **Comment [U5]:** This needs further detail on how this will be completed by October.

3

District Recommendation 2. In order to meet the Standard, the District, in concert with the three Colleges, shall document evidence that a review of District Policies and Procedures that may impede the timely and effective operations of the departments of the Colleges has taken place and that appropriate modifications are made that facilitate the operational effectiveness of the Colleges. A calendar that identifies a timeline for the regular and consistent review of policies shall be developed. (IV.B.1.e)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012): *The teams found that VCCCD has developed a process to review, assess and modify policies and procedures of the District. There is strong evidence that procedures that impeded operational effectiveness were reviewed as part of the assessment and were refined to ensure efficiency and effectiveness. The District and Colleges have implemented a process that identifies impediments to effectiveness and provides a framework to minimize the impediment. The teams concluded that the process for assessment and improvement is sustainable. The teams concluded that the recommendation has been addressed, the deficiencies resolved, and the Standards met.*

Summary

The Board of Trustees adopted a two-year policy/procedure review cycle calendar in March 2011. The review schedule was implemented and is being vigorously adhered to as evidenced by activities undertaken by the Board's Policy Committee and the subsequent placement of proposed, reviewed, and/or revised policies and administrative procedures on monthly Board agendas for action or information. District governance committees maintain meeting notes documenting policy/administrative procedure review and recommendations and have been requested to post agendas/minutes on the District or College websites.

To address the review and modification of policies and procedures that may impede operational effectiveness, policy/administrative procedure review and recommended changes follow the *VCCCD Governance: Advisory and Recommendation Pathways* as outlined in the *Participatory Governance Handbook* to ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges. Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments and negatively impact the timely and effective operations of District/College departments. Constituent groups formulate recommendations to the Chancellor through consultation, and members are responsible to serve as a conduit for information and the catalyst for discussion on topics raised by District groups and within constituent groups.

To address extremely time-sensitive policy or administrative procedures critical to District/College operational deadlines but subject to missing Policy Committee or Board Meeting timelines, governance committees can hold special meetings and/or present such time sensitive recommended policies and administrative procedures to the Chancellor or Chancellor's Cabinet for approval to advance to Policy Committee and the Board of Trustees.

> **Comment [U6]:** Extremely long sentence.

4

As a result of dialogue by governance groups and constituent feedback, policy and administrative procedure modifications occurred to avoid impeding College operations and ensure consistency across the District/Colleges. For example, an employee-accessible "Business Tools, Forms, and Procedures" SharePoint site was designed to facilitate consistent District-wide application of procedures and attendant forms, and a Field Trip/Excursion electronic workflow process was developed in

conjunction with faculty and staff in response to faculty needs.

The process utilized for review and revising Board policies provides opportunities for all constituents to provide input and follows the established governance structure and committees before the Board of Trustees acts upon recommended changes or adoption of policies and administrative procedures. The Board continues to conduct effective Board meetings and more effective implementation of policies and administrative procedures.

Progress on District Recommendation 2 for Improvement and Sustainability

Since the most recent follow-up accreditation team visit in November 2012, all Board polices and administrative procedures have entered the cycle of review. Completion status as of October 2013 is as follows:

- Chapter 1 The District: complete
- Chapter 2 Board of Trustees: complete
- Chapter 3 General Institution: approximately 65 percent complete
- Chapter 4 Academic Affairs: approximately 80 percent complete
- Chapter 5 Student Services: approximately 5 percent complete
- Chapter 6 Business/Fiscal Affairs: approximately 90 percent complete
- Chapter 7 Human Resources: approximately 90 percent complete

The District continues to monitor the sequence, origination points, and appropriate constituency involvement in the two-year policy/procedure review process to identify systematically identify criteria and evaluate impacts of same on District/College operational effectiveness. The Board of Trustees committed to act in a manner consistent with its policies and administrative procedures by signing a strengthened Best Practices Agreement at a regularly scheduled Board meeting in March 2013.

To achieve continuous quality improvement across the District/Colleges, the "Business Tools, Forms, and Procedures" SharePoint site will be expanded to incorporate additional procedures, forms, and enhancements based on user suggestions. This process of regular updates will continue based on user input. The Human Resources Department reviews the electronic toolbox "HR Tools" on an ongoing basis to ensure the toolbox contains necessary and up-to-date materials for employees.

In fall 2012, the District Council on Accreditation and Planning (DCAP) designed and implemented an Employee Formal Communications Survey to collect and analyze feedback from employees about ways to improve the flow of information to and from the District through formal channels of the committee and governance structure and to identify any policies or procedures that need clarification or that are difficult to implement in practice. A summary of

5

the survey findings was discussed at District Consultation Council in spring 2013 and provided District-wide through a subsequent Chancellor's Update, which ~~is~~ was distributed to employees, students, and Community Advisory Body members. The next annual Employee Formal Communications Survey is scheduled for fall 2013.

6

District Recommendation 3. In order to increase effectiveness, the Teams recommend that the District conduct a periodic outcomes assessment and analysis of its strategic planning and decision-making processes, leading to sustainable continuous quality improvement in educational effectiveness in support of student learning and district-wide operations. (IV.B.3)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The teams found that there are well-defined processes to review the planning process, and timelines are clear and reasonable. The teams also found that outcomes assessment data and other elements of institutional effectiveness are integrated into both the District and College planning processes. There is a linkage between Recommendation 1 and 3 in that delineation of responsibility is important in addressing the decision-making process at VCCCD. There is indication that the process of assessment-related actions will lead to sustainable continuous quality improvement in effecting student success. The teams conclude that VCCCD has fully addressed this recommendation, resolved deficiencies, and now meets Standards.

Summary
Strategic Planning:
To align with best practices in institutional planning, the Board of Trustees assessed the District's planning efforts using the ACCJC Rubric on Integrated Planning at its June 2012 Board Strategic Planning Session. Assessment outcomes suggested District practices and processes reflected many essential features of integrated planning, including a 10-year District Master Plan, Board goals and objectives with annual effectiveness reporting, annual Board planning sessions, and dialogue regarding efficacy of the planning process. The improved District-wide integrated planning process incorporates local College planning processes and reporting timelines.

The Board recognized process improvements were needed to reach and maintain the level of "sustainable continuous program improvement." Of particular importance was documentation of the planning process, affirmation of the planning cycle and timeline for creation of the next District Master Plan, and an orderly transition to improved practices from current activities. To that end, a transition plan and District-wide planning model timeline was adopted by the Board in August 2012. Subsequently, a *VCCCD Integrated Planning Manual* was developed to guide and document the planning process.

Student Learning:
To assess District/College effectiveness, VCCCD created a District-wide *Institutional Effectiveness Report* that delineates outcomes for corresponding annual Board Goals. The *Institutional Effectiveness Report* provides three years of data for trend analysis and comparisons. The first report was presented at the June 2012 Board Planning Session and will be presented annually and institutionalized as a component of the standard assessment measure.

Decision-Making:
To assess its decision-making processes, the District, through Consultation Council during the period of February-June 2012, reviewed the *Participatory Governance Handbook* and substantially revised the deliberation and consultation process. The resulting structure, as documented in the *Handbook* under the *VCCCD Governance: Advisory and Recommendation*

7

Comment [U8]: The subject of this sentence shouldn't be "assessment outcomes" should it?

Comment [U9]: Hmmmm. This seems like post hoc reasoning to me.

Comment [U10]: Only partial so...

Pathways, ensures that the deliberation, recommendation, and decision-making process is transparent, appropriate and functional.

The *Participatory Governance Handbook* review process and development of the *VCCCD Governance: Advisory and Recommendation Pathways* resulted in recommended changes to participatory governance groups, including the creation of a District Council on Accreditation and Planning (DCAP) to develop, monitor, and evaluate District-wide planning and accreditation cycle activities, and a District Council on Academic Affairs (DCAA) to advise the Chancellor regarding instructional program development and related Board policies, administrative procedures., and standard operating practices. Dialogue addressing gaps within existing governance committees further resulted in modifying the District Technical Review Workgroup (DTRW) and District Council on Student Learning (DCSL). The modified groups are now called the District Technical Review Workgroup – Instruction (DTRW-I) and the District Technical Review Workgroup – Student Services (DTRW-SS) and they advise the District Council on Academic Affairs (DCAA) on academic and professional matters. DTRW-I and DTRW-SS focus on instruction and student services in program development and review/suggest revisions to Board policies and administrative procedures in these areas as needed.

The *Participatory Governance Handbook* was communicated District-wide, and constituents were given opportunities to provide input for improvement. The *Participatory Governance Handbook* was presented to the Board of Trustees for information in June 2012, and the Board approved an updated BP 2205 Delineation of System and Board Functions to include the completed *Participatory Governance Handbook* and functional mapping documents. Further demonstration of the Board's understanding of and commitment to participatory governance was its adoption of a resolution in support of participatory governance. The resolution was jointly developed the three College Academic Senates and adopted unanimously by the Board in April 2013.

In fall 2012, the District Council on Accreditation and Planning (DCAP) completed a *VCCCD Operational/Functional Mapping Table* that supplements the Functional Mapping narrative provided in the District-wide *Participatory Governance Handbook.* The supplementary *VCCCD Operational/Functional Mapping Table* provides an "at-a-glance" view of functional mapping between the District and Colleges.

The District and Colleges developed a revised District-wide Integrated Planning Cycle Timeline and District-wide *Institutional Effectiveness Report* that is data-driven to assess District services and ensure periodic outcomes assessment and analysis of its strategic planning and decision-making processes, leading to sustainable, continuous quality improvement in educational effectiveness in support of student learning and District-wide operations. The District has established clearly defined roles of authority and responsibility between the Colleges and District, and it acts as the liaison between the Colleges and Board of Trustees.

Progress on District Recommendation 3 for Improvement and Sustainability

Following Board adoption of the District-wide Integrated Planning Cycle timeline and transition plan, the District and Colleges utilized the *VCCCD Integrated Planning Manual* to guide and document the planning process.

8

Description of the District Planning Process

The District's six-year *Master Plan* identifies over-arching goals and objectives that serve as the foundation for the *Strategic Plan*, the *Strategic Technology Master Plan*, and the *Facilities Plan*. The *Master Plan* may be updated prior to the end of the six-year period if warranted by a major change of conditions.

Research and data analysis provide information for district-wide dialogue that supports the development of the *Master Plan*. Annual and trend data are collected and analyzed in a number of areas, including:

- Demographic data and projections
- Economic projections
- Student access and enrollment data from feeder institutions and receiving institutions
- Student access and success data from the district colleges
- Long-term and short-term analysis of community needs as appropriate to mission
- Other sources of data identified as essential in the planning dialogue

The *Strategic Plan* is comprised of a limited number of high-priority, strategic goals derived from/based on the *Master Plan*. These three-year goals are further divided into objectives, each operationalized through measurable action steps. Each action step includes a timeline for completion, a description of the indicators of success, ~~and~~ the assignment of parties responsible for implementing the action and the resources necessary for successful completion. The Board of Trustees calls for the next three-year *Strategic Plan* when the term of the *Strategic Plan* expires or when all strategic goals and objectives have been achieved.

The goals and objectives of the six-year *Master Plan* are reviewed and approved by the Board of Trustees upon the recommendation of the Chancellor's Consultation Council, which serves as the primary District planning group. Upon receiving the *Master Plan*, Consultation Council (with the assistance of the District Council on Accreditation and Planning (DCAP)): (1) identifies goals and objectives to implement first ~~through the more narrow-in-scope~~ which are compiled into the *Strategic Plan*; (2) charges the appropriate District councils and College committees with the task of developing and implementing the action steps to support the *Strategic Plan*'s goals and objectives; and (3) calls on these councils and committees to file periodic progress reports with the District Council on Accreditation and Planning (DCAP).

Comment [U15]: When do we start to work on the Strategic Plan?

The new *Master Plan* is intended to cover the period from 2013 to 2019. The *Strategic Plan* will be developed during the fall 2013 semester and will span the period of 2013 to 2016. The *Facilities Master Plan* is a rolling five-year plan that currently spans from 2013 to 2018. The *Strategic Technology Master Plan* spans from 2011 to 2014. Subsequent iterations of these plans will be developed when the terms of these plans expire or if there is a major change of internal or external conditions.

Comment [U16]: We have this?

9

Development of the 2013-2019 Master Plan

The development of a new Educational Mmaster Pplan in the VCCCD during the spring 2013 semester has been a highly should be a collaborative process, one in which where the hopes and ideas of various stakeholders arwere synthesized into a coherent narrative that both inspires and directs specific goals and objectives. Below is the framework that was followed to create the 2013-2019 *Ventura County Community College District Master Plan*:

Laying the Foundation: In January 2013, the District Council on Accreditation and Planning (DCAP) proposed a preliminary timeline for the development and adoption of the *Master Plan*. The President of Ventura College (hereafter, "Planner") was asked to lead the District and its three Colleges through the steps needed to produce a document for Board of Trustees review and consideration. Following this appointment, a preliminary methodology for seeking constituent input on key planning issues was developed and a draft implementation calendar was prepared.

Identification of Focus Group Participants and Key Discussion Topics: In January 2013, the District Council on Accreditation and Planning (DCAP) presented a preliminary list of questions to be discussed in constituent focus groups. The Chancellor's Consultation Council modified and augmented these preliminary questions, resulting in the following list:

1. In light of increased state and national emphasis on student completion, what might be done in order to create clear pathways to degrees, certificates, and transfers?
2. In light of proposed unit caps and penalties for unsuccessful course attempts, what might be done in order to decrease course withdrawals and failing grades?
3. Is there anything about our relationship with our educational partners that could be improved or that needs to change?
4. In light of rapid technological advancements and increased options available for students on both the state and national level, what do we need to do to remain competitive in the online arena?
5. What should be the relationship of the three Colleges in our District to each other?
6. (Internal Groups): What must we do to retain organizational vitality?
   OR
6. (External Groups): What could the District and its three Colleges do to better meet community needs?

Consultation Council also agreed to a common minimum set of constituent groups to participate in the focus group discussions. These were the Academic, Classified, and Student Senates; the College Administrative or Dean's Councils; the District's Community Advisory Board (as augmented by additional community representatives); and representatives from the College Foundation Boards.

Environmental Scan: Concurrently with the development of the focus group questions, the District's institutional researchers were asked to compile an extensive scan of the external and internal environment, focusing on the variables that might impact district planning decisions. Where possible, county data was compared to state data.

10

External data included:
1. County demographics
2. Socioeconomic trends
3. Unemployment rates
4. Employment by sector
5. K-12 student demographics
6. High school graduation numbers and test scores
7. High school dropout rates
8. College-going rates

Internal data included:
1. Enrollment trends
2. Student demographics
3. Faculty and staff demographics
4. Student goals and majors
5. English, math and reading placements
6. BOG waiver statistics
7. Trends in numbers served by categorical programs
8. ARCC data
9. Degrees and certificates awarded
10. Numbers of transfers
11. Employment rate of CTE student cohorts
12. Number of students taking online courses
13. Number of students above a 90 unit threshold
14. Number of students who have tried and failed courses 3 or more times; courses attempted that fall into this category
15. Number of students who are on financial aid
16. Number of students who have been on financial aid for 12 or more semesters

Focus Groups: Thirteen individuals were identified by the Chancellor, and the College Presidents and the Academic Senate Presidents to serve as facilitators of the focus groups. In February 2013, the Planner met with the identified facilitators to orient them to their task, to clarify the planning discussion questions that would be raised, to pilot a methodology for the focus groups, and to agree upon a methodology for documenting the results of the focus group discussions. Focus group discussions were held during the months of February and March 2013.

Open Space Forum: In April 2013, a large-group dialogue on the planning issues was held. At this meeting, the members of Consultation Council were joined by the 13 facilitators and by the members of the committees responsible for planning at the three Colleges. After reviewing the data prepared by the District's institutional researchers and hearing the synthesized results of College and District focus group discussions, the Open Space Forum format was used to enable the 80+ participants to further discuss the planning issues at greater length. The results of this large-group dialogue were synthesized by the Planner and used as the basis for the development of a proposed list of goals and objectives to serve as the foundation for the *Master Plan*.

11

Review and Revision: In May 2013, the first draft of the proposed *Master Plan* was shared with College and District constituent groups. District Consultation Council received the feedback on this draft and made modifications to the draft where necessary. The draft report was also reviewed and discussed by the Board of Trustees in June 2013, as part of their annual Board Planning Meeting. Work continued on a second draft of the plan during July 2013, and the revised document was shared with College and District constituent groups when school resumed in August 2013.

Adoption: Consultation Council finalized the draft of the *Master Plan* in August 2013, and the plan was presented to the Board of Trustees in September 2013 for discussion and in October 2013 for adoption.

12

District Recommendation 4. In order to improve communications, the Teams recommend that the District assess the effectiveness of its formal communications and utilize constituency and community input/feedback data to implement improvements to ensure that open and timely communication regarding expectations of educational excellence, operational planning, and integrity continues and is enhanced at all levels of the organization. (III.A.3, IV.B.3)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The teams found that communication between College employees and District staff members have improved significantly. The team determined that the VCCCD, in conjunction with the Colleges, now meets Standard III.A.3 and Standard IV.B.3. In their response to District Recommendation 4, the teams believe that the District and Colleges have met this recommendation and resolved the deficiencies.

Summary
Internal:

The District, through Consultation Council, improved effectiveness of its formal communications as evidenced by a thorough review and revision of the District-wide *Participatory Governance Handbook*. In creating and adhering to an appropriate governance process chart, *VCCCD Governance: Advisory and Recommendation Pathways,* for formal consultation and dialogue, the District ensured venues for constituent feedback are available, well-defined, and understood. The *Handbook* will be thoroughly assessed through Consultation Council at least once every three years to ensure ongoing effectiveness and demonstrate sustainable continuous quality improvement.

In March 2012, VCCCD implemented an annual governance committees' self-appraisal survey process to ensure assessment and improve formal communications within governance committee structures. Findings were discussed by committee members, and areas of potential improvement identified. In addition, formal governance committee/council activities occurring District-wide are communicated through the Chancellor's Update, which is posted on the District website and distributed to employees, students, and Citizens Advisory Body members.

External:

To further utilize community input in strategic planning, the District surveyed an expanded Citizens Advisory Body to obtain feedback for consideration at the Board's June 2012 Strategic Planning Session. The survey obtained opinions regarding the District/Colleges' breadth of functions and perceived challenges to better inform the Board of Trustees in planning and deliberations.   Significant findings reflected the need for the District to increase communication with community constituents regarding programs, services, and budget information. In addition, findings indicated community members identified the budget, alternative revenue resources, accreditation, partnerships, and college readiness as challenges currently facing VCCCD. Trustees commented the findings confirmed the importance of obtaining community input, and the Board agreed to increase the number of meetings with the Citizens Advisory Body to improve communication and ensure in-depth community participation in planning related to community needs.

> **Comment [U18]:** Clare: Note the e-mails that you have begun sending out after Cabinet RE: BPs/APs. This is a very good thing and it should be highlighted in this report.

> **Comment [U19]:** Also talk about how the CAB changed dramatically from Oct to Jan meetings based on CAB survey input.

13

The District is committed to continuous assessment of the effectiveness of its formal communication and utilized its constituency and community input/feedback data as a means to plan for continuous improvement. At the same time, the District and Colleges are demonstrating to the community that it and the three Colleges value open and timely communication with their constituents regarding expectation of educational excellence, operational planning, and integrity. High expectations are to be the norm at all levels of the organization.

Progress on District Recommendation 4 for Improvement and Sustainability

In March 2013, annual governance committees' self-appraisal surveys were distributed to governance committees (i.e., District Consultation Council, Administrative Technology Advisory Committee (ATAC); District Council on Accreditation and Planning (DCAP); District Council on Human Resources (DCHR); Institutional Research Advisory Committee (IRAC); District Council on Academic Affairs (DCAA); District Technical Review Workgroup-Instructional (DTRW-I); District Technical Review Workgroup-Student Services (DTRW-SS); District Council on Administrative Services (DCAS); and Instructional Technology Advisory Committee (ITAC)) to ensure assessment and improve formal communications within governance committee structures.

In fall 2012, the District Council on Accreditation and Planning (DCAP) initiated a survey of all employees related to constituency satisfaction with formal communications as a means to gauge effectiveness and provide opportunity for improvement. A summary of the survey findings was discussed at District Consultation Council in spring 2013 and provided District-wide through a subsequent Chancellor's Update, which is was distributed to employees, students, and Community Advisory Body members. The next annual Employee Formal Communications Survey is scheduled for fall 2013.

The Board values the importance of obtaining community input and increased the number of meetings with the Citizens Advisory Body to improve communication and ensure in-depth community participation in planning related to community needs. Three Citizens Advisory Body meetings have been held since fall 2012. The October 2012 meeting focused on the Board's Goals and Objectives, the District budget, and accreditation. The January 2013 meeting focused on economic development. The District's Division of Economic Development provided an overview of current economic development activities, achievements, and future plans. Trustees and community members discussed opportunities for vital community-based needs and identify gaps in service delivery. Groups were assigned topics for discussion and reported findings in the areas of emerging sectors in the county, potential partnerships, outreach possibilities, and methods to address any gaps in training and workforce development. The April 2013 Citizens Advisory Body meeting focused on development of the District *Master Plan*. Additional Ventura County community leaders were invited to attend the April 2013 Citizens Advisory Body meeting as a means to obtain additional community input for the District *Master Plan*. Meeting assessment findings indicate Citizen Advisory Body members desire and appreciate interactive meetings with opportunities for discussion.

14

District Recommendation 5. **In order to meet the Standard, the Board of Trustees shall complete an analysis of its self-assessment pursuant to Board Policy 2745 and formally adopt expected outcomes and measures for continuous quality improvement that will be assessed and reported as a component of the immediately succeeding self-assessment. (IV.B.1.g)**

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
After interviewing College employees, District staff, and individual Board members, the team concluded that the Board has implemented a professional development process to improve individual member's skills. This professional development process is dependent on an on-going self-evaluation to identify inefficiencies involving performance of Board members. The teams conclude that the District has met this recommendation.

Summary

The Board's annual self-evaluation process to assess Board performance is clearly defined in Board Policy/Administrative Procedure 2745 Board Self-Evaluation. The Board of Trustees improved the self-assessment instrument and implemented the self-evaluation process to complete the Board self-evaluation in advance of its June 2012 Board Planning Session in accordance with Board Policy 2745.

The full Board completed an analysis of its self-assessment and formally adopted outcomes and measures of Board performance. The assessment of those outcomes was an integral part of the annual evaluation. An external constituent assessment of the Board in the form of a survey to the District Consultation Council was established per Board Policy/Administrative Policy 2745 as part of the Board's annual self-assessment process. The results of the external assessment by District Consultation Council were discussed as part of the Board self-evaluation at the June 2012 Board Planning Session. The Board also accepted the survey results from the District Consultation Council and incorporated the findings into the Board's goal setting and performance enhancement activities.

In adopting the Board's Performance Goals, conducting the continuous self-assessment activities, and reviewing and improving the self-assessment instrument, the Board demonstrated a heightened vigilance toward self-reflection and continuous quality improvement. The assessment is focused upon Board performance as related to the Board's leadership and policy-making roles.

Progress on Recommendation 5 for Improvement and Sustainability

Per Policy 2745 Board Self-Evaluation, the Board's self-evaluation process is conducted annually. The Board's 2013 self-assessment process included the following activities:

15

- At the April 2013 Planning, Accreditation, Board Communications, and Student Success Committee (PACSS), PACSS reviewed existing self-evaluation survey instruments (i.e., Board's self-evaluation, Board evaluation survey provided to District Consultation Council for feedback, and the Board's monthly meeting assessment).

- In May 2013, the Board implemented its annual ongoing self-evaluation process per Board Policy/Administrative Procedure 2745. The Board of Trustees received the 2013 self-evaluation survey in electronic format for completion through the Chancellor's Office, and District Consultation Council members were provided an opportunity to complete the Board Evaluation survey electronically through the Chancellor's Office. The Board Survey was designed to gather feedback regarding Board Performance Goals, general evaluation, and individual Trustee reflective perspective. Participants were asked to indicate his/her opinions using a rating scale of "agree," "partial agreement," "disagree," or "don't know." An option to provide comments was provided.

- The annual summative Board self-evaluation was conducted ~~at~~ prior to the Board's
  June 2013
  Board Strategic Planning Session. Purpose and expected outcomes included evaluating Board performance; identifying and discussing areas for strengthening Board performance; incorporating identified areas in need of improvement into existing Board Performance Goals; and adopting updated Board Performance Goals. The Board's self-evaluation process also included discussion of significant findings from a summary of the Board's Monthly Meeting Assessments and a discussion of the results of the Board's Annual Self-Evaluation and Consultation Council Evaluation of the Board.

- Following Board discussion in June 2013, Trustees assessed the Board's progress in achieving performance goals and considered significant findings in the review and update of Board Performance Goals. The Board made recommendations for improvement and renewed the Board's commitment to continue to strengthen Board performance. At a subsequent Board meeting in July 2013, the Board adopted its updated Board Performance Goals.

- Following the Board's 2013 self-evaluation process, Board members completed a meeting assessment to ensure continuous quality improvement and effectiveness. Findings were provided for Trustee discussion.

16

District Recommendation 6. In order to meet the Standards, the Board of Trustees shall establish clearly written policies and corresponding procedures to ensure that decision-making is administered by staff in an equitable and consistent manner across and within the three Colleges. (III.A.3.a, III.A.4.c, IV.B.1.b-c)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The teams were able to confirm that the Colleges receive equitable participation from the District Office regarding input on policies and procedures, which may affect their decision making process. College personnel cited examples of procedures that are implemented consistently and equitably across Colleges, such as the granting of early tenure. The teams conclude that the District Office has met this recommendation.

Summary

The District administered a three-pronged strategy to ensure Board established policies and administrative procedures are administered District-wide in an equitable and consistent manner:

1. Board policies and administrative procedures are reviewed on a two-year cycle with constituent input to ensure clarity and appropriateness in field implementation.

2. The Functional Mapping narrative in the *Participatory Governance Handbook* makes explicit the delineation of functions between the District and Colleges and clarifies where District/College sites have discretionary decision-making over operations and where uniformity in practice is mandated.

3. Formal communication channels are utilized to ensure Board policies and procedures are communicated to District-wide constituents.

The Board of Trustees adopted a two-year policy/procedure review cycle calendar in March 2011. The review schedule was implemented and is being vigorously adhered to as evidenced by activities undertaken by the Board's Policy Committee and the subsequent placement of proposed, reviewed, and/or revised policies and administrative procedures on monthly Board agendas for action or information. District governance committees maintain meeting notes documenting policy/administrative procedure review and recommendations and have been requested to post agendas/minutes on the District or College websites.

To address policies and procedures that may impede operational effectiveness or result in less than uniform practice concerns, policy/procedure review and recommended changes follow the implemented *VCCCD Governance: Advisory and Recommendation Pathways* outlined in the *Participatory Governance Handbook* to ensure transparent and broad-based constituent input, consistency, and appropriate application across the District and Colleges. The Functional Mapping narrative in the *Participatory Governance Handbook* explains the delineation of functions between the District and Colleges and clarifies where District/College sites have discretionary decision- making over operations and where uniformity in practice is mandated.

17

Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments or uniform application concerns in District/College departments. Committee members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center and serve as a conduit for information and catalyst for discussion on topics raised by District groups and within the constituent groups.

As a result of dialogue by governance groups and constituent feedback, policy and administrative procedure modifications occurred to avoid impeding College operations and ensure consistency across the District/Colleges. For example, an employee-accessible "Business Tools, Forms, and Procedures" SharePoint site was designed to facilitate consistent District-wide application of procedures, and a Field Trip/Excursion electronic workflow process was developed in conjunction with faculty and staff in response to faculty needs. Further, any member of a participatory governance committee may request that a topic be agendized for a future committee meeting, this ensuring two-way communication.

To improve communication between Chancellor's Cabinet and governance committees, actions taken in Chancellor's Cabinet regarding policies and procedures are recorded in Chancellor's Cabinet meeting notes, and the Chair/Co-Chairs of the appropriate governance committees are notified of actions taken in Chancellor's Cabinet. In addition, the Director of Administrative Relations attends DTRW-I, DTRW-SS, and DCAA meetings as a guest to assist in maintaining consistent communication regarding review of policies and administrative procedures.

All Board policies and administrative procedures are monitored and tracked using a "Policy/Procedure Review Master Tracking Document," and all active Board policies and procedures are available to District/College constituents and the public electronically via the District website. Constituents are provided District contact information on the District website for questions or requests related to policy and administrative procedures.

The District has consistently addressed the delineation of roles and responsibilities of the Chancellor and Board of Trustees as stated in Board Policy 2434. The Board delegates fully the responsibility and authority to the Chancellor to implement and administer Board policies without Board interference and holds the Chancellor accountable for the leadership and operation of the District and the Colleges. The Board continues to be cognizant and diligent in its responsibility for educational quality, legal matters, and financial integrity.

Progress on Recommendation 6 for Improvement and Sustainability

Since the most recent follow-up accreditation team visit in November 2012, all Board polices and administrative procedures have entered the cycle of review. Completion status as of October 2013 is as follows:

- Chapter 1 The District: complete
- Chapter 2 Board of Trustees: complete
- Chapter 3 General Institution: approximately 65 percent complete
- Chapter 4 Academic Affairs: approximately 80 percent complete

18

- Chapter 5 Student Services: approximately 5 percent complete

19

- Chapter 6 Business/Fiscal Affairs: approximately 90 percent complete
- Chapter 7 Human Resources: approximately 90 percent complete

The District continues to monitor the sequence, origination points, and appropriate constituency involvement in the two-year policy/procedure review process to systematically identify criteria and evaluate impacts of same on District/College operational effectiveness. The Board of Trustees committed to act in a manner consistent with its policies and administrative procedures by signing a strengthened Best Practices Agreement at ~~a~~ its regularly scheduled Board meeting in March 2013.

To achieve continuous quality improvement across the District/Colleges, the "Business Tools, Forms, and Procedures" SharePoint site will be expanded to incorporate additional procedures, forms, and enhancements based on user suggestions. This process of regular updates will continue based on user input. The Human Resources Department reviews the electronic toolbox "HR Tools" on an ongoing basis to ensure the toolbox contains necessary and up-to-date materials for employees.

In February 2012, District Consultation Council and the Chancellor's Administrative Council discussed and agreed upon a review process and timeline for the annual assessment of the *Participatory Governance Manual* and accompanying *VCCCD Governance: Advisory and Recommendation Pathways* and *VCCCD Operational/Functional Mapping Table*. During February and March 2013, District Consultation Council members and the Chancellor's Administrative Council members worked with constituencies at all three Colleges and the District Administrative Center to gather input for first review of these documents at the April 5, 2013 Consultation Council meeting.

In fall 2012, the District Council on Accreditation and Planning (DCAP) designed and implemented an Employee Formal Communications Survey to collect and analyze feedback from employees about ways to improve the flow of information to and from the District through formal channels of the committee and governance structure and to identify any policies or procedures that need clarification or that are difficult to implement in practice. A summary of the survey findings was discussed at District Consultation Council in spring 2013 and provided District-wide through a subsequent Chancellor's Update, which ~~is~~ was distributed to employees, students, and Community Advisory Body members. The next annual Employee Formal Communications Survey is scheduled for fall 2013.

20

District Recommendation 7. In order to meet the Standards, the Board of Trustees shall assess its actions in relation to its policy making role and implement a program for ongoing Board member professional development to enhance and improve the demonstration of its primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Colleges. (IV.A.3, IV.B.1. e-g)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012): *The efforts by the Board of Trustees to take responsibility for policing its own actions and implementing a continuous quality improvement professional development plan and calendar is commendable. The team was able to verify that all members of the Board of Trustees participates in all professional development activities to assure that they will carry out their duties and roles as policymakers. The teams conclude that the District has met this recommendation, resolved deficiencies, and now meets Standards.*

Summary

The Board of Trustees committed to ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development and the Board's March 2012 Best Practices Agreement. To demonstrate its commitment and accomplish this goal, the Board developed and adopted a "Professional Development 2012/2013 Calendar" of activities and began assessing the effectiveness of its external professional development activities to ensure that the full Board is in concordance on the content and value of its development experience. In fall 2012, to further the Board's professional growth related to Board roles and responsibilities, the Board integrated the evaluation of its internal professional development activities as part of its monthly Board meeting assessments.

During the period of November 2011 through October 2012, the Board participated in numerous professional development activities, including a visit by the President of the Accrediting Commission for Community and Junior Colleges (ACCJC); several Community College League of California Conferences; Parliamentary Procedure Training; and presentations in the areas of Role of Faculty in Accreditation Processes; Role of Academic Senates/Areas of Authority and Responsibility; External Leadership Role; Fiscal Affairs; Legal Affairs; Legislative Matters; Human Resources; Student Trustee Role; Program Discontinuance Process; and Enrollment Priorities.

A majority of Board professional development activities are based on "Board and CEO Roles, Different Jobs, Different Tasks," provided by the Community College League of California. Activities provided on the District premises are attended by the full Board, with the exception of excused absences. Off-site activities requiring travel are attended by a minimum of one or two Board members on behalf of the full Board. Board members attending off-site activities provided verbal reports to the full Board during a regularly-scheduled Board meeting to communicate the value of the professional development experience.

Board professional development activities demonstrate the Trustees' commitment to ongoing professional development to enhance and improve the demonstration of their primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and

21

services delivered by the District and Colleges. Furthermore, the Board of Trustees took action to ensure that it reviews its members own ethical behavior and has procedures in place to advise, warn, sanction, and censure members regarding their conduct.

Progress on Recommendation 7 for Improvement and Sustainability

Since the most recent follow-up accreditation team visit in November 2012, two or more Board members have participated in the following professional development activities:

Date	Professional Development Activity
11/15/12	CCLC Annual Conference
01/12/13	Effective Board/Committee Meetings: Governance Issues and the Open Meetings Act, Ventura County Office of Education
01/22/13	Technical Assistance Visit (AB 1725) by Scott Lay (CCLC) and Michelle Pilati (Academic Senate for California Community Colleges)
01/25/13	CCLC Effective Trustee Conference
01/27/13	CCLC Legislative Conference
04/05/13	Board Communications Workshop
04/09/13	Board Role in Strategic Planning
05/03/13	Community College League of California, Trustees Annual Conference
05/14/13	Emergency Preparedness

In summer 2013, the Board, through its annual planning session, evaluated a summary of its professional development activity assessments to ensure continued growth related to roles and responsibilities, governance, effective policy and decision-making, organizational effectiveness, and ethics. A 2013-14 annual calendar of professional activities was established by the Board of Trustees at the Board's Strategic Planning Session in June 2013.

[Attach the activities here after June meeting.]

22

Commission Concern (February 1, 2012). The team report confirmed that board development activities had been provided and all board members were encouraged to attend. At the same time, the team expressed concern about the consistency and long-term sustainability of the Board's demonstration of its primary leadership role and reiterates its recommendation for evidence of ongoing professional development for all Board members. Specifically, the Commission notes a particular board member's disruptive and inappropriate behavior and the entire board's responsibility to address and curtail it. (Eligibility Requirement 3; Standard IV.B.1.g, h, i) The Commission also notes that the continued behavior and non-compliance of the District jeopardizes the accreditation of the VCCCD Colleges.

Conclusion from ACCJC Follow-Up Visit Evaluation Report (November 13-14, 2012):
The teams acknowledged the systematic work that the Board of Trustees and Chancellor have made in addressing the Commission Concern. The Board has recognized and taken seriously that it must take control of its actions and maintain its focus on the "The Big Three" i.e., accreditation, budget, and new leadership. Through interviews with College employees and reviewing the evidentiary documents, the teams were able to confirm that Board members understand their roles and responsibilities as policy-making and professional development.

Board members made statements that were confirmed through interviews, that their role has improved greatly, representing a noticeable change in the Board's attitudes. Employees are hopeful about the sustainability of this change, but during some employee interviews, concern was expressed about the sustainability of the Board's behavior.

At this point, even though it has only been nine months, the Board of Trustees has resolved the Commission Concern. It will be extremely important that this area of Board leadership and behavior be reviewed in the Mid-term report in 2013 for further evidence of sustainability.

Eligibility Requirement 3: *In order to meet this requirement, the Board needs to demonstrate a consistent and sustainable ability to effectively function as a Board in carrying out its responsibility for the quality, integrity, and financial stability of the District and for ensuring that the District's mission is being carried out. The individual members of the Board must demonstrate their ability to operate impartially on all matters relative to District business to secure and ensure the academic and fiscal integrity of the District. The Board has demonstrated exceptional progress in addressing this Requirement, but the Mid-term report in 2013 will need to show evidence of the sustainability of the Board's efforts to be fully compliant with this Eligibility Requirement.*

Standard 1V.B.1.g: *The Board reviewed BP 2745 and modified its self-evaluation instrument following the comprehensive visit in November 2011. The follow-up team reported in its November 2012 report that the Board had developed objectives and eleven measurable activities for the 2011-2012 academic year, and an evaluation and analysis of achievement of these outcomes would occur at a Board session in May/June 2012. The Board completed this cycle and conducted an assessment of this process. The Board has met compliance with this Standard.*

23

Standard 1V.B.1.h: *The Board took serious action to revise and strengthen BP 2715 to more clearly identify expected behavior displayed by each member of the Board of Trustees. It further added language that identified various forms of sanction that could be administered in the event of a violation of this Board policy. The Board should be commended for taking this action. The Board has demonstrated enforcement of these policies to correct the behavior of at least two Board members. Reports from interviews indicate that the Board behavior has definitely improved during the period of time the new policies have been in force. To meet compliance with this Standard, the Board will need to provide evidence for the Mid-term report that the changes are sustainable.*

Standard 1V.B.1.i: *The Board has demonstrated that it has a desire to be informed and involved in the accreditation process. The evidence of its study session with ACCJC staff in November 2011, its special Board meeting in February 2012, the District Council on Accreditation and Planning was established in March 2012, attending accreditation sessions for Trustees at the November 2012 Community College League of California annual conference, and a technical assistance visit from ACCJC [sic. CCLC/ASCCC] in January 2013 indicate the Board's sincere efforts to be knowledgeable and conversant on accreditation matters. The Board has met compliance with this standard.*

Summary

Board Acknowledgement of Commission Concern and Commitment to Reach Compliance

As evidenced by the Board's March 2012 Commission Concern Special Report, the Trustees acknowledged the Commission's Concern regarding Board governance and implemented a systematic approach in responding to the Commission Concern. Actions included:

- Conducted a Special Board meeting to determine a course of action to address the Commission's February 2012 action letter;
- Accepted "Ground Rules" for all Board and Board committee meetings as defined by the ACCJC;
- Reviewed California Community College League "Board and CEO Roles, Different Jobs, Different Tasks" and implemented professional development activities to delineate Board roles within a scope of best practices;
- Discussed the Association of Community College Trustees "Role of a Trustee" and the California School Board Association's "Professional Governance Standards";
- Reviewed policies and administrative procedures related to Board roles and responsibilities (i.e., BP 2200 Board Duties and Responsibilities; BP 2430 Delegation of Authority to CEO; BP 2434 Chancellor's Relationship with the Board; BP 2715 Board Code of Ethics/Standards of Practice; AP 2715-A Code of Ethics; AP 2715-B Standards of Practice; BP/AP 2720 Board Member Communication; BP/AP 2740 Trustee Professional Development; BP/AP 2745 Board Self-Evaluation) and further strengthened and aligned policies to accreditation standards;
- Committed to adhere to Board policies and procedures and hold all Board members accountable to provisions contained within Board policies and procedures;

24

- Committed to participate in Board professional development activities at least once per quarter; and
- Executed a Board of Trustees Best Practices Agreement in March 2012 under Board Policy 2715 Board Code of Ethics/Standards of Practice.

Board's Role and Board Member Mutual Responsibility to Monitor for Compliance

In complying with Standard IV.B.1.h., the Board took significant action following the March 2012 Commission Concern Special Report and the April 2012 accreditation team visit. In response to the Commission's Concern regarding a particular Trustee's role violations and the Board's lack of addressing and curtailing the Trustee's behavior, Board members improved policies and procedures to govern the actions of the entire Board to function effectively. One specific Board action taken in June 2012 was to strengthen Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics by including an opportunity for constituents to make verbal complaints in addition to written complaints.

Evidence of improved Board behavior was demonstrated when Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics were invoked by the Board on two occasions in 2012 to address an alleged violation of the Board of Trustees Best Practices Agreement and an inappropriate comment made by a Trustee. The Board Chair addressed the alleged violations by taking action in accordance with BP 2715/AP 2715-A Board Code of Ethics/Standards of Practice. Upon findings of sufficient cause, resolution was reached in both situations following discussion with the parties involved.

One Trustee's role and presence on the Oxnard College campus was clarified when the Trustee submitted a letter for the record describing his job responsibilities with the Ventura County Human Services Department and confirming no direct business is conducted with Oxnard College personnel as a result of his assigned work space in the College environment. Further, the County of Ventura no longer rents this space from Oxnard College so this trustee no longer has a work site location on District property.

Board Self-Assessment and Continuous Improvement

To demonstrate compliance with Standard IV.B.1.g, the Board's annual self-evaluation process to assess Board performance is clearly defined in Board Policy/Administrative Procedure 2745 Board Self-Evaluation. The Board of Trustees improved the self-assessment instrument and implemented the self-evaluation process to complete the Board self-evaluation in advance of its June 2012 Board Planning Session in accordance with Board Policy 2745.

The full Board completed an analysis of its self-assessment and formally adopted outcomes and measures of Board performance. The assessment of those outcomes was an integral part of the annual evaluation. An external constituent assessment of the Board in the form of a survey to the District Consultation Council was established per Board Policy/Administrative Policy 2745 as part of the Board's annual self-assessment process. The results of the external assessment by District Consultation Council were discussed as part of the Board self-evaluation at the June 2012 Board Planning Session. The Board also accepted the survey results from the District

25

Consultation Council and incorporated the findings into the Board's goal setting and performance enhancement activities.

In adopting the Board's Performance Goals, conducting the continuous self-assessment activities, and reviewing and improving the self-assessment instrument, the Board demonstrated a heightened vigilance toward self-reflection and continuous quality improvement. The assessment is focused upon Board performance as related to the Board's leadership and policy-making roles.

Professional Development Focus on Accreditation: Eligibility Requirement 3 and Accreditation Standard IV

To demonstrate compliance with Standard IV.B.1.i, the Board of Trustees committed to ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development and the Board's March 2012 Best Practices Agreement. To demonstrate its commitment and actions to sustain efforts to be fully engaged with all aspects of the accreditation process, the Board adopted a "Professional Development 2012/2013 Calendar" of activities that included professional development activities in the area of accreditation.

During the period of November 2011 through October 2012, the Board participated in numerous professional development activities involving the accreditation process, including a visit by the President of the Accrediting Commission for Community and Junior Colleges (ACCJC); two Community College League of California Conferences; a Special Board Meeting; an Ad Hoc Strategic Planning Committee and Chancellor Visit with the ACCJC President; and presentations in the areas of Role of Faculty in Accreditation Processes and Role of Academic Senates/Areas of Authority and Responsibility.

Professional development activities related to the accreditation process provided on the District premises were attended by the full Board, with the exception of excused absences. Off-site activities requiring travel were attended by a minimum of one or two Board members on behalf of the full Board. Board members attending off-site activities provided verbal reports to the full Board during a regularly-scheduled Board meeting to communicate the value of the professional development experience.

In August 2012, the Board formally established the Planning, Accreditation, and Communication (PAC) Committee (later renamed Planning, Accreditation, Communication and Student Success – PACSS in February 2013). PAC ensures District and College planning is comprehensive and meets organizational and community needs, as well as Accrediting Commission Standards. The committee also reviews, tracks District practices and activities for alignment with Accrediting Commission Standards, and receives reports on College progress toward meeting Accrediting Commission Standards. PAC ensures the Board is informed regarding all accreditation matters within the District, and that Board communication is ongoing, timely, transparent, and meets organizational and community needs.

To maintain successful application of policies and procedures, to ensure the Board continues to fulfill its primary leadership role, and to meet the Eligibility Requirement 3 Accreditation Commission Standard IV, the Board and recently seated Chancellor scheduled a special

26

September 2012 Board

27

Workshop to develop additional strategies to build and sustain stronger formal communication; accountability; enhance working relationships between Trustees and between the Chancellor and Trustees to align with Board Policy 2434 Chancellor's Relationship with the Board; and to ensure Trustees adhere to their conflict of interest policy and not interfere with the impartiality of other Trustees or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Progress on Commission Concern for Improvement and Sustainability

The Board of Trustees continues to demonstrate its commitment to consistency and long-term sustainability as evidenced by actions related to its primary policy-making leadership role, accountability, self-assessment, ongoing professional development activities, and accreditation. Outcomes are intended to ensure the quality, integrity, stability, and mission of the District.

Board's Responsibility to Monitor for Compliance

In complying with Standard IV.B.1.h., the Board again took action to improve policy and procedure to govern the actions of the entire Board to function effectively. A specific action taken by the Board on March 12, 2013 was to further strengthen Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics by including statements of clarity that addressed Trustees' responsibility to advocate, defend, and represent the District and Colleges equally, exercise authority only as a Policy Board, and fully support Board actions as a unit once taken. Under Board Policy 2715 Board Code of Ethics/Standards of Practice, the Board also executed a strengthened Board of Trustees Best Practices Agreement.

On April 5, 2013, the Board held a special Board Workshop to strengthen Board communications. Outcomes were documented in Board Workshop minutes.

Comment [U23]: Beef this one up.

Effective spring 2013, one Trustee, whose presence on the Oxnard College campus was required due to job responsibilities with the Ventura County Human Services Department, moved County offices to a new location.

Board Self-Assessment

To demonstrate ongoing compliance with Standard IV.B.1.g, the Board conducts its self-evaluation process annually per Policy 2745 Board Self-Evaluation. The Board's 2013 self-assessment process included the following activities:

• At the April 2013 Planning, Accreditation, Board Communications, and Student Success Committee (PACSS), PACSS reviewed existing self-evaluation survey instruments (i.e., Board's self-evaluation, Board evaluation survey provided to District Consultation Council for feedback, and the Board's monthly meeting assessment).

• In May 2013, the Board implemented its annual ongoing self-evaluation process per Board Policy/Administrative Procedure 2745. The Board of Trustees received the 2013

28

self-evaluation survey in electronic format for completion ~~through~~ from the Chancellor's Office, and District Consultation Council members were provided an opportunity to complete the Board Evaluation survey electronically ~~through~~ from the Chancellor's Office. The Board Survey was designed to gather feedback regarding Board Performance Goals, general evaluation, and individual Trustee reflective perspective. Participants were asked to indicate his/her opinions using a rating scale of "agree," "partial agreement," "disagree," or "don't know." An option to provide comments was provided.

- The annual summative Board self-evaluation was conducted ~~at~~ prior to the Board's June 2013
  Board Strategic Planning Session. Purpose and expected outcomes included evaluating Board performance; identifying and discussing areas for strengthening Board performance; incorporating identified areas in need of improvement into existing Board Performance Goals; and adopting updated Board Performance Goals. The Board's self-evaluation process also included discussion of significant findings from a summary of the Board's Monthly Meeting Assessments and a discussion of the results of the Board's Annual Self-Evaluation and Consultation Council Evaluation of the Board.

- Following Board discussion in June 2013, Trustees assessed the Board's progress in achieving performance goals and considered significant findings in the review and update of Board Performance Goals. The Board made recommendations for improvement and renewed the Board's commitment to continue to strengthen Board performance. At a subsequent Board meeting in July 2013, the Board adopted its updated Board Performance Goals.

- Following the Board's 2013 self-evaluation process, Board members completed a meeting assessment to ensure continuous quality improvement and effectiveness. Findings were provided for Trustee discussion.

Professional Development Focus on Accreditation: Eligibility Requirement 3 and Accreditation Standard IV

To demonstrate ongoing compliance with Standard IV.B.1.i, the Board of Trustees remains committed to ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development and the Board's March 2013 Best Practices Agreement. Since the most recent follow-up accreditation team visit in November 2012, two or more Board members have participated in the following professional development activities that included the area of accreditation:

Date	Professional Development Activity
11/15/12	CCLC Annual Conference
01/12/13	Effective Board/Committee Meetings: Governance Issues and the Open Meetings Act, Ventura County Office of Education
01/22/13	Technical Assistance Visit (AB 1725) by Scott Lay (CCLC) and Michelle Pilati (Academic Senate for California Community Colleges)
01/25/13	CCLC Effective Trustee Conference

29

04/05/13	Board Communications Workshop
04/09/13	Board Role in Strategic Planning
05/03/13	Community College League of California, Trustees Annual Conference

In summer 2013, the Board, through its annual planning session, evaluated a summary of its professional development activity assessments to ensure continued growth related to roles and responsibilities, governance, effective policy and decision-making, organizational effectiveness, and ethics. A 2013-14 annual calendar of professional activities was developed by the Board of Trustees at the Board's Strategic Planning Session in June 2013 to demonstrate its ongoing commitment to sustain efforts to be fully engaged with all aspects of the accreditation process.

In March 2013, the Board modified the Planning, Accreditation, and Communication (PAC) Committee to include "Student Success" (PACSS). PACSS continues to meet monthly or as needed to ensure District and College planning is comprehensive and meets organizational and community needs, as well as Accrediting Commission Standards. The committee also reviews, tracks District practices and activities for alignment with Accrediting Commission Standards, and receives reports on college progress toward meeting Accrediting Commission Standards. PACSS ensures the Board is informed regarding all accreditation matters within the District, and that Board communication is ongoing, timely, transparent, and meets organizational and community needs.

30

Commission Concern (January 31, 2011): The Commission noted that a recent HR audit revealed a lack of minimum qualifications and/or equivalencies for a total of 110 full- and part-time faculty district-wide. The District reported it is currently engaged in the formal review and verification of degrees for all new hires and for those who lack an equivalency review at each of the Colleges. The Commission requires the results of that review be included in the October 2011 Follow-Up Report from all three Colleges. (Standard III.A.2)

Conclusion from ACCJC Follow-Up Visit Evaluation Report (10/31/11-11/1/11):
The team finds District and Colleges have adequately responded to the Commission Concern and have fully addressed the human resources issue regarding the lack of minimum qualifications of specific instructors. The team recommends the District continues its vigilance and rigor in its faculty hiring practices and encourages the implementation of the technology-based system for recording and monitoring HR qualifications currently under consideration.

Summary

To identify any potential deficiencies in the area of minimum qualifications and/or equivalencies for full-time and part-time faculty, the District Human Resources Department conducted a thorough and systematic audit of faculty personnel files and a multi-tiered follow-up process with affected faculty members. The District and Colleges ultimately affirmed the minimum qualifications for nearly 100 instructors. A full remediation of personnel files occurred and now includes appropriate academic transcripts and/or approved equivalencies for all teaching faculty.

Progress on Commission Concern for Improvement and Sustainability

This work has been completed, and an additional response was not requested in the Commission's most recent action letter dated February 11, 2013. All faculty hires are reviewed by the Director of Employment Services/Personnel Commission prior to being hired to ensure they meet minimum qualifications or have been granted an equivalency in the discipline. In addition, the Human Resources Department implemented a system by which a faculty member's discipline is cross-checked with the discipline of the course at the time of assignment to ensure faculty are teaching in the discipline for which they were hired and deemed qualified.

31

Ventura College Academic Senate

April 18, 2013

VI. i. Action Items

MOU defining "Mutually Agree" Between the MC, OC and VC Academic Senates

MEMORANDUM OF UNDERSTANDING (MOU)
On Defining "Mutually Agree" Between the
Moorpark, Oxnard and Ventura College Academic Senates

The purpose of this Memorandum of Understanding (hereafter MOU) is to define how the phrase "mutually agree" shall be interpreted between the Academic Senates of Moorpark, Oxnard and Ventura Colleges when there are disagreements between the three Senates on policy recommendations to the local governing board.

It is agreed that "mutually agree" is a term that is most often used when talking about how participatory governance recommendations to the local governing board are reached between Senates and Administration. It is also agreed that there needs to be a balance between the right of the majority to request closure to a proposal while respecting the integrity of the right of the minority to not be bullied into making a decision. This MOU is an attempt to strike that necessary balance.

This MOU shall not apply to the curricular and programmatic offerings (i.e., courses and programs) made by each college's Curriculum Committee to the local governing board. Instead, the purpose of this MOU is to explain specifically how the Senates of the Ventura County Community College District (hereafter VCCCD) shall approach making recommendations on new board policies (BPs) or administrative procedures (APs) or other non-curricular policy-like recommendations.

The formal discussion of the concept and wording of policy recommendations made to the local governing board shall be made during District participatory governance committee meetings. In the case that the three Senates do not unanimously agree on the wording of a new BP or AP, discussion shall continue at the District participatory governance committee meeting until agreement can be reached between the Senates. Barring any legal change necessitating a more rapid resolution, when more than two (2) years have elapsed since the topic was first discussed as an agenized item at a District participatory governance committee, the topic in question shall be forwarded to an ad hoc group of the nine (9) following individuals:

- College Presidents of Moorpark, Oxnard and Ventura Colleges

- Academic Senate Presidents of Moorpark, Oxnard and Ventura Colleges

- Associated Student Government Presidents of Moorpark, Oxnard and Ventura Colleges

This group of nine (9) individuals will review the unresolved policy matter and make a final recommendation to the local governing board. If the group of nine (9) recommends that the policy go forward, the said policy shall proceed to the next step in the participatory governance pathway (e.g., for BPs: Board Policy Subcommittee > Chancellor's Cabinet > Consultation Council > Board of Trustees). If the group of nine (9) recommends that the policy not move

forward, the specific proposal(s) and topic(s) in question upon which the Senates could not agree shall not be brought forward again for at least three (3) calendar years from date at which the group of nine (9) made their decision.

Lastly, we acknowledge that as a "mutually agree" District, in the case of proposed revisions to existing BPs and APs, the current policy or procedure shall remain in force until changed. Similarly, if the three Senates cannot agree to proposed recommendations to existing BPs or APs, the group of nine (9) shall be convened following the provisions listed above.

This MOU shall remain in force until all three Senates have revised and/or rescinded it.

Adopted by the Moorpark, Oxnard and Ventura College Academic Senates.

_____   _____

Moorpark College Academic Senate President   Date

_____   _____

Oxnard College Academic Senate President   Date

_____   _____

Ventura College Academic Senate President   Date

Ventura College Academic Senate

April 18, 2013

VI. j. Action Items

VCCCD College Completion Challenge Resolution

Ventura County Community College District
COLLEGE COMPLETION CHALLENGE
A Call to Action

In recognition of the central role that the Ventura County Community College District (VCCCD) has in meeting the educational and training needs in our community and, more broadly in contribution to an educated United States citizenry and a competitive workforce, we pledge to do our part to increase the number of Americans with high quality postsecondary degrees and certifications to fulfill critical local, state, and national goals. With the "completion agenda" as national imperative, the District has an obligation to meet the challenge while holding firmly to traditional values of access, opportunity, and quality.

- We believe the student success and completion agenda is the future of the Ventura County Community College District.

- We believe that completion matters and that every student counts.

- We believe in every student's potential and responsibility to succeed – and that an engaged student is more likely to persist in college.

- We believe the "open door" must not be a "revolving door," and that the VCCCD must take responsibility for student success.

- We believe that community colleges are the gateways to the middle class and beyond for millions of Americans.

- We believe that community colleges are an invaluable economic engine driving the nation toward renewed and sustained economic prosperity.

- We believe that talented and committed people working "heart and soul" at the VCCCD are ready to take on leadership roles to increase student success and college completion

- We believe to change in institutional culture, from emphasis on access only to emphasis on access and student success.

- We commit to courageous conversations about diversity, equity, and evidence reflecting student success and institutional performance.

- We commit, while increasing success rates for all students, to eliminating the attainment gaps that separate student groups on the basis of race, ethnicity and family income.

- We commit to acting on facts to make positive changes in the interest of student success and college completion.

- We commit to promoting faculty and staff development focused on evidence-based educational practice.

- We commit to providing development opportunities, for college administrators, trustees, faculty, staff, and students to building and sustain leadership for student success.

- We ask every trustee, administrator, faculty member, counselor, advisor, financial aid officer, staff member, and student organization to examine current practices, to identify ways to help students understand the added value of degrees and certificates, and to help them progress toward their goals.

- We ask every student to help one other student to succeed.

- We ask community members to support and work with us to help more students succeed.

- We ask elected officials to create the policy conditions that enable, support, and reward our work to strengthen student success.

- We ask other community colleges to join us by signing and sharing this commitment and call to action.

Chair, Board of Trustees

President, Moorpark College

Academic Senate President, Moorpark College

Classified Senate President, Moorpark College

Student Trustee, VCCCD

President, Oxnard College

Academic Senate President, Oxnard College

Classified Senate President, Oxnard College

Chancellor, VCCCD

President, Ventura College

Academic Senate President, Ventura College

Classified Senate President, Ventura College

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
The College Completion Challenge
Fact Sheet

What is the College Completion Challenge?
The College Completion Challenge commits to increasing the number of community college students completing a degree or other credential by 50% - to 5 million students by the year 2020.

How and why are community colleges supporting the College Completion Challenge?
This goal was set in 2010 when the American Association of Community Colleges and other leaders joined forces to make history by collectively signing an agreement, *Democracy's Colleges: A Call to Action*. In 2009, President Obama called on community colleges to reach for this goal – which is attainable – if we all work together and focus on eliminating barriers to success.

> *Only three in ten community college students complete a degree. That is not good enough.*

How many community colleges students don't complete a credential or degree?
- **College completion rates today are dismally low.** Only 34% of all college students graduate with a degree from a two or four-year college.[1] Only 3 out of 10 students who start at community colleges full-time graduate with an associate degree in three years.[2]
- **Nationally, too few students are completing college.** The United States ranked sixth (See Figure 1) in postsecondary attainment in the world among 25-64 year-olds with only 40.3% of the population holding an associate's degree or higher. [3]
- **The numbers are even worse for minority populations**. Only 19.2 percent of Latinos between the ages of 25 and 34 had earned an associate's degree or higher—less than half the national average of 41.1 percent and the lowest of any major racial or ethnic group.[4]

---

[1] National Center for Public Policy and Higher Education (2011, June). *Affordability and transfer: Critical to increasing baccalaureate degree completion.* Retrieved October 27, 2011, from
http://www.highereducation.org/reports/pa_at/index.shtml
[2] National Center for Higher Education Management Systems - Information Center for Higher Education Policymaking and Analysis (2009). *Progress and completion: Graduation rates*. Retrieved October 27, 2011, from
http://www.higheredinfo.org/dbrowser/index.php?measure=19
[3] College Board Advocacy and Policy Center (2011). *The college completion agenda 2010 progress report executive summary*. Retrieved October 27, 2011, from
http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Progress_Executive_Summary.pdf
[4] College Board Advocacy and Policy Center (2011). *The college completion agenda 2011 progress report. Latino edition*. Retrieved October 27, 2011, from
http://completionagenda.collegeboard.org/sites/default/files/latino_pdf/progress_report_latino_2011.pdf

- **Even students enrolled in structured programs, can struggle to finish.** Nearly 4 out of 10 (38%) of those who enroll in occupational certificate programs and 6 out of 10 (58%) of those enrolling in occupational associate degree programs fail to earn a credential of any type within six years.[5]

Why Do Some Students Not Complete a Degree or Credential?
- **Students start behind. They don't arrive "ready" for college**.

    Six out of 10 students entering community colleges must take remedial courses to make up for knowledge and skills they did not learn in high school. This puts them at a severe disadvantage when they enter college for the very first time.[6] Half of students seeking an associate's degree need remedial classes. Only 13.1% of remedial students finish a certificate within a year and

    "Today we have flat-lined, while other countries have passed us by."

    U.S. Education Secretary Arne Duncan
    The Washington Post, August 9, 2010

    a half, 9.5% of them complete an associate's degree, and 35.4% of them complete a bachelor's degree.[7]
- **Many students do not have role models to follow.** Forty-two percent of community college students are the first generation in their families to attend college.[8]
- **College costs are going up.** College costs have risen 400% in the last 25 years. Even with their modest tuition, community college costs have risen 200% in the last 7 years and 7.3% since 2009.[9]
- **Financial aid does not meet student needs.** Full-time, full-year community college students from families with the lowest incomes averaged $6,544 of unmet financial need per year; students from the lower middle income quartile had an average unmet need of nearly $5,000.[10]

[5] Wheary, J. & Orozco, V. (2010). *Graduated success: Sustainable economic opportunity through one- and two-year credentials*. Retrieved October 27, 2011, from *Dēmos* web site:
http://www.demos.org/sites/default/files/publications/Graduated_Success_Demos.pdf

[6] Wheary, J. & Orozco, V. (2010). *Graduated success: Sustainable economic opportunity through one- and two-year credentials*. Retrieved October 27, 2011, from *Dēmos* web site: Retrieved October 27, 2011, from
http://www.demos.org/sites/default/files/publications/Graduated_Success_Demos.pdf

[7] Complete College America (2011). *Time is the enemy*. Retrieved October 27, 2011, from
http://www.completecollege.org/docs/Time_Is_the_Enemy.pdf (page 14)

[8] American Association of Community Colleges (2011). *Fast facts*. Retrieved October 27, 2011, from
http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx

[9] Community College Completion Corps (2010). *Student guide*. Retrieved October 27, 2011, from
http://www.cccompletioncorps.org/ccccorps/sites/default/files/pdfs/student-guide-low-res.pdf

[10] Orozco, V. (2009). *Work less, study more and succeed: How financial supports can improve postsecondary success*. Retrieved October 27, 2011, , from *Dēmos* web site:
http://www.demos.org/sites/default/files/publications/WorkLessStudyMore_Demos.pdf

- **Today's students often carry responsibilities into the classroom.** More than 80% of all community college students are employed full or part-time.[11] Many juggle family responsibilities while going to college and are caring for children and other family members while earning a living and going to college.

What effects does non-completion have on people and our country?
- **For students, not completing a credential or degree can be devastating personally.** Some feel like they failed. Many will not return to campus.
- **It's also devastating financially for the student – and his or her family members - for a lifetime.** Without a credential or degree, adults are often trapped in low-wage jobs and struggling to make ends meet and support their families. The lifetime earnings gap between those with a high school education and those with a college degree is now estimated to be nearly $1 million. In 2008, median earnings of workers with bachelor's degrees were 65% higher than those of high school graduates ($55,700 vs. $33,800). Similarly, workers with associate's degrees earned 73% more than those who had not completed high school ($42,000 vs. $24,300).[12]
- **Employers are not able to find enough workers with the skills they need**. Today's employers are scrambling to locate workers who are qualified to fill the jobs they have available – too many don't have the skills needed. And it's only going to get worse. By 2018, 63% of all jobs will require at least some postsecondary education – but not enough students are completing credentials or degrees. Employers will need 22 million new workers with postsecondary credentials. If current college completion rates remain the same, employers will be short 3 million workers by 2018. That's a deficit of 300,000 college graduates, piling up, each year. [13]
- **Our prosperity is at stake. America is falling behind other industrialized nations.** The United States ranks behind 11 countries in the share of young workers with associate's degrees. Among 25- to 34-year olds, slightly more than 40% have associate's degrees or higher, only a little higher than for their parents' generation.[14]

---

[11] American Association of Community Colleges (2011). *Fast facts*. Retrieved October 27, 2011, from http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx

[12] College Board Advocacy and Policy Center (2010). *Education pays 2010*. Retrieved October 27, 2011, from http://trends.collegeboard.org/education_pays

[13] Georgetown University Center on Education and the Workforce (2010). *Press release: New jobs forecast predicts millions of workers at risk of being left behind*. Retrieved October 27, 2011, from http://cew.georgetown.edu/uploadedfiles/Press%20Release%20-%20FINAL.pdf

[14] College Board Advocacy and Policy Center (2010). *The college completion agenda 2010 progress report*. Retrieved October 27, 2011, from http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Progress_Report_2010.pdf

How You Can Get Involved

- **Students** – pledge to complete your education path at community college. Take a pledge to complete at your college, or start a pledge drive using the toolkit found at: www.cccompletioncorps.org/ptk
- **College staff and administrators** – set a goal to raise completion rates at your college, form a working group, and rally college stakeholders to support completion and make changes when needed.
- **Business and community leaders** – contact your local community college and ask about their work to raise completion rates. Offer an internship or scholarship program to help students complete their educations. Volunteer to serve on an advisory committee, or talk to the press about the challenges businesses face in locating trained workers.

Partners in the College Completion Challenge

The Community College Completion Challenge, www.cccompletionchallenge.org

American Association of Community Colleges, www.aacc.nche.edu

Association of Community College Trustees, www.acct.org

The Center for Community College Student Engagement, www.ccsse.org

League for Innovation in the Community College, www.league.org

National Institute for Staff and Organizational Development, www.nisod.org

Phi Theta Kappa Honor Society, www.ptk.**org**

Too few students today are completing college credentials or degrees. Too many are giving up on their dreams for a better life, and our nation is falling behind other countries. [1] Only 34% of all college students graduate with a degree from a two or four-year college.[2] Only three out of 10 students who start at community colleges full-time graduate with an associate degree in three years.[3]

What We Are Doing About It

We are committed to increasing the number of community college students completing a degree or credential by 50% - to five million students by the year 2020. But it will take a movement – of colleges, students, employers and community leaders – to meet the college completion challenge. Consider getting involved today!
http://www.aacc.nche.edu/About/completionchallenge/Pages/default.aspx

Why Completion Matters to Colleges

- **We don't want for students to fail – we want for them to succeed**. Fewer than three out of 10 students who start at community colleges full-time graduate with an associate degree in three years.[4]

- **Too many give up, and we must eliminate the barriers that prevent them from succeeding.** Nearly four out of ten (38%) of those who enroll in occupational certificate programs and six out of 10 (58%) of those enrolling in occupational associate degree programs fail to earn a credential of any type within six years.[5]

---

[1] College Board Advocacy and Policy Center (2010). *The college completion agenda 2010 progress report. Executive summary*. Retrieved October 27, 2011, from
http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Progress_Executive_Summary.pdf

[2] National Center for Public Policy and Higher Education (2011, June). *Affordability and transfer: Critical to increasing baccalaureate degree completion.* Retrieved October 27, 2011, from
http://www.highereducation.org/reports/pa_at/index.shtml

[3] National Center for Higher Education Management Systems - Information Center for Higher Education Policymaking and Analysis (2009). *Progress and completion: Graduation rates*. Retrieved October 27, 2011, from
http://www.higheredinfo.org/dbrowser/index.php?measure=19

[4] National Center for Higher Education Management Systems - Information Center for Higher Education Policymaking and Analysis (2009). *Progress and completion: Graduation rates*. Retrieved October 27, 2011, from
http://www.higheredinfo.org/dbrowser/index.php?measure=19

[5] Wheary, J. & Orozco, V. (2010). *Graduated success: Sustainable economic opportunity through one- and two-year credentials*. Retrieved October 27, 2011, from *Dēmos* web site:
http://www.demos.org/sites/default/files/publications/Graduated_Success_Demos.pdf

- **We need to graduate more students.** Our national completion rate is causing a deficit of 300,000 college graduates every year between 2010 and 2018. By 2018, employers will be short 3 million workers.[6]

- **Our mission is to educate the people – and to turn no student away**. America's community colleges offer an open door to opportunity to all who would come, are innovative and agile in meeting economic and workplace needs, and provide value and service to individuals and communities.

- **Our system prides itself on flexibility for working adults, but we are failing too many of them.** Surveys of students who have left college without completing a credential routinely cite employment and finances as the reasons for departing. One study found that nearly 40% of students who worked full time while enrolled dropped out within 3 years, compared to 19% of students who worked part time and 13% who did not work.[7]

Why Completion Matters to Students

- **Leaving college means leaving behind your dreams**. While 65% of students who drop out plan to return, only about 38% of them do come back to the classroom.[8] Once you are out of college, it is very hard to go back.

- **A credential or degree is becoming more necessary if you want a job– not less.** By 2018, America will have a shortage of 3 million college graduates, as nearly two-thirds (63%) of available jobs in the nation will require an associate degree or higher.[9]

- **You can expect to earn more money with a credential or degree – than without one.** The average expected lifetime earnings for a graduate with an associate degree are $1.6 million dollars. This is about $400,000 more in earnings, over a lifetime, than someone with only a high school diploma.

- **In some cases, college certificate holders can earn more than even a graduate with a four-year degree.** Eight years after graduating from high school, 27% of those holding a

---

[6] Georgetown University Center on Education and the Workforce (2010). *Press release: New jobs forecast predicts millions of workers at risk of being left behind*. Retrieved October 27, 2011, from http://cew.georgetown.edu/uploadedfiles/Press%20Release%20-%20FINAL.pdf

[7] Orozco, V. (2009). *Work less, study more and succeed: How financial supports can improve postsecondary success*. Retrieved October 27, 2011, , from *Dēmos* web site: http://www.demos.org/sites/default/files/publications/WorkLessStudyMore_Demos.pdf

[8] Community College Completion Corps (2010). *Student guide*. Retrieved October 27, 2011, from http://www.cccompletioncorps.org/ccccorps/sites/default/files/pdfs/student-guide-low-res.pdf

[9] Carnevale, A.P, Smith, N. & Strohl, J. (2010). *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. Retrieved October 27, 2011 from Georgetown University, Center on Education and the Workforce http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/ExecutiveSummary-web.pdf

community college certificate as their highest degree earn a median annual salary that is higher than someone holding a bachelor's degree.[10]

Why Completion Matters to Business and Community Leaders

- **Our workforce is becoming less-educated – and will need more on-the-job training**. For the first time in U.S. history, the current generation of college-age Americans will be less educated than their parents – unless things change quickly.[11]

- **Jobs of the future require education.** By 2018, 63% of all jobs will require at least some postsecondary education.[12]

- **Employers can't find workers who are qualified for the jobs they have available today.** Employers are already struggling now to find workers who are qualified for the jobs they have available. Employers will need 22 million new workers with postsecondary degrees by 2018 – and studies shows that the United States will fall short by 3 million workers.[13]

- **Completion rates impact unemployment levels –which impact local economies and tax bases**. In the current recession, unemployment rates are twice as high for those with just a high school diploma (10.8%) compared to those with a bachelor's degree or higher (4.9%).[14]

- **When a community is more educated, wages increase across the board.** Increases in the proportion of a region's population with a bachelor's degree result in wage increases for *all* workers in the region, regardless of education level.[15]

[10] Wheary, J. & Orozco, V. (2010). *Graduated success: Sustainable economic opportunity through one- and two-year credentials*. Retrieved October 27, 2011, from *Dēmos* web site: http://www.demos.org/sites/default/files/publications/Graduated_Success_Demos.pdf

[11] National Center for Higher Education Management Systems - Information Center for Higher Education Policymaking and Analysis (2009). Educational capital: Educational attainment by degree-level and age-group (American Community Survey). Retrieved October 27, 2011 from http://www.higheredinfo.org/dbrowser/?level=nation&mode=data&state=0&submeasure=240

[12] Georgetown University Center on Education and the Workforce (2010). *Press release: New jobs forecast predicts millions of workers at risk of being left behind*. Retrieved October 27, 2011, from http://cew.georgetown.edu/uploadedfiles/Press%20Release%20-%20FINAL.pdf

[13] Georgetown University Center on Education and the Workforce (2010). *Press release: New jobs forecast predicts millions of workers at risk of being left behind*. Retrieved October 27, 2011, from http://cew.georgetown.edu/uploadedfiles/Press%20Release%20-%20FINAL.pdf

[14] Bureau of Labor Statistics (2011). Economic news release. Retrieved October 27, 2011 from http://www.bls.gov/news.release/empsit.t04.htm

[15] Baum, S. & Ma, J. (2007). *Education pays. The benefits of higher education for individuals and society*. Retrieved October 27, 2011 from http://www.collegeboard.com/prod_downloads/about/news_info/trends/ed_pays_2007.pdf

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
College Completion Challenge Toolkit
Resources to Help Colleges Help Students

A Sound Investment: The Community College Dividend
American Association of Community Colleges, 2011
Community colleges receive proportionately less public support than four-year colleges and universities, says this policy brief. In 2007–2008, community colleges received only 27% of total federal, state, and local revenues for, higher education. This funding gap hinders the ability of colleges to support students in completing their credentials and degree.
http://www.aacc.nche.edu/Publications/Briefs/Pages/pb03072011.aspx

A Stronger Nation Through Higher Education
Lumina Foundation for Education, 2010
Lumina Foundation for Education has been calling for the United States to increase higher education attainment rates — the proportion of the population that holds a high-quality postsecondary degree or credential — to 60% by the year 2025. This report summarizes progress toward this goal, as well as the gap between current performance and the need. This report refines the methodology used to calculate higher education attainment, particularly at the state and county levels. The report includes individual profiles for all 50 states. The authors assess their deepening understanding of the factors driving the need to increase attainment, as well as some of the implications of the Big Goal for colleges and universities, higher education systems, and state and federal policy.
http://www.luminafoundation.org/publications/A_stronger_nation.pdf

Affordability and Transfer: Critical to Increasing Baccalaureate Degree Completion
National Center for Public Policy and Higher Education, 2011
This policy brief addresses baccalaureate degree completion and the vital role of community colleges as the entry point for many students seeking bachelor's degrees. It focuses particularly on states with rapidly growing young populations, where ethnic groups and low-income students with low rates of college participation and completion are most concentrated. The report notes that community colleges are more crucial than ever, but that state financial aid and transfer policies enabling students to move from two-year colleges to baccalaureate-granting institutions are not keeping pace with current needs.
http://www.highereducation.org/reports/pa_at/index.shtml

Another Kind of Higher Education
American RadioWorks, 2011
Certificates can be more useful than college degrees for some students, says this article. The skills students learn in certificate programs will be increasingly in demand as the economy grows and becomes more complex according to economist Tony Carnevale, director of the Georgetown University Center on Education and the Workforce. People can get certificates in a wide range of fields, from traditional occupations such as welding and machine tools to newer fields such as computer information systems and surgical technology. For some, getting a certificate can be more valuable than getting an associate degree. A longitudinal study of workers found that about 40% of those with certificates or licenses were earning more money than their peers with just an associate degree; more than a quarter of those with certificates or licenses were making more than those with bachelor's degrees.
http://americanradioworks.publicradio.org/features/tomorrows-college/dropouts/another-higher-ed.html

Bringing Them Back: Data Mining is Key to College Completion Efforts
Adult College Completion Network, 2011
Identifying adults who started college but did not finish a degree or certificate can help policymakers and educators remove barriers to completion. Working with data is critical to completion efforts. In South Dakota "parachute degrees" were implemented to allow students to transfer to a more general degree program and quickly complete their educations.
http://www.adultcollegecompletion.org/content/dataMining

California Community Colleges Student Success Task Force
California Community Colleges Chancellor's Office, 2011
The task force is examining best practices and effective models within higher education to improve educational achievement in California. The task force has produced a draft of recommendations and will develop a plan to be presented to the Legislature no later than March 2012. Read their proposed recommendations, see the announcement for the task force, post a comment, and find out about task force meetings.
http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx

Changing Course: A Guide to Increasing Student Completion in Community Colleges
Completion by Design Assistance Team (Bill and Melinda Gates Foundation)
The goal of this guide is to assist community college faculty, staff, and administrators as they begin rethinking and redesigning their systems, programs, and instruction to increase student completion. The guide identifies the goals of the Completion by Design initiative; summarizes key design principles for improving completion rates; and offers a common language. It is understood that the community colleges participating in the initiative bring a wide range of expertise and skills to this process and that their work will refine and advance what we know about improving student completion rates in community colleges.
http://knowledgecenter.completionbydesign.org/sites/default/files/changing_course_V1_fb_10032011.pdf

Changing Course: A Planning Tool for Increasing Student Completion in Community Colleges
Completion by Design Assistance Team (Bill and Melinda Gates Foundation)
This planning tool draws from the ideas described in *Changing Course: A Guide to Increasing Student Completion in Community Colleges* and is designed to serve as a complement to that document. This planning tool offers a series of self-reflective questions to assist community colleges in examining their areas of strength and their emphasis on increasing student success on their campuses. As colleges use these questions and other inquiry-based processes to rethink and redesign their services and programs, this tool also provides them with information about the range of practices implemented by community colleges to improve completion rates.
http://knowledgecenter.completionbydesign.org/sites/default/files/changing_course_tool_100 32011.pdf

Changing the Conversation about Productivity: Strategies for Engaging Faculty and Institutional Leaders
Public Agenda, 2011
This report focuses on more effectively engaging faculty members in discussions about productivity. The insights and strategies are drawn from three focus groups with faculty at both 2-year and 4-year institutions. Recommendations are also influenced by 25 in-depth, one-on-one interviews with college presidents, researchers, representatives of collective bargaining associations, disciplinary associations, accrediting bodies, faculty professional development organizations, and representatives from a wide range of higher education consortia.

Colleges Accepting the Challenge
American Association of Community Colleges, 2010-present
List of colleges on the AACC website that have signed onto the College Completion Challenge. If your college is considering getting involved, check this handy list for a nearby college in your community or state. Give them a call and ask what they are doing to tear down barriers to student achievement and improve completion rates.
http://www.aacc.nche.edu/About/completionchallenge/Pages/collegeacceptchallenge.aspx

The College Completion Agenda: 2010
College Board Advocacy and Policy Center, 2010
This 228-page report recommends a 10-part action agenda that will raise the percentage of students completing degrees or postsecondary credentials. The report notes that progress is happening, particularly in simplifying the college application and admission process, strengthening the alignment of K–12 expectations to college admission standards and improving teacher quality. Other indicators, such as those showing progress in universal preschool and middle and high school counseling, are lagging. By eliminating the severity of disparities between underrepresented minorities and white Americans, it is estimated that more than half the degrees needed to meet the 55% completion goal would be produced.
http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Progress_Report_20 10.pdf

The College Completion Agenda: 2011 Progress Report, Latino Edition
College Board Advocacy and Policy Center, 2011
Only 19.2% of Latinos ages 25 to 34 years old have obtained an associate degree or higher. The United States cannot reach its college completion goal without increasing college completion for Latinos. This report delivers measures to assess their educational attainment and provides approaches for integrating the Latino community into completion efforts. Information is structured around 10 recommendations from the 2008 Commission on Access, Admissions and Success in Higher Education that span the P–20 educational continuum. Recommendations are: (1) provide a program of voluntary preschool education, universally available to children from low-income families, (2) improve middle and high school college counseling, (3) implement the best research-based dropout prevention programs, (4) align the K–12 education system with international standards and college admission expectations, (5) improve teacher quality and focus on recruitment and retention, (6) clarify and simplify the admission process, (7) provide more need-based grant aid while simplifying the financial aid system and making it more transparent, (8) keep college affordable, (9) dramatically increase college completion rates, and (10) provide postsecondary opportunities as an essential element of adult education programs.
http://completionagenda.collegeboard.org/sites/default/files/latino_pdf/progress_report_latino_2011.pdf

The College Completion Agenda State Policy Guide
College Board Advocacy and Policy Center, 2011
Produced in cooperation with the National Council of State Legislatures, this policy guide provides helpful information for state policymakers seeking to raise the percentage of students completing college degrees or postsecondary education credentials. An overview of relevant research, questions to ask, state policy strategies for addressing problems, and samples are included.
http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Policy_Guide.pdf

The College Completion Agenda State Policy Guide: Latino Edition
College Board Advocacy and Policy Center, 2011
The College Board, the National Council of La Raza and Excelencia in Education created this guide to aid college completion efforts. The guide is framed by the 10 recommendations made by the Commission on Access, Admissions and Success in Higher Education convened by the College Board and is intended to help policymakers generate solutions to the challenges facing Latino youth and their families so they can prepare, access and complete college in greater numbers. The guide provides background, research and issues for legislators to be aware of, and promising state policy efforts to increase the number of Latinos in the U.S. who earn a postsecondary degree.
http://completionagenda.collegeboard.org/sites/default/files/latino_pdf/policy_guide_latino_2011.pdf

The College Completion Toolkit
The U.S. Department of Education, 2011
This toolkit offers practical advice for state policymakers seeking to improve higher education systems by enhancing supports for college completion and postsecondary education. Strategies discussed in the report include: making it easier for students to transfer, utilizing performance-based funding, aligning high school standards with college admission requirements, using data to drive decision-making, accelerating learning while reducing costs, and targeting adults with some college education but no degree.
http://www.whitehouse.gov/sites/default/files/college_completion_tool_kit.pdf

Community College Completion Corps
This website features resources to support the College Completion Challenge produced by the six organizations signing the challenge – the American Association of Community Colleges, the Association of Community College Trustees, the Center for Community College Student Engagement, the League for Innovation, the National Institute for Staff and Organizational Development and Phi Theta Kappa. Resources for students, administrators, faculty and policymakers are featured.
http://www.cccompletioncorps.org

Community College Students and Grant Aid: Bringing Equity to the Provision of Grant Aid by States and Institutions
Dēmos, 2011
Low-income students who attend community college receive less state and institutional grant aid, on average, than their counterparts at four-year public universities. This report recommends that states equalize need-based grant allocations and that community colleges prioritize need-based institutional aid. The brief also highlights the need to strengthen college fundraising capabilities, as their limited financial resources impede their ability to help needy students.
http://www.demos.org/sites/default/files/publications/BRIEF_CommunityCollegeStudents_GrantAid_Demos.pdf

Community Colleges and Remedial Education
Bill and Melinda Gates Foundation
For many students, these remedial classes are an educational dead end. Studies have shown that 3 out of every 4 students who take remedial classes will not graduate within 8 years, compared to 40% of students not required to take remedial courses. Despite these troubling outcomes, it is estimated community colleges continue to spend $2 billion per year on remediation. This document outlines steps the Foundation is taking to help colleges and outlines strategies that are working for colleges.
http://www.gatesfoundation.org/postsecondaryeducation/Pages/community-colleges-remedial-education.aspx

The Completion Agenda: A Call to Action
American Association of Community Colleges, 2010
This 11-page report highlights many examples showing how community colleges are supporting the national initiative to help students complete educational credentials. The document summarizes the November 2010 meetings of the American Association of Community College Commissions and Board of Directors. Attendees offered suggestions for a completion toolkit and discussed strategies for overcoming obstacles facing colleges as they implement this initiative. Accountability was a key discussion item for participants and several resources are listed to help colleges. If you are seeking a document to stimulate your college staff and faculty to consider the multi-layered issues involving completion and how your institution can be involved, this is a great document to start from.
http://www.aacc.nche.edu/Publications/Reports/Documents/CompletionAgenda_report.pdf

Completion by Design
Bill and Melinda Gates Foundation
Completion by Design is a 5-year Bill and Melinda Gates Foundation initiative that works with community colleges to significantly increase completion and graduation rates for low-income students under age 26. Four selected community colleges will implement proven and effective practices that support every student, from the day they step onto campus, until the day they earn their degree or complete their credential. Completion by Design uses findings from previous initiatives, such as Achieving the Dream, to assist community colleges with interventions at key points where they often lose students. The project includes an online and searchable database loaded with resources.
http://www.completionbydesign.org/

Degree Completion Beyond Institutional Borders, Responding to the New Reality of Mobile and Nontraditional Learners
Center for American Progress/Council for Adult and Experiential Learning, 2010
Researchers say that the institution-centered emphasis on the traditional credit hour as the basis for acknowledging academic achievement is increasingly misguided, given student mobility. This brief advocates for more acceptance of alternative methods that some colleges and organizations are using to award credit, from competency-based models to rigorous evaluation, and formal recognition of prior learning.
http://www.americanprogress.org/issues/2010/10/degree_completion_beyond_borders.html

The Degree Qualifications Profile
Lumina Foundation, 2011
This document draws on more than a decade of widespread debate and effort, across all levels of U.S. higher education, to define expected learning outcomes that graduates need for work, citizenship, global participation, and life. Building from this work, this Degree Profile is deliberately offered as a "beta version" that will be further tested and refined. The long-term goal is to clearly define quality in American higher education and to develop new capacity throughout postsecondary education to ensure that students achieve the levels of learning they need and deserve.
http://www.luminafoundation.org/wpcontent/uploads/2011/02/The_Degree_Qualifications_Profile.pdf

Democracy's Colleges: Call to Action Statement
The American Association of Community Colleges, the Association of Community College Trustees, the Center for Community College Student Engagement, the League for Innovation, the National Institute for Staff and Organizational Development and Phi Theta Kappa signed this statement in 2010, committing to raise the number of community college students completing credentials or degrees by 50% by 2020.
http://www.aacc.nche.edu/About/completionchallenge/Documents/calltoaction.pdf

Democracy's Colleges: The Evolution of the Community College in America
American Association of Community Colleges, 2010
American Association of Community Colleges, 2010
This policy brief was prepared for the White House Summit on Community Colleges that initiated a national conversation on college completion efforts. The 6-page document includes an overview of the community college movement and summarizes key issues facing community college leaders today.
http://www.aacc.nche.edu/AboutCC/whsummit/Documents/boggs_whsummitbrief.pdf

Discerning Learning: Colleges Find New Ways to Show What Students Know
Lumina Education Focus Magazine, 2011
In the Winter 2011 magazine issue, the Lumina Foundation offers a host of ideas to help colleges define alternative ways to measure student learning. These alternative models can impact student completion rates, as they often help students earn credit faster. E-portfolios, competencies, learning outcomes, and other ideas are discussed.
http://www.luminafoundation.org/publications/focus/2011-01/

Easy Come, EZ-GO A Federal Role in Removing Jurisdictional Impediments to College Education
Center for American Progress, 2010
In this thought-provoking report, 3 researchers at the Institute for Higher Education Policy propose that the federal government seed an "educational zone" experiment aimed at deregulating higher education in 20 large metropolitan areas that sit at the crossroads of multiple states, knocking down barriers that prevent a "regional" approach to higher education.
http://www.americanprogress.org/issues/2010/10/easy_come_ez_go.html

Engaging Adjunct and Full-Time Faculty in Student Success Innovation
Achieving the Dream/Public Agenda
This publication is intended to be used as a tool that helps colleges design and implement effective faculty engagement strategies for student success. This tool utilizes the Achieving the Dream 5-Step Process for Increasing Student Success through Institutional Change. Section 1, comprised of the framework, principles and practices, is designed to help college leadership make strategic decisions about when and how to most constructively engage faculty as partners in the difficult work of institutional change. Because real stories and concrete examples are helpful for colleges as they plan or refine their own faculty engagement efforts, Section 2 offers a number of mini-cases highlighting faculty engagement.
http://www.achievingthedream.org/Portal/Modules/974e179d-33ba-4d80-99d2-41ba453d32f7.asset

Five Strategies to Help Low-Income Adults and Youth Attain Community College Credentials
Center for Postsecondary and Economic Success, 2010
This brief outlines 5 strategies to improve credential attainment by adults and youth at community colleges. Streamlined education and training paths, bridge programs, flexible scheduling, program modularization, improved data collection, financial aid, and increased student support services are discussed.
http://www.clasp.org/admin/site/publications/files/Five-Strategies-to-Help-Low-Income-Adults-and-Youth-Attain-Community-College-Credentials-092710.pdf

Giving Credit Where Credit is Due: Creating a Competency Based Qualifications Framework for Postsecondary Education and Training
Center for Postsecondary and Economic Success (CLASP), 2011
This is a CLASP webinar on the report "Giving Credit Where Credit is Due: Creating a Competency Based Qualifications Framework for Postsecondary Education and Training." Speakers included: Marcus Kolb of the Lumina Foundation for Education, Dr. Rebecca Nickoli, of Ivy Tech Community College, Dr. Roy Swift of the American National Standards Institute, Dr. Keith Bird of the Corporation for a Skilled Workforce, and Evelyn Ganzglass of CLASP. View the webinar recording, the full report, or the PowerPoint slides.
http://www.clasp.org/admin/site/publications/files/Giving-Credit.pdf
http://www.clasp.org/postsecondary/pages?id=0020

Graduated Success: Sustainable Opportunity Through One- and Two-Year Credentials
Dēmos, 2010
There is now more evidence than ever before that one and two-year credentials, particularly in specific fields, can lead to economic prosperity. This evidence underscores the importance of degree completion, as much as the type of degree selected. It also emphasizes the importance of addressing barriers that impede students in completing one and two-year credentials.
http://www.demos.org/sites/default/files/publications/Graduated_Success_Demos.pdf

Improving Student Learning Outcomes with Service Learning
American Association of Community Colleges, 2010
This AACC research study of 13 grantee colleges and their experiences with student learning reveals that service learning can improve learning outcomes and increase retention of academic content. Faculty also felt that service learning activities motivated students to stay enrolled in college and demonstrated the real world application of knowledge to students.
http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/slorb_jan2010.pdf

Inside the Completion Agenda: Challenges, Opportunities and Action
American Association of Community Colleges, 2011
This video and presentation from the AACC annual convention examined Suffolk County Community College in New York and its work to help students complete their credentials and degrees. Strategies highlighted include: offering a freshman success seminar, scholarship support, internship placements for students, partnerships with regional healthcare providers, an early college program, late registration policies, and a project identifying students with 60+ credits finished who might qualify for a credential or degree with 9 or fewer additional credits.
http://softconference.com/llc/player.asp?PVQ=HDME&fVQ=FIFFID&OcNff=wqU5GFM5uWUjRVo0QvFrupz5XYG4uWqMG4Dxfss0pXUQM9Gr47XW7VjqsvrMvGwxG

Keeping Students Enrolled: How Community Colleges Are Boosting Financial Resources for Their Students
Dēmos, 2011
Available financial aid covers only a fraction of what community college students pay for their education. To finance their studies, many enroll in school only part time or work more than 20 hours per week, strategies that increase their likelihood of dropping out. This report highlights strategies adopted by higher education institutions to increase the financial resources available to help students.
http://www.demos.org/sites/default/files/publications/KeepingStudentsEnrolled_Demos.pdf

Learning Communities for Students in Developmental Math: Impact Studies at Queensborough and Houston Community Colleges
The Learning Communities Demonstration, 2011
Remedial math classes can be a major barrier to student completion. Both Queensborough College and Houston College offer learning communities to aid remedial math students at completing their course sequences and ultimately, finishing their credentials or degrees. At both colleges, students passed developmental math classes at higher rates after the learning community program was implemented. But neither college's learning communities program impacted persistence in college or cumulative credit earned.
http://www.postsecondaryresearch.org/i/a/document/17075_LCMathBrief.pdf

Learning Counts
Council for Adult and Experiential Learning
This website offers a wealth of resources for colleges, workforce organizations, employers and students related to prior learning assessment.
http://www.learningcounts.org

Low-Hanging Fruit
Insider Higher Ed, 2011
Whether they called them "near-completers" or "ready adults" or "stop-outs," the educators and policy experts gathered for the Institute for Higher Education Policy meeting summarized in this article, tried to identify ways to help students complete their educations. Several strategies for improving college completion rates are discussed.
http://www.insidehighered.com/news/2011/09/14/institute_for_higher_education_policy_summit_on_near_completers

Making Learning Outside the Classroom Count: CAP Explores Prior Learning Assessments
Center for American Progress, 2011
This webinar recording features several education leaders discussing prior learning assessment (PLA). Council for Adult and Experiential Learning researchers looking at more than 62,000 students at 48 postsecondary institutions found that the "PLA effect" is significant: 56% of PLA students earn a postsecondary degree within 7 years, while only 21% of non-PLA students did. Among the participants was Joyce M. Judy, president of the Community College of Vermont. She described her institution, how prior learning assessment functions within the college, and the benefits derived by both student and institution.
http://www.americanprogress.org/issues/2011/09/pla_event.htm

Minority Male Student Success Programs at Community Colleges
American Association of Community Colleges, 2010-present
This helpful database lists dozens of community college programs around the country that are working to improve the success of minority male students in college. You can browse the database for ideas and submit a description of your college's program for inclusion.
http://www.aacc.nche.edu/Resources/aaccprograms/diversity/MinMaleStuSuccessProgs/Pages/Default.aspx

Personal Attention Boosts College Success Rates
Community College Times, 2011
In this article, Ellie Ashford reports on personalized services at community colleges that are helping students complete their education programs. Making students more aware of financial aid opportunities, utilizing learning community models, and eliminating bureaucratic barriers to graduation are among the strategies discussed.

Phi Theta Kappa Completion Toolkit – Administrator Guide
Phi Theta Kappa
College administrators can use this helpful toolkit to work with students to support a college-wide completion pledge drive.
http://www.cccompletioncorps.org/ccccorps/ptk/toolkit

Phi Theta Kappa Completion Toolkit – Call to Action in Support of Students
Phi Theta Kappa
A poster and signature sheets are available for colleges to use for their own signature wall and completion initiatives.
http://www.cccompletioncorps.org/ccccorps/ptk/toolkit

Phi Theta Kappa Completion Toolkit – Posters
Phi Theta Kappa
These posters can be used to promote your college's completion signature campaign to students, faculty and staff.
http://www.cccompletioncorps.org/ccccorps/ptk/toolkit

Phi Theta Kappa Completion Toolkit – Student Guide
Phi Theta Kappa
Student leaders will find this hands-on guide useful when designing a college completion pledge drive.
http://www.cccompletioncorps.org/ccccorps/ptk/toolkit

Promoting Student Success in Community College and Beyond
MDRC, 2005
In this research report, MDRC evaluated community college efforts to increase student persistence and achievement through the Opening Doors Demonstration project. The programs evaluated used curricular reform, enhanced student services, and financial aid to help students stay in college and reach their achievement goals.
http://www.mdrc.org/publications/409/overview.html

Rebalancing the Mission: The Community College Completion Challenge
American Association of Community Colleges, 2010
This policy brief addresses what it means for community colleges to embrace completion in the same way that they have historically embraced access. Because community colleges are, first and foremost, oriented toward their communities, they may need to modify their traditional ways of fulfilling their individual missions, specifically in three areas: course enrollment, course completion, and certificate and degree completion.

Reinvigorating the Economy: Renewing Our Commitment to Access, Excellence, and Student Success
Association of Community College Trustees
This publication highlights how community colleges are vital to rebuilding a thriving US economy. Quotes from business and college leaders highlight the value of community colleges and their growing prominence in the United States, and even around the world.
http://www.cccompletioncorps.org/ccccorps/sites/default/files/pdfs/acct-reinvigorating-the-economy.pdf

The Road Ahead: A Look at Trends in the Educational Attainment of Community College Students
American Association of Community Colleges, 2011
This research policy brief found that the percentage of degrees and certificates awarded grew at twice the rate of enrollment between 1989 and 2010. Students earned 127% more credentials, even while enrollment at community colleges increased by 65%. The growth in achievement was particularly pronounced among minority groups. Hispanic students, earned more than four times the number of credentials at the same time that their numbers doubled. Credential attainment among African-American students increased 283% during the same time period.
http://www.aacc.nche.edu/Publications/Briefs/Pages/pb09292011.aspx

The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community College?
Community College Research Center, Columbia University, 2011
A structure hypothesis argues that community college students are more likely to succeed when offered a highly structured program of study that makes clear the path to completion and reduces bureaucratic barriers. This report examines the decision-making processes that students must go through to successfully navigate college and the psychological impacts of making these decisions in a low-structure context. The author reviews several methods that colleges can consider to provide students with a more structured, easier to navigate college experience, including revised curriculum design and improved access to information.
http://knowledgecenter.completionbydesign.org/sites/default/files/101%20Scott%20Clayton%202011.pdf

Stepping Stones to a Degree: The Impact of Enrollment Pathways and Milestones on Older Community College Student Outcomes
Community College Research Center, Columbia University, 2006
Using data on 35,000 first-time students in Florida community colleges, this research brief explores the factors impacting academic outcomes of traditional and older students. The authors specifically focus on student outcomes from enrollment in developmental course pathways and earned-credit milestones (i.e., completing 20 credits or 50% of a program). Findings suggest that students of different age groups are impacted differently by enrollment pathways and credits earned, and the authors note ways support services can take these differences into account.
http://knowledgecenter.completionbydesign.org/sites/default/files/59%20Calcagno%20October%202006.pdf

Strategies for Increasing Credential Attainment: Getting Credit for What You Already Know
U.S. Department of Labor, 2011
This webinar provides technical assistance to the workforce system and its education partners on meeting the goal to increase by 10% the rate of credential attainment of public workforce program participants. The webinar is the second in a series on strategies for increasing credential attainment and focuses on the practice of awarding credit for prior learning as a way to accelerate credential attainment for adults.
https://www.workforce3one.org/view/5001112552635772635/info

Strategies for Increasing Credential Attainment Through the Public Workforce System
U.S. Department of Labor, 2011
This webinar provides an overview of two strategies that have proven effective for increasing credential attainment among low-skilled youth and adults. Integrated education and training, as well as "chunking" curricula into sub-associate degree certificates can be helpful. Kathy Cooper, Director of Adult Education from Washington State presented the I-BEST model and Mimi Maduro, Director of Oregon's Statewide Career Pathways Initiative, discussed the career pathway certificates. Slides from their presentations are available.
https://www.workforce3one.org/view/2001108746045849165/info

Time is the Enemy
Complete College America, 2011
This 240-page report examines the reasons why students don't complete credentials or degrees at community colleges. A series of extensive state profiles are offered that provide detailed data and suggestions for improvement for colleges and state policy leaders. Data gaps in tracking part-time students are painfully obvious – and the report is a call to action for community colleges and policy makers seeking to raise completion rates.
http://www.completecollege.org/docs/Time_Is_the_Enemy.pdf

Time to Completion: Adult Students
Lumina Foundation for Education
This essay discusses strategies to help adult students complete college degrees or certificates. Enabling students to transfer credit, offering financial supports, ensuring programs are relevant to careers, providing basic and developmental education, and improving state governance policies can help. The essay offers several links to additional resources and cites program examples from colleges around the country.
http://www.collegeproductivity.org/AdultStudent

To Raise College-Completion Rates, Deal With Costs and Transfer Policies, Report Suggests
Chronicle of Higher Education, 2011
This article summarizes the findings of a new study about college completion by the National Center for Public Policy and Higher Education. The students most at risk of not finishing a degree or credential are those who begin their education at a two-year institution, usually out of financial necessity, says the report.
http://chronicle.com/article/To-Raise-College-Completion/128090/

Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College
Community College Research Center, Columbia University, 2011
Success in college unquestionably requires the academic skills and knowledge to complete rigorous coursework. This report argues that the non-academic challenges of postsecondary education, such as navigating bureaucratic hurdles and building new interpersonal relationships, can also be significant barriers to success. The author reviews existing research on support services available to students, focusing on the major processes within commonly implemented programs that help students cope with non-academic stressors.
http://knowledgecenter.completionbydesign.org/sites/default/files/119%20Karp%202011.pdf

The Transformation of Higher Education through Prior Learning Assessment
Change, 2011
This article in *Change* magazine, discusses why higher education needs to take a closer look at prior learning assessment. The author notes that to understand the importance of portable credit, educators must understand two key realities. Most students don't start and finish at the same college and much learning takes place outside of classrooms. Sixty-five percent of postsecondary learning, by spending, does not happen through colleges and universities, but through workplaces and other trainings. The author presents several examples of prior learning assessment at colleges and builds the case for why colleges should utilize prior learning assessment more frequently.
http://www.changemag.org/Archives/Back%20Issues/2011/September-October%202011/transformation-full.html

Transforming Community College to Accelerate Success for Low-Income Students
Community College Research Center (CCRC) at Columbia University, 2009-present
This document summarizes CCRC research begun in May 2009 to inform the Bill and Melinda Gates Foundation's Postsecondary Success initiative, which aims to double the number of low-income students who by age 26 earn a postsecondary credential degree or certificate. The goal is to build a rigorous base of research knowledge on strategies for accelerating progression and increasing success among low-income young adult students, many of whom attend community colleges. The CCRC recently released a set of working papers that gather and synthesize the most valuable research evidence available on strategies for improving community college student success. CCRC is also conducting 7 new studies described in this document.
http://ccrc.tc.columbia.edu/Collection.asp?cid=64

Underserved Students Who Earn Credit through Prior Learning Assessment (PLA) Have Higher Degree Completion Rates and Shorter Time-to-Degree
Council on Adult and Experiential Learning, 2011
In 2010, the Council for Adult and Experiential Learning (CAEL) released a report examining data from 62,475 adult students at 48 colleges and universities over 7 years and prior learning assessment (PLA) impacts. In this research brief, CAEL showcases the findings by race/ethnicity and income. The data show that black non-Hispanic, Hispanic, and low income students with PLA credits have better academic outcomes than similar students without PLA credits. The positive findings for low-income, black non-Hispanic and Hispanic students suggest that awarding college credit for significant life learning could be an effective way to accelerate degree completion, while lowering the cost, for underserved student populations.
http://www.collegeboard.com/html/clep/docs/CAEL-report-april2011.pdf

Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness
Community College Research Center, Columbia University, 2010
The Washington State Board for Community and Technical Colleges developed the Integrated Basic Education and Skills Training (I-BEST), pairing a basic skills instructor with an occupational instructor team to teach occupational courses with integrated basic skills content. Students receive college-level credit for the occupational coursework. Evaluation results suggest this model is effective at improving college completion rates. Researchers also examined two labor market outcomes: the change in wages for those who were employed both before and after program enrollment, and the change in the number of hours worked after leaving the program.
http://ccrc.tc.columbia.edu/Publication.asp?UID=805

Why College Completion?
The Bill and Melinda Gates Foundation
This short online essay summarizes the Foundation's commitment to improving postsecondary higher education. Improving postsecondary performance and alternative educational delivery models, empowering student success, scholarship programs, advocating for college completion support alongside stakeholders, and building knowledge to support colleges as they work to raise completion rates are discussed.
http://www.gatesfoundation.org/postsecondaryeducation/Pages/why-college-completion.aspx

Partners in the College Completion Challenge
The Community College Completion Challenge, www.cccompletionchallenge.org
American Association of Community Colleges, www.aacc.nche.edu
Association of Community College Trustees, www.acct.org
The Center for Community College Student Engagement, www.ccsse.org
League for Innovation in the Community College, www.league.org
National Institute for Staff and Organizational Development, www.nisod.org
Phi Theta Kappa Honor Society, www.ptk.org

AACC -
http://www.youtube.com/watch?list=PL04718EC1DD92C92A&v=23Of_OHMWlk&feature=player_embedded

AACC -
http://www.youtube.com/watch?list=PL61C1209961806A55&v=IADKgQqDrJQ&feature=player_embedded

AACC - http://www.youtube.com/user/CommunityColleges#p/c/322E3F5DABC9A2C4/1/EewGXtC1X0M

AACC - http://www.youtube.com/user/CommunityColleges#p/c/322E3F5DABC9A2C4/0/BrPcHYyLfjc

AACC - http://www.youtube.com/user/CommunityColleges#p/c/322E3F5DABC9A2C4/2/Wd7bYWR9Ito

AACC - http://www.youtube.com/user/CommunityColleges#p/c/322E3F5DABC9A2C4/3/8qSsyVlOnew

AACC - http://www.youtube.com/user/CommunityColleges#p/u/37/nPFLyKKRwho

AACC - http://www.youtube.com/user/CommunityColleges#p/u/38/Um2EshrE6lA

AACC/Phi Theta Kappa - http://www.youtube.com/user/CommunityColleges#p/u/40/0hKejERY0CQ

AACC - http://www.youtube.com/user/CommunityColleges#p/u/41/KhN3EyU_txQ

AACC - http://www.youtube.com/user/CommunityColleges#p/u/42/yhCDbZxlXLo

AACC -
http://www.youtube.com/watch?list=PL322E3F5DABC9A2C4&v=BrPcHYyLfjc&feature=player_embedded

AACC -
http://www.youtube.com/watch?list=PL12E69AEE4311F36B&v=VCrOe5X73n4&feature=player_embedded

AACC – Plus 50 Completion Strategy -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/13/4f--DCysyYY

AACC Plus 50 – Completion Strategy Tips – Joliet Junior College -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/0/9GLIvIcONfM

PTK - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/1/MQw94c3if5A

PTK - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/2/aQlP5uJuc6M

PTK - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/3/AKH2qJikgDo

PTK - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/4/ZrGctPlGpnU

PTK - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/5/nhHVryHZSME

PTK - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/6/woUDHKkIaAY

PTK - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/12/wX_BjjYg_0c

PTK - http://www.youtube.com/user/phithetakappa?feature=chclk#p/u/0/9PJFA5mcRgg

PTK - http://www.youtube.com/user/phithetakappa?feature=chclk#p/u/21/l8wFlvIVwpo

PTK = http://www.youtube.com/user/phithetakappa?feature=chclk#p/u/35/CkkaqG9rHPs

PTK/League for Innovation -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/7/fZN1d1B9glA

PTK/League for Innovation -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/8/_yNzYXnf7hs

PTK/League for Innovation -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/9/Clz3g23iEFo

PTK/League for Innovation -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/10/_4qTDrYYsoM

PTK/AACC -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/11/7lm1Awdt-Tw

ISKME -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/14/j4otSmUBDIc

ISKME -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/15/7vxQLskaBeM

ISKME - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/16/xw7EFmI-wMk

ISKME - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/17/fYJfDhWxJP8

ISKME - http://www.youtube.com/watch?v=DQB7vqDjTWg

ISKME - http://www.youtube.com/user/ISKME#p/a/0E87DDCA3EABF8C6/2/Gz-590xpbl8

ISKME - http://www.youtube.com/user/ISKME#p/a/FBC964ECD28E851E/1/FU8p0FqH_s8

ISKME - http://www.youtube.com/user/ISKME#p/c/FBC964ECD28E851E/10/2wnkPhOzzQI

ISKME/National League of Cities -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/18/Zdax7gv8A1k

ACCT - http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/19/NPqPNsYjl8Y

ACCT -
http://www.youtube.com/user/AACCPlus50Initiative#p/c/8AF6477DF043D1B8/20/nU_Ft_TtwDw

Campus Progress - http://www.youtube.com/watch?v=LHu9bdAmifw

Harper College - http://www.youtube.com/watch?v=fpEUxKP2QxA

Tallahassee Community College -
http://www.youtube.com/watch?v=2pMx0tU6JgQ&feature=player_embedded#!

Sinclair Community College -
http://www.youtube.com/watch?v=TKZX8QVZ1AA&feature=player_embedded

CSCC Completion Initiative - http://www.youtube.com/watch?v=LHu9bdAmifw

Other Video Resources -
http://www.aacc.nche.edu/About/completionchallenge/Pages/multimedia.aspx

SAMPLE FILL-IN-THE-BLANK NEWS RELEASE – USE TO PROMOTE COLLEGE COMPLETION EFFORTS TO THE COMMUNITY, SHOWCASE STEPS THE COLLEGE IS TAKING TO HELP STUDENTS

XYZ COMMUNITY COLLEGE JOINS NATIONAL COMPLETION CHALLENGE, WORKS TO RAISE NUMBER OF STUDENTS FINISHING CREDENTIALS AND DEGREES
Staff, faculty & students rally to make campus-wide changes that help students succeed

FOR IMMEDIATE RELEASE   DATE

YOUR TOWN, STATE – XYZ Community College is taking on a challenge – the battle to raise the number of students finishing degrees and other credentials. It's part of a national initiative, known as the College Completion Challenge. It's happening all over the country on community college campuses, as staff, faculty and students come together to help students achieve their dreams.

At XYZ Community College, leaders say they are XYZ – discuss steps being taken to support completion efforts at the college, changes being made, services being improved.

"Insert quote expressing support for completion efforts at the college," said XYZ Community College president. "Insert quote here about the positive impact raising the completion rate will bring to students, or the community at large, or employers in the community."

Today's workers need up-to-date skills to get jobs. The U.S. Bureau of Labor Statistics predicts that 30 percent of the nation's fastest-growing occupations will be filled by people who have a postsecondary education credential.

By 2018, 63% of all jobs will require at least some postsecondary education. Employers will need 22 million new workers with postsecondary credentials. But if current college completion rates remain the same, employers will be short 3 million workers by 2018.

"Helping students complete their college educations – whether that means a degree or a credential – is part of our response to President Obama's ambitious agenda for America to once again have the highest proportion of college graduates in the world by 2020," said Dr. Walter G. Bumphus, president and CEO of the American Association of Community Colleges (AACC).

In 2010, AACC joined five other national organizations to sign a public pledge to promote the development and implementation of policies, practices, and institutional cultures that will produce 50 percent more students with high quality degrees and certificates by 2020.

"Without degrees and credentials, the workers of tomorrow will be shut out from hiring. Community colleges can help them complete their educations, attain credentials and degrees that are in demand, and get them on the road to prosperity," said Bumphus.

"Insert quote here expressing support for the completion initiative from a student with a compelling personal story," said [First Name] [Last Name], Age. Last Name was in XYZ situation that made it difficult to complete college. (eg. single parent, struggling financially, having a difficult time finishing college). "Insert a follow-up quote expressing the student's hopes for completing a credential or degree, hopes for employment, the future."

About XYZ Community College
Insert brief college boilerplate statement here outlining enrollment, location and signature programs for the college. List your college website address.

About the College Completion Challenge
The American Association of Community Colleges (AACC) joined with other leading education organizations to launch the College Completion Challenge in 2010 that aims to increase by 50% the number of community college students completing a degree or credential over the next ten years - to 5 million students by the year 2020. More information is available at
http://www.aacc.nche.edu/About/completionchallenge/Pages/default.aspx

Media contact: Name, Title, College XYZ, Phone number, Email address

###

The College Completion Challenge Toolkit – Boilerplate news release to use if your college is holding a College Completion event – e.g. a wall signing by students, a pledge signing by faculty and administrators, unveiling a number of pledges for completion, etc.

SAMPLE FILL-IN-THE-BLANK NEWS RELEASE – TO USE TO PROMOTE MEDIA COVERAGE

TAKING THE CHALLENGE: XYZ COLLEGE HOLDS COMPLETION SIGNING/PLEDGING EVENT
Students, Community Leaders, Employers and Media Invited to Witness XYZ

FOR IMMEDIATE RELEASE   DATE
PHOTO/VIDEO OPPORTUNITY

YOUR TOWN, STATE – XYZ Community College is taking on a challenge – the battle to raise the number of students finishing degrees and other credentials. It's part of a national effort, known as the College Completion Challenge. It's happening all over the country on community college campuses, as staff, faculty and students pledge to raise by 50% the number of students completing credentials or degrees over the next ten years.

Next week, the college is holding a Completion Event Title on Date from Start Time-End Time to showcase XYZ activity supporting college completion efforts.

Today's workers need up-to-date skills to get jobs. By 2018, 63% of all jobs will require at least some postsecondary education, and researchers say employers will be short 3 million workers. Community colleges are revving up their campuses, re-tooling programs, improving student support, and rising to meet this challenge.

** MEDIA INVITED TO ATTEND **

WHO: XYZ Completion Event/Signing Event at XYZ Community College

WHAT: Engaging and exciting XYZ Completion Activity, Profile speakers, What will happen at the event in 1-2 sentences

WHERE: XYZ Community College, Street address

WHEN: Date, Start Time-End Time

WHY: The college Completion Event/Signing Event aims to inspire students, staff and faculty to reach for the completion goal line and raise the number of graduates.

PHOTO/VIDEO OPPORTUNITY: As part of the event, media will be able to photograph and film

XYZ Completion Activity (signing of a wall, unveiling of number of pledges, signing of a document). Faculty, staff and students will be available for interviews.

About XYZ Community College
Insert brief college boilerplate statement here outlining enrollment, location and signature programs for the college. List your college website address.

About the College Completion Challenge
The American Association of Community Colleges (AACC) joined with other leading education organizations to launch the College Completion Challenge in 2010. The effort aims to increase the number of community college students completing a degree or other credentials by 50% - to 5 million students by the year 2020. More information is available at
http://www.aacc.nche.edu/About/completionchallenge/Pages/default.aspx

Media contact: Name, Title, College XYZ, Phone number, Email address

<div align="center">###</div>

Ventura College Academic Senate

April 18, 2013

VI. j. Action Items

BP/AP 4022 – Course Approval

Book   VCCCD Board Policy Manual
Section   Chapter 4 Academic Affairs
Title   BP 4022 COURSE APPROVAL
Number   BP 4022
Status   Active
Legal   Title 5, Section 55100
Adopted   June 23, 2009
Last Reviewed   May 14, 2009

The Chancellor<u>, in consultation with the Academic Senates,</u> will develop an administrative procedure that establishes processes for developing credit and non-credit courses.

COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

Book	Administrative Procedures
Section	Chap 4 Academic Affairs
Title	Course Approval
Number	AP 4022
Status	Active
Legal	Title 5 Section 55100
Adopted	August 1, 2007

AP 4022 Course Approval

Reference:
Title 5 Section 55100

Note: *This procedure applies to the processes for approving individual credit and non-credit courses. Local practice may be inserted, but* ***must address*** *the following requirements of Title 5 Section 55100.*

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:
These courses must be approved by the curriculum committee.

The individuals on the curriculum committee must have received the training provided for in Title 5 Section 55100

Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office.

Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.

4/8/2013

Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.

All courses approved must be reported to the California Community Colleges Chancellor's Office.

New 8/07

AP 4022 Course Approval.doc (29 KB)

Last Modified by Jane Wright on March 13, 2012