

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

Date Submitted: Fall 2020

Midterm Report Certification

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

From: Dr. Kimberly Hoffmans
Ventura College
4667 Telegraph Road, Ventura, CA 930

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



	
Mr. Bernardo M. Perez, Board Chair, Ventura County Community College District	Date
 <small>Gregory Gillespie (Aug 13, 2020 12:41 PDT)</small>	Aug 13, 2020
Dr. Greg Gillespie, Chancellor, Ventura County Community College District	Date
	Aug 13, 2020
Dr. Kimberly Hoffmans, President, Ventura College	Date
 <small>Daniel Clark (Aug 13, 2020 10:57 PDT)</small>	Aug 13, 2020
Dr. Dan Clark, Academic Senate President & Co-Chair, Accreditation Steering Group Advisory, Ventura College	Date
 <small>Sebastian Szczebiot (Aug 3, 2020 13:32 PDT)</small>	Aug 3, 2020
Mr. Sebastian Szczebiot, Classified Senate President, Ventura College	Date
 <small>Carlo Plascencia (Aug 3, 2020 12:55 PDT)</small>	Aug 3, 2020
Carlo Plascencia, Associated Students President, Ventura College	Date
 <small>Jennifer Kalfsbeek (Jul 29, 2020 07:55 PDT)</small>	Jul 29, 2020
Dr. Jennifer Kalfsbeek-Goetz, Vice President, Academic Affairs, Ventura College	Date
	Jul 21, 2020
Ms. Tatiana Lawlor, Co-Chair, Accreditation Steering Group Advisory, Ventura College	Date
	Jul 21, 2020
Ms. Lisa Putnam, Co-Chair, Accreditation Steering Group Advisory, Ventura College	Date

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Report Preparation Process and Timeline

The Midterm Report was prepared by the Ventura College Accreditation Steering Advisory Committee (ASAG). Following its work on the 2017 Follow-Up Report, ASAG began the Midterm Report development process by establishing subcommittees for each section in early fall 2018. Leads were identified and action planning items were organized. This work continued through the spring 2019. In September 2019, ASAG began organizing the college input on each section, and formally established its Midterm Report process and the timeline below. From October 2019 to December 2019, ASAG completed a first draft of the report. From January through March 2020, the Midterm Report was shared in face-to-face meetings of various constituency groups including the Associated Students, Classified Senate, Academic Senate, and the College Planning Committee. The report was shared college-wide online and it was discussed in the February 2020 Captain's Chat.

In response to the worldwide pandemic (COVID-19), the college was forced to move fully online, providing remote instruction and services for its students. During this time, college committees continued to meet remotely, primarily using webinar technology (ConferZoom). From late March through May 2020, the Midterm Report continued to be reviewed and discussed as outlined in the timeline below. The report was revised based on feedback provided, preparing the final Midterm Report for review and approval by the Board of Trustees on June 23, 2020.

Ventura College Accreditation Midterm Report Timeline

September 2016	ACCJC team visits Ventura College to validate the college's Institutional Self-Evaluation Report (ISER) and review evidence of compliance with the accreditation standards.
February 2017	Ventura College accreditation is reaffirmed with the requirement that the college complete a Follow-Up Report on the issues identified in the team's finding of non-compliance at the District, due March 2018.
Fall 2017	Accreditation Taskforce established to write draft of Follow-Up report and to gather evidence
Spring 2018	Follow-Up report approved by VCCCD Board (Jan 2018) and submitted to ACCJC March 2018.

Fall 2018/Spring 2019	Accreditation Steering Advisory Group begins preparing for Midterm Report; subcommittees established, leads identified; action planning items identified and organized; college begins providing input on progress on recommendations and planning agendas.
Fall 2019/Spring 2020	Midterm Report to be prepared – due October 15, 2020
September 2019	Accreditation Steering Advisory Group (ASAG) establishes Midterm Report process and timelines . Subcommittees finish collecting college input on progress on recommendations and planning agendas.
October 2019	Subcommittees prepare 1 st Draft of Midterm Report (focusing on status Self-Identified Improvement Plans from ISER and Team Recommendations for Improvement from Team Report and Quality Focus Projects. Institutional Effectiveness prepares ACCJC Midterm Report Data Form (using Annual Report Data submitted in Spring 2017, 2018, and 2019). ALO and ASAG Co-Chairs prepare: Cover Sheet; Certification Page; Table of Contents; Description of Report Prep Process
November 6, 2019	ASAG reviews and edits 1 st Draft
November 19, 2019	Executive management team reviews and provides input, filling in gaps and making corrections to facts, if needed
November 21, 2019	Academic Senate Meeting : Review and provide input, filling in gaps and making corrections to facts, if needed
December 5, 2019	Classified Senate Meeting : Review and provide input, filling in gaps and making corrections to facts, if needed
December 13, 2019	All corrections to 1 st Draft submitted to ASAG Co-Chairs
January 8, 2020	ASAG Co-Chairs organize corrections and submit feedback to Subcommittees; 2 nd draft of Midterm Report prepared.
January 9, 2020	Classified Senate reviews 2 nd draft
January 14, 2020	Associated Students (ASVC) reviews 2 nd draft
January 16, 2020	Academic Senate reviews and discusses 2 nd draft
February 5, 2020	ASAG collects feedback and prepares final draft of Midterm Report
February 11, 2020	Captain’s Chat Review of Midterm Report
Mid-Feb - March 2020	Midterm Report posted online for all-college review . Executive Management Team reviews final draft.
February 25, 2020	Associated Students (ASVC), 1 st Read
March 10, 2020	Associated Students (ASVC), 2 nd Read

February 26, 2020	College Planning Committee Review
March 5, 2020	Classified Senate , 1 st Read; Submit to Academic Senate for Discussion
April 2, 2020	Academic Senate : 1 st Read; Classified Senate: 2 nd Read
April 15, 2020	All Midterm Report Evidence to be submitted
April 16, 2020	Academic Senate , 2 nd Read of Midterm Report
May 7, 2020	Final Report submitted to Academic Senate and Classified Senate for Review and Approval, and submitted to Chancellor's Cabinet for Review
May 18, 2020	Submit Midterm Report to District (PPSS Review)
May 29, 2020	Submit Midterm Report to District for Board Agenda
June 16, 2020	VCCCD Governing Board , Receives Midterm Report
October 1, 2020	College sends the Midterm Report and supporting evidence to ACCJC.

Evidence:

[Academic Senate Communication and Meeting Agendas](#)

[Associated Students Meeting Agendas](#)

[Classified Senate Communication and Meeting Agendas](#)

[College Planning Committee Meeting Agenda](#)

[Board of Trustees Meeting Minutes \(6/18/2020 – Item 13.01\)](#)

Accreditation Steering Advisory Group Members

Steering Advisory Members

Cathy Bojorquez, Vice President, Business Services
Phillip Briggs, Dean, Institutional Effectiveness
Dan Clark, Academic Senate President *
Colleen Coffey, Faculty Senate Representative *
Jeanine Day, Classified Senate, Treasurer
Felicia Dueñas, Dean, Student Learning
Tim Harrison, Dean, Student Learning
Kim Hoffmans, Vice President Academic Affairs (through spring 2019) *
Grant Jones, Director, Information Technology
Jennifer Kalfsbeek-Goetz, Vice President Academic Affairs (beginning fall 2019)
Dan Kumpf, Dean, Student Learning
Tatiana Lawler, Classified Senate Representative *
Eric Martinsen, Faculty (English)
Matthew Moore, Distance Education Advisory Committee Representative
Debbie Newcomb, Dean, Student Learning
Sharon Oxford, Distance Education Advisory Committee Representative
Damien Peña, Vice President, Student Affairs
Brianda Plascencia, Associated Students, Vice President
Lisa Putnam, Dean, Student Learning *
Enrique Rodriguez, Associated Students, Representative
Sebastian Szczebiot, Classified Senate, President *
Felicia Torres, Classified Senate, Secretary
Rick Trevino, Student Success Supervisor
Marcelo Vazquez, Dean, Student Services
Lynn Wright, Dean, Student Learning
NOTE: Those who served as tri-chairs at some point during 2017-2020 process are marked with *

Student Learning Outcomes Workgroup Members

Phillip Briggs, Dean, Institutional Effectiveness
Aurora Meadows, SLO Coordinator, Faculty
Asher Sund, SLO Coordinator, Faculty
Ornpawee Duangpun, Technical Data Specialist, Institutional Effectiveness
Felicia Torres, Administrative Assistant, Institutional Effectiveness
April Montes, Program Coordinator, MESA
Brandon D'Amico, Faculty, Counseling
Corey Wendt, Faculty, Counseling
Deanna Hall, Faculty, Child Development

Jack Bennett, Faculty, Math
Juanita Jaramillo, Faculty, Nursing
Maureen Newton-Eliot, Faculty, Kinesiology
Rocio Hernandez, Faculty, CalWORKS
Andrea Horigan, Faculty, Sociology

Institutional Set Standards Workgroup Members

Phillip Briggs, Dean, Institutional Effectiveness
Michael Callahan, Faculty, Institutional Researcher
Pamela Yeagley, Research Analyst

Quality Focused Action Plans Workgroup Members

Phillip Briggs, Dean, Institutional Effectiveness
Joseph Cordero, Outreach
Tatiana Lawler, Student Success
Eric Martinsen, Faculty, English
Victoria Nielson, Student Success
Lisa Putnam, Dean, Student Learning
Rick Trevino, Student Success Supervisor
Corey Wendt, Faculty, Counseling
Lynn Wright, Dean, Student Learning

Standard I Workgroup Members

Phillip Briggs, Dean, Institutional Effectiveness
Aurora Meadows, SLO Coordinator, Faculty
Asher Sund, SLO Coordinator, Faculty
Ornpawee Duangpun, Technical Data Specialist, Institutional Effectiveness
Felicia Torres, Administrative Assistant, Institutional Effectiveness
Lydia Morales, Academic Senate President
Sebastian Szczebiot, Classified Senate President
Corey Wendt, Faculty, Counseling
Angelica Gonzalez, Faculty, Counseling
Michael Callahan, Faculty, Institutional Researcher
Pamela Yeagley, Research Analyst
Andrea Horigan, Faculty, Sociology
Debbie Newcomb, Dean, Student Learning

Standard II Workgroup Members

Lynn Wright, Dean, Student Learning – Workgroup Lead
Michelle Beard, Faculty, Math
Dana Boynton, Library
Joseph Cordero, Outreach
Eric Martinsen, Faculty, English
Victoria Nielson, Student Success
Peter Sezzi, Faculty, Librarian
Rick Trevino, Student Success Supervisor

Standard III Workgroup Members

III A – Human Resources

Tim Harrison, Dean, Student Learning – Workgroup Lead
Michael Arnoldus, District Office, Director, Employment/Personnel Commission (through fall 2019)
Laura Barroso, District Office, Director, Employee Relations, Human Resources
Anthony Chavez, District Office, Human Resources
Nora Escobedo, Division Office Administrative Assistant (through fall 2019)
Andrea Ingley, District Office, Director, Employment/Personnel Commission (beginning spring 2020)
Nubia Lopez-Villegas, District Office, Human Resources
Lydia Morales, Faculty, Math/Academic Senate
Jaycie Sullivan, Division Office Administrative Assistant (beginning spring 2020)
James Walker, Faculty, Kinesiology/Athletics

Standard IV Workgroup Members

Phillip Briggs, Dean, Institutional Effectiveness
Lydia Morales, Faculty, Math/Academic Senate
Sebastian Szczebiot, Classified Senate President
Vanessa Luis, Associated Students, President
Adrian Ponce, Associated Students, Inter-Club Council President
Jason Robinson, Instructional Lab Technician/Classified Senate
Pamela Yeagley, Former Classified Senate President

Plans Arising from the Self-Evaluation Process

During Ventura College's 2016 self-evaluation process, faculty, staff and students identified areas for improvement to strengthen our alignment to the ACCJC Standards. This section reports on those self-identified improvement plans. In this section, we describe our progress on each action plan. For those items that have been fully addressed, we have described the resulting outcomes. All plans that are still pending are clearly identified as "in-progress" and we have identified the appropriate responsible parties along with our anticipated date for completion.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Action Plan 1.1: Shifting to a campus culture with broad participation, improved communication, and strong collegial support. (I.B.1, I.B.6, QFE)

Status: Active

See Action Project #2 in the Quality Focus Projects section.

Action Plan 1.2: During the 2016-2017 and 2017-2018 academic years, the Student Learning Outcome Advisory Group (SLOAG) will lead the College in the development of an assessment rubric for ISLO #5 (Personal/Community Awareness and Academic/ Career Responsibilities), and will facilitate the development of rubrics for the two ISUOs. (I.B.3)

Status: Implemented

During the 2015-2016 academic year, the SLO Advisory Group (later renamed to the College Outcomes Group) led the college's development of two different rubrics to assess ISLO #5. The ISLO related to personal/community awareness and academic/career responsibilities is as follows:

*ISLO 5: Personal/Community Awareness and Academic/Career Responsibilities:
Students will examine the ethical responsibilities and the dynamic role of individuals and active citizens in society. Students will develop skills and employ strategies to self-manage their personal, academic and career goals and to cooperate, collaborate, and interact successfully within groups and with a variety of cultures, peoples, and situations.*

The first of the two rubrics that were developed to assess this ISLO is designed to be used in courses. It focuses on exhibiting a personal/professional code of ethics and conduct, as well as effective collaboration with students from diverse populations and backgrounds. The second rubric uses student voting rate data provided by the National Study of Learning, Voting, and Engagement from Tufts University. Both rubrics were approved at the SLO Advisory Group on February 9, 2016, and the Academic Senate on February 18, 2016.

During the same year, the SLO Advisory Group also led the college's development of a rubric to assess ISUO 1. This outcome is:

ISUO 1: The service will support or facilitate a positive learning or service environment for students.

The rubric that was developed to assess this ISUO uses a point-of-service survey that is conducted each spring in every student service area on campus. This survey assesses the implementation of the Six Success Factors. The rubric was approved by the SLO Committee in May 2016.

Ventura College's second ISUO is as follows:

ISUO 2: The service will support or facilitate institutional accountability by monitoring and ensuring compliance with statutory mandates, local policy and procedures, and state or federal law.

Given that the specific mandates and laws vary by each service, it was decided to allow services to develop their own rubrics to assess this ISUO. In general, these rubrics have taken the form of the results of audit findings, as well as other external monitoring mechanisms. Thus far, this has proven to be effective, in that it streamlines the amount of work needed to be completed to comply with both the college's SUO process and state/federal regulations.

Action Plan 1.3: As part of its revision of the Educational Master Plan, the Core Indicators of Effectiveness will be evaluated and revised. This will ensure that they are directly aligned with the ACCJC institution-set standards, the State of CA Institutional Effectiveness Partnership Initiative Goals, and the State of CA Student Success Scorecard. This will streamline reporting requirements, and better focus efforts on high-priority areas. (I.B.3)

Status: Completed

Ventura College's 2017-2023 Educational Master Plan was developed to align directly with the ACCJC Institution-Set Standards, the CCCC Institutional Effectiveness Partnership Initiative, and the CCCC Student Success Scorecard. (As of the writing of this report, the State of California is transitioning away from the Student Success Scorecard to a new system of success indicators.) The primary goal of this plan is to "Increase the success of our students while closing equity gaps." Seven specific measurable objectives were developed to operationalize this goal.

Because the 2017-2023 Educational Master Plan was developed in a way that it would align with both the ACCJC Institution-Set Standards, the CCCC Institutional Effectiveness Partnership Initiative, and the CCCC Student Success Scorecard (before it was discontinued), our response to this Action Plan aligns with each of these three sets of metrics.

Three of the seven objectives align directly with the CCCC Student Success Scorecard:

- Objective 1: Increase the six-year completion rate to be within the top five in the state.
 - Objective 1a: Close equity gaps between ethnic groups.
 - Objective 1b: Close equity gaps between gender groups.

- Objective 2: Increase English and Math basic skills rates to be within the top five in the state.
 - Objective 2a: Close equity gaps between ethnic groups.
 - Objective 2b: Close equity gaps between gender groups.
 - Objective 2c: Ensure that at least 90% of new students are prepared for transfer-level Math and English by the end of their first year.
- Objective 4: Increase the fall-to-spring persistence rate to 85%, and the fall-to-fall rate to 70%
 - Objective 4a: Close equity gaps between ethnic groups.
 - Objective 4b: Close equity gaps between gender groups.

Two of the objectives align directly with CCCCO Datamart metrics:

- Objective 3: Increase the course success rate to be within the top five in the state.
 - Objective 3a: Close equity gaps between ethnic groups.
 - Objective 3b: Close equity gaps between gender groups.
- Objective 5: Ensure that at least 95% of first-time students receive Student Success and Support Program (SSSP) services.

One objective aligned directly with the CCCCO Workforce Preparation program goals:

- Objective 7: Ensure that all Workforce Preparation programs meet student employment goals set by the State of California.

One objective indirectly aligns with and supports all the other above objectives:

- Objective 6: Ensure that fewer than 10% of students are on academic probation.

These goals and objectives also align directly with the ACCJC's metrics that require Institution-Set Standards. Specifically, objectives 1, 3, and 7 above are in direct alignment with those metrics.

As of the writing of this report, the State of California is transitioning away from the Student Success Scorecard to a new system of success indicators. Once this transition is fully implemented, the college will evaluate our Educational Master Plan's alignment to the new indicators, and make adjustments if necessary.

Action Plan 1.4: Ventura College will identify and track uniform data elements for use in college program review for current student services programs. Identification and tracking will be implemented through the division of Institutional Equity and Effectiveness, and the Dean of Student Services to provide additional research support for college decision-making processes, program review, and college program planning. (I.B.4)

Status: Implemented

In 2017-18, Ventura College's program review system underwent a major overhaul. One of the components to be overhauled was the student service program review. Prior to that year, student service data collection was not systematic or consistent across services. To improve this, systematic data collection began in 3 areas: 1) student usage and demographics through the Starfish (and previously GradesFirst) software systems, 2) student survey data through point-of-service surveys, and 3) SUO

assessment results through Tracdat/Nuventive. Data on each metric is displayed in a Tableau dashboard. Programs review the data and then respond to clear and specific questions about the data as part of program review. Then they identify areas for improvement, set objectives, and request resources needed to achieve those objectives.

Action Plan 1.5: Ventura College will launch a three-year rotational plan for the full-scale program review, in addition to annual review. The VC College Planning Committee will take lead on this in hopes to enhance program reviews processes by adding a more in-depth three-year review to the existing annual program review. (I.B.5)

Status: Implemented

As part of the 2017-2018 program review overhaul, Ventura College moved to a 3-year staggered program review model. Every instructional, student service, and administrative service program completes a comprehensive review once every three years. During this comprehensive review, programs review key data metrics that are aligned with the 2017-2023 Ventura College Educational Master Plan. They identify areas for improvement and set 3-year objectives. Then they request resources that are needed to meet those objectives. The cycle is staggered so that a third of programs are completing a comprehensive review in any given year. In the intervening years, programs complete a mini-review, in which they provide updates on progress made towards their objectives and update resource requests. At the time of this writing, we are approaching the first complete three-year cycle, and all programs will have completed at least one comprehensive review. As we enter the second cycle, we will continue to evaluate this process to identify further refinements that can be made.

Standard II: Student Learning Programs and Support Services

Action Plan 2.1: Ventura College will offer accelerated composition courses for basic skills student through the English Department to improve completion rates of transfer-level composition courses. (II.A.4, QFE)

Status: Active

See Action Project #1 in the Quality Focus Projects section.

Action Plan 2.2: During the 2016-17 academic year, the College will review library and LRC staffing and organizational structure at both the main campus and Santa Paula to determine ways to improve and increase services to students. At least six months prior to the end of the Velocidad (Title V) grant, the team of College administrators, staff, and faculty will review the advantages and disadvantages of maintaining two locations for the provision of math tutoring services. A plan for either maintaining a separate Math Center with general fund dollars or a plan for combining both services will be presented to the vice president of academic affairs and student learning. (II.B.1)

Status: Completed

Library and Learning Resources Center (LRC) staffing and organization is reviewed each year through the Program Review process. This past year (AY 2018-2019), a full-time librarian position was approved through Program Review, and after a successful hiring process, the new tenure-track librarian joined the library team for the start of AY 2019-2020. The library is now under another division, the Social & Behavioral Sciences & Library Division, which is overseen by Dean Lisa Putnam.

The Learning Resource Center (LRC) remains in the English, Math & LRC Division (overseen by Dean Lynn Wright). Our East Campus now has its own Assistant Dean, Jesus Vega, so the two LRC areas (at the main campus and at East Campus) have two managers attending to their needs. Both deans are working through the Program Review process to secure adequate funding for the LRC computer and tutoring areas. In particular, we need more funding to meet the tutoring needs at both locations, and East Campus needs reliable, permanent staffing for its LRC computer lab. These are works in progress.

With the implementation of AB 705, there is a strong need for math tutoring support. At East Campus, we have math tutors on site before and after scheduled math classes, and we have the technology in place to do virtual tutoring via the CCCCO-approved World-wide Whiteboard when tutors are not physically present at East Campus.

Two years ago, math tutoring was consolidated into one location (our Tutoring Center), and STEM Harbor replaced the secondary math tutoring location. This consolidation means that students have math tutoring in one central place, and this consistency helps them know when and where they can get the math help that they need. We also have two Math Faculty Tutoring Facilitators (.67 FTE per year) who act as liaisons between the math faculty, their students, and our tutors; these facilitators promote math tutoring and ensure that the math tutors get appropriate and ongoing training, which provides quality assurance. STEM Harbor is now a place where STEM majors can go to do homework and know that one or more of our STEM faculty will be on site, as many of our STEM faculty hold their office hours in this STEM-rich, collaborative environment.

We continue to monitor the tutoring support needs, and the English and math faculty are investigating options to better serve our students. Faculty in the Math and English departments are including tutoring enhancement proposals within their respective Department Program Reviews as well as within the Division's Program Review.

Action Plan 2.3: During implementation of the Online Education Initiative (OEI) counseling components in 2016-2017, additional assessments for students taking online classes and for students accessing information and services online will be developed. (II.C.1)

Status: Completed

Through the Online Education Initiative (OEI), the college implemented the Quest for Success student readiness tools for those students looking to take online courses. This tool allows students to self-assess and to learn best practices for online learning. This tool can be found:

<https://www.venturacollege.edu/online-services/distance-education/current-students/de-student-orientation>

Students are also encouraged to take an online learning orientation, which acquaints them with online classes as well as available online support and resources. Over 500 students each semester take advantage of this free orientation.

Finally, through the OEI tools, the college now provides students access to online counseling services. These services are provided through a variety of modalities, including email and online video chats (for both “drop in” as well as for appointments). Additional information is available online:

<https://www.venturacollege.edu/departments/student-services/counseling/online-counseling>

Action Plan 2.4: For the fall 2016 semester, VC will implement the broad use of multiple measures rubrics for assessment by the college. English and Math faculty will work with the assessment office and other student services programs to assist in coordination so that there can be an improvement in the accuracy of the assessment and placement processes. (II.C.7, QFE)

Status: Active

See Action Project #1 in the Quality Focus Projects section.

Standard III: Resources

Action Plan 3.1: By the end of the fall 2016 semester, the vice chancellor of human resources will identify methodologies for improving evaluation tracking to enhance completion, either by new technology or by modifying existing technology platforms. (III.A.5)

Status: Continuing Anticipated Completion Date: July 2021

Responsible Party: Director, Human Resources, in collaboration with the Human Resources Department

At the time of the 2016 ISER it was stated that Human Resources was investigating the possibility of using an electronic document management technology platform to assist with the gathering and compiling of tracking evaluations for employees.

The Ventura College Standard IIIA workgroup discussed the current tracking system in place for the VCCCD classified professional and faculty. For the classified employees, a tracking system was implemented in the summer of 2016 where supervisors of classified employees were listed in the VCCCD portal for follow up. Under the work life tab in the portal, employees were flagged in the employee review section for their next evaluation. The workgroup agreed that there is a need for additional review and monitoring.

In regards to faculty evaluations, discussion centered around current practices at each college. Current practice is that area deans for each campus keep track of faculty evaluations as well as the rotation of evaluations to be conducted least every three years. Final documents are sent to the district office for filing into faculty personnel files. VCCCD Human Resources keeps a master list for faculty and is currently in the process of updating the report for all VCCCD faculty.

Action Plan 3.2: The college will work with District HR to continue to implement strategies identified in the Equal Employment Opportunity Plan to further diversity in hiring. Strategies to increase the diversity among part-time faculty and gender balance in the ranks of the administration will be explored as part of continuous improvement in this area. (III.A.12)

Status: Continuing Anticipated Completion Date: Spring 2021

Responsible Party: Hiring committees (college), in collaboration with the EEOAC

To address equal employment opportunity (EEO) concerns as noted in our last accreditation report, multiple initiatives were implemented by the VCCCD Human Resources department and the Equal Employment Opportunity Advisory Committee (EEOAC) formed in the Spring of 2018. The EEOAC is an advisory body to the Equal Employment Opportunity Officer and the VCCCD as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the review, update, and implementation of the EEO Plan for compliance with the requirements of Title 5, Section 53000.

The following EEO initiatives have been implemented or are in progress:

- The VCCCD Diversity Dashboard was created in the Spring of 2016 to provide a public display of data to share with all current and potential employees and community members.
Link: <https://www.vccd.edu/departments/human-resources/diversity-dashboard/eo-advisory-committee>
- Increase in Part Time Faculty diversity continues to be needed:
<https://public.tableau.com/profile/john.cooney#!/vizhome/VCCCDEmployeeDiversityDashboard/PTFacultyAgeandEthnicity>
- Gender balance of Ventura College administrators in 2019-20 reflects 53% female and 47% male, where in 2016 it was 36% female, and 64% male:
<https://public.tableau.com/profile/john.cooney#!/vizhome/VCCCDEmployeeDiversityDashboard/ManagerAgeandEthnicity>
Other data:
- The formation of the Equal Employment Opportunity Advisory Committee (EEOAC) in the fall of 2018. The EEOAC is an advisory body to the Equal Employment Opportunity Officer and the

District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the review, update, and implementation of the EEO Plan for compliance with the requirements of Title 5, Section 53000. Link: <https://www.vcccd.edu/departments/human-resources/diversity-dashboard/eoo-advisory-committee>

- A Hiring Facilitator Guide and Checklist was implemented in Fall 2016 to support HR facilitators as they help execute the hiring process for all full-time faculty hiring.
- Entrepreneur and educator Stedman Graham presented to students and employees in October of 2016 on identity leadership. Graham shared a message of identity as part of the VCCCD Chancellor's Diversity in Leadership Speakers Series. The series features multicultural role models in positions of leadership who will share inspiring stories of trials and triumphs on the path to achieving success. Identity, freedom and leadership were the focus of Graham's presentation as he laid the foundation to his proprietary Nine-Step Success Process outlined in his book *Identity: Your Passport to Success*. The global educator explained how each of the nine steps may lead to a better, more fulfilling life, and applying his principals of success to their own lives.
- Provide professional development for hiring manager; for example, on August 30, 2018, Tom Brown, Managing Principal of Thomas Brown & Associates, LLC provided a workshop titled: *Enhancing Cultural Competence & Reducing Implicit Bias: Achieving a High Quality, Diverse Workforce in the Ventura Community College District*
- The VCCCD EEO plan was revised in the fall of 2018. Link: <https://go.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=B4RUV71B7D7>
- A mini grant program for initiatives to support diversity and equal opportunity was implemented by Vice Chancellor Michael Shanahan in fall of 2018. Link: <https://www.vcccd.edu/departments/human-resources/diversity-dashboard/eoo-advisory-committee/vcccd-facultystaff-diversity>
- Review of hiring application for barriers was conducted in Fall 2018 by the VCCCD Human Resources department and the EEOAC. The hiring application for the VCCCD was targeted and adjustments were made.

Additional initiatives currently in development by the VCCCD Human resources department:

- EEO resolution for colleges to create in Fall 2019
- Facilitator hiring and training procedures to be completed in Spring 2020.

Action Plan 3.3: The College, for the fall 2016 semester will update the Facilities Master Plan through both the Vice President of Business and Administrative Services and Facilities Oversight Group (FOG) to improve alignment with the current goals and objectives of the institution. (III.B.1)

Status: Completed

In 2015, there was an update made to the 2004 Facilities Master Plan. With the recent completion of the 2017-2023 Educational Master Plan, and the 2017-2020 Technology Master Plan, the Facilities Oversight

Group is preparing for the development of the new Facilities Master Plan, aligning its goals and objectives with these corresponding plans.

Action Plan 3.4: The college will continue its 2015-16 to upgrade older classrooms on a systematic basis, utilizing the information provided by the furniture and equipment inventory to identify the areas in greatest need. (III.B.2)

Status: Implemented

The need to replace or upgrade classroom space and instructional equipment continues to be assessed through the college's annual program review process. Physical resources continue to be monitored by the Vice President of Business and Administrative Services, Supervisor of Operations, and the Facilities Oversight Group (FOG) to assure continuing quality and support of programs and services. Furniture and equipment are tracked systematically and are included in the annual program review process. The campus is kept informed of the details regarding specific locations or equipment targeted for upgrade through email communication, documented meeting notes from FOG, and through documents posted on the webpage for Facilities, Maintenance, and Operations department.

Action Plan 3.5: For the fall 2016 semester, the college will update Technology Master Plan to cover the period of 2017-2019 through the Vice President of Business Service and College Information Technologies department. In order to support the college's increasing reliance on technology. (III.C.1)

Status: Implemented

The *Technology Master Plan* for the college provides an overall framework for the strategic implementation of technology throughout the college. The plan aligns the application of technology to the college's mission, vision, and strategic goals and objectives, addressing challenges and recommendations that are identified in the college's Educational Master Plan, 2017-2020.

In 2016, the college updated the *Technology Master Plan*, creating the 2017-2020 edition. Following the college's participatory governance model, the Technology Master Plan was presented and approved by the College Planning Committee and the Budget Resource Committee. The college is about to begin this process again, drafting the *2020-2023 Technology Master Plan*, addressing technology planning needs to cover the next three-year cycle.

Action Plan 3.6: In spring 2015, a district-wide survey of student perceptions was conducted, using the same questions that were used during the student perception survey that was conducted during the spring 2009 semester. (III.C.2.8)

Status: Implemented

As planned, the district-wide student perceptions survey was administered at all three VCCCD colleges in spring 2015. The survey assessed student perceptions of a number of areas, including course scheduling, student services, and discrimination. The survey results were compiled by the VCCCD Institutional

Research Advisory Council, and were presented to the District Council on Accreditation and Planning. In spring 2016, Ventura College administered the Community College Survey of Student Engagement (CCSSE) as part of the college's Title V Velocidad grant. The data were compiled into a Tableau dashboard and are available on the Office of Institutional Effectiveness webpage. The student perceptions survey was then again administered in spring 2019. The Office of Institutional Effectiveness analyzed the Ventura College results and presented them to a number of campus committees.

Action Plan 3.7: For the spring 2017 semester, the college will provide an enhanced schedule of training in DegreeWorks, GradesFirst, Banner, TracDat, and smart classroom operation through College Technology Services, Professional Development Advisory Group and Technology Advisory Group to increase proficiency in various technologies for staff, faculty, and administrators. (III.C.4)

Status: Implemented

The college recognizes the importance of providing thorough and appropriate training to employees so that they are able to effectively complete the necessary tasks associated with their positions, feeling competent in their skillsets. Ventura College provides professional development opportunities to faculty, classified professionals and administrators through formalized workshops that are centrally advertised to the campus. Many technology workshops are offered during flex week, with specific technology workshops offered throughout the academic year as needs arise. Job specific training is also provided for all new employees and is available to employees who are interested in further developing their skills, in both formal and informal training opportunities.

Several technology solutions used by the college are also used districtwide (such as Banner, DegreeWorks, Argos, Starfish, and others). The training for these technologies are typically provided by existing employees who are well seasoned in using the technology in very specific settings, providing practical and highly-applicable training.

Some technology solutions are very specific to the college, and accordingly, the technical training is provided by college employees who are most familiar with the uses and applications of the technology. An example is Nuventive (TracDat) and how it is specifically used for the college's program review reporting and student learning outcomes reporting. The Office of Institutional Effectiveness coordinates and leads these annual face-to-face training opportunities and also provides access to recorded instructional videos on how to use this software to enter the requested information for program review and SLO reporting.

Standard IV: Leadership and Governance

Action Plan 4.1: During the fall 2016 semester and each fall semester thereafter, the College, through the coordination of the Academic Senate and Professional Development Advisory Group, will provide training for all committee chairs and co-chairs on effective committee operations and training in the common format for meeting minutes for all personnel who serve as meeting recorders. (IV.A.2)

Status: Implemented

In fall 2016, a committee chair training session was held. After that, the college underwent a process to overhaul of its Participatory Governance Handbook. This process took nearly two years, and the handbook took effect in fall 2019. Given that this handbook forms the basis for our entire participatory governance and committee system, further committee chair trainings have been delayed until it was finalized. In fall 2019, the College Planning Committee set an annual goal of developing a committee chair training that is based on the new handbook. A taskforce of this committee has developed a training workshop, which will be administered to all committee chairs and recorders each fall semester, beginning in fall 2020.

Action Plan 4.2: By the middle of the fall 2016 semester, the College president will assign a senior administrator the responsibility to work with College constituent groups to update the Making Recommendations document on an annual basis. (IV.A.3)

Status: Implemented

In spring 2016, Ventura College completed work on its Making Recommendations Document. This document described the college's governance structure and processes. As this document was implemented over the next two years, it was found that it could benefit from additional detail and clarification. Thus, in fall 2017, the College President tasked the Dean of Institutional Effectiveness with overseeing an evaluation and update of the document. The Dean of Institutional Effectiveness convened a taskforce of the College Planning Committee with the purpose of evaluating and refining the document. This taskforce included the Academic Senate President, Classified Senate President, a representative from the Associated Students of Ventura College, and the Dean of Institutional Effectiveness. Over the course of the next year and a half, this taskforce spent a considerable amount of time discussing, reflecting upon, and evaluating our participatory governance system. The taskforce developed a draft which was shared with the campus to gather input. Input was incorporated, and the final document, which was named the 2019-2025 Participatory Governance Handbook, was approved by the Academic Senate, Classified Senate, Associated Students of Ventura College, the College Planning Committee, and the College President in spring 2019.

Action Plan 4.3: By the middle of the fall 2016 semester, institutional norms will be established regarding who will post committee meeting minutes online and how quickly these minutes will be posted following the conclusion of a meeting. (IV.A.6)

Status: Implemented

The 2019-2025 Participatory Governance Handbook includes the roles and responsibilities of committee chairs, members, and recorders. The committee chair and recorder are responsible for ensuring that agendas and minutes are posted in a timely manner on committee webpages. At the beginning of each year, the Office of Institutional Effectiveness emails all committee chairs with important things to know, which includes this information about when minutes should be posted. To ensure that this is occurring, the Office of Institutional Effectiveness performs a monthly check of all committee and advisory group webpages. If a page is found to be out of date, the chair and recorder are contacted to update it.

Action Plan 4.4: The College and District will work together to complete the District Strategic Plan as defined in the Integrated Planning Manual. Both entities will also collaborate to determine a process for the development of a District Facilities Master Plan that aligns with the College's Facilities Master Plan. (IV.D.5)

Status: In progress Anticipated Completion Date: May, 2020

Responsible Party: Vice Chancellor, Institutional Effectiveness

The Chancellor updated the Vice Chancellor of Educational Services job description to Vice Chancellor of Institutional Effectiveness to better meet the needs of the District. The VCIE was hired in July 2019 and will work with the college to complete work on the District Strategic Plan as defined in the Integrated Planning Manual with input from the Chancellor, College President and other constituency groups.

Action Plan 4.5: Develop and implement a training session to occur at the first meeting of each District committee that summarizes the role and responsibilities of the committee members in serving as a constituency representative and sharing information and items requiring action back to their respective college groups. (IV.D.6)

Status: Implemented

The Chancellor and college presidents continue to communicate routinely through regular meetings, phone calls, emails, campus forums, newsletters, and college and District newsrooms. District Governance Committees are outlined in the District Decision-Making Document. At the first meeting of each academic year, the District Governance Committees determine meeting dates and times. During the first meeting of each committee, Committee Chairs review the committee charge, membership, and member roles and responsibilities.

Action Plan 4.6: The District will develop a more formal mechanism to share summaries for survey results as well as resulting plans for improvement developed by each of the District wide committees (IV.D.7)

Status: Implemented

The District annually distributes governance surveys to members prior to the end of each academic year. Survey results are distributed for members and Committee Chairs to review survey results with committee members during the last meeting of the academic year. Returning and new Committee Chairs also review the survey results at the beginning of each academic year as a means to address any previous matters.

The District also conducted a Modern Think survey in spring 2019 to all District and college employees. Survey results were reviewed with Chancellor's Cabinet, Administrative Council, and the District Administrative Center and all colleges. A Modern Think representative also presented survey results to the Board of Trustees during the September 10, 2019 Board of Trustees Meeting and presented results to each college community.

Response to Recommendations for Improvement

At the conclusion of Ventura College's 2016 evaluation process, the visiting team had identified three recommendations for improvement in order to increase institutional effectiveness. This section reports the outcomes of the college's efforts to address these recommendations.

2016 Recommendations

College Recommendation #1 (Improvement):

In order to increase effectiveness, the team recommends that the institution adopt unambiguous definitions of data elements used in its institutional set standards (I.A.2.1, I.B.3.1).

Ventura College has a long history of data use and analysis. The college began the process of setting standards in 2012, which was the year before the ACCJC required them ([CR-1.1](#)). At that time, the college referred to these standards as the Core Indicators of Effectiveness. Their purpose was to measure annual improvement throughout each year of the 2009 Educational Master Plan. The baseline (or Institution-Set Standard) for each Core Indicator was set to be equal to the College's 2008-2009 actual value (i.e. the year prior to the 2009 Educational Master Plan). Thus progress that resulted from the implementation of the plan could be measured in relation to the 2008-2009 baseline/standard.

The ambiguity in data element definitions noted by the 2016 visiting team stemmed from differences in the names of metrics in Ventura College's Educational Master Plan and the ACCJC's Guide to Institutional Self-Evaluation and Improvement. For example, the metric that measures the percentage of successful grades out of all grades assigned was called the "Course Success Rate" in the college's Educational Master Plan and the "Course Completion Rate" in the ACCJC Annual Report Template.

This confusion became more pronounced when the ACCJC then changed the definitions of the institution-set standards. One example has to do with degree and certificate completion. In the 2016 ACCJC Annual Report Template, colleges could set a standard for the total number of combined students who received a degree or certificate ([CR-1.2](#)), which is what Ventura College did. Then, in the next year, the ACCJC Annual Report required colleges to set one standard for students who received a degree and a separate standard for students who received a certificate ([CR-1.3](#)).

To ensure that Ventura College's decisions are data informed, the college incorporated key metrics into its 2017-2023 Educational Master Plan ([CR-1.4](#)). The goals and objectives for these metrics were designed to be as clear and unambiguous as possible. The definitions for most metrics were taken directly from the State of California's Student Success Scorecard. Further, for a number of metrics, instead of setting a numerical objective (e.g. Increase degree/certificate completion rate to 81%), objectives were simply to become the top five in the state (e.g. Goal 1, Objective 1 – Increase the six-year completion rate to be within the top five in the state.). This process has given the college a clear understanding of how student success is measured and what it will look like when we attain our goals and objectives.

As of the writing of this report, the State of California is transitioning away from the Student Success Scorecard to a new system of success indicators. Once this transition is fully implemented, the college will evaluate our Educational Master Plan's alignment to the new indicators, and make adjustments if necessary.

Evidence:

[CR-1.1](#) Fall 2012 College Profile and Institutional Effectiveness Report

[CR-1.2](#) 2016 ACCJC Annual Report Template

[CR-1.3](#) 2017 ACCJC Annual Report Template

[CR-1.4](#) 2017-2023 Ventura College Educational Master Plan

College Recommendation #2 (Improvement):

In order to increase effectiveness, the team recommends that the Student Services program reviews be fully implemented in the college program review cycle (I.B.4.1, II.C.2.1).

As part of the 2017-2018 program review overhaul, Ventura College moved to a 3-year staggered program review model. Every instructional, student service, and administrative service program completes a comprehensive review once every three years. During this comprehensive review, programs review key data metrics that are aligned with the 2017-2023 Ventura College Educational Master Plan. They identify areas for improvement, and set 3-year objectives. Then, they request resources that are needed to meet those objectives. The cycle is staggered so that a third of programs are completing a comprehensive review in any given year. In the intervening years, programs complete a mini-review, in which they provide updates on progress made towards their objectives, and update resource requests. All programs on campus, including student service programs, are part of this three-year cycle ([CR-2.1](#)).

Evidence:

[CR-2.1](#) Program Review Process

College Recommendation #3 (Improvement):

In order to increase effectiveness, the team recommends that the college and District consider various public and private funding sources, such as a local capital outlay bond, to upgrade and/or replace aging facilities (III.B1.1, III.B.2.1, III.B.3, III.B.3.1, III.B.4, III.B.4.1).

Ventura College is always looking for opportunities to participate in grants, community partnerships, and fundraising campaigns in an effort to upgrade and/or replace aging facilities and equipment. Most recently the college has partnered with the Mission Produce to develop and install an avocado orchard to serve as a teaching lab for our agriculture program ([CR-3.1a](#), [CR-3.1b](#), [CR-3.1c](#)) and Gene Haas Foundation provided a \$250,000 Educational Grant to the college (through the Foundation) to support the renovation of lab space that is used by the college's Manufacturing Technology program ([CR-3.2](#)). The college has also partnered with Ohana Pet Hospital, a veterinarian hospital (with locations in Santa

Paula and Ventura) to create a clinical site located adjacent to the Ventura College East Campus ([CR-3.3](#)). This clinical site will be used as one of the labs for our new Veterinary Technology program, which will primarily be scheduled at the Ventura College East Campus. (The curriculum for this new program is currently going through our curriculum approval process.) These community partnerships will provide our students with valuable hands-on experience while connecting students to potential employers.

In addition, the college and district have begun very preliminary conversations regarding the possibility of seeking another construction bond. The college is currently finalizing projects that were funded through bonds that were secured in the early 2000s.

In November 2000, the voters of the State of California approved Proposition 39 authorizing the issuance of general obligation bonds by California public school districts and community colleges under certain circumstances and subject to certain conditions.

In 2002, Ventura County voters passed Measure S, authorizing a \$356 million general obligation bond to renovate and expand the campuses of the District's three colleges as well as the District training facilities for police, fire, and law enforcement officers. Ventura College used these funds to construct the Library and Learning Resource Center (2005), remodeled the Student Services Center (2008), built a Sportsplex (2009), a new Health Science Complex (2011), two classroom buildings (Multidisciplinary Center East and West, 2011), a professional caliber Performing Arts Center (2012), and a state-of-the-art Applied Science Center (2015) ([CR-3.4](#)).

The District anticipates spending down this fund by June 30, 2020. Any remaining funds from the projects will be reallocated to the District-wide Emergency Notification Solution project. As we finalize these projects, the district and college will begin to assess the community's openness to support a new bond measure. This district-led campaign will include community outreach and communication through social media and in-person presentations, reaching out to city councils, chambers of commerce, volunteer organizations (such as rotary, Kiwanis, soroptimists, veterans groups, and such).

In preparation of these efforts, Ventura College has hired a consultant to evaluate and update the college's space inventory ensuring that it accurately reflects the college's space utilization, maximizing the college's ability to fund future state projects ([CR-3.5a](#), [CR-3.5b](#), [CR-3.5c](#), [CR-3.5d](#), [CR-3.5e](#)).

Evidence:

CR-3.1 [\(a\)](#) Mission Produce Donation Information; [\(b\)](#) Brokaw Nursery Donation Information; [\(c\)](#) Grand Opening of Avocado Orchard

[CR-3.2](#) Haas Educational Grant Agreement

[CR-3.3](#) Ohana Pet Hospital Letter of Support

CR-3.4 Progress on Measure S Projects: <https://www.vcccd.edu/bond-measure-s> and <https://www.vcccd.edu/bond-measure-s/construction-projects/ventura-college>

CR-3.5 Space Inventory Consultant Agreements and Supporting Documents

[3.5a](#): 5-Year Plan and Space Inventory Meeting

[3.5b](#): Budget Information

[3.5c](#): Email Communication

[3.5d](#): Excerpt from Board Report

[3.5e](#): Excerpt from Board Report

District Recommendation 1 (Compliance)

In order to meet the Standard, the teams recommend the District include use of the results of assessment of learning outcomes to improve teaching and learning as a formal component of the evaluation processes for faculty, academic administrators, and other personnel directly responsible for student learning (III.A.6)

VC addressed this item in the 2016 follow-up report. No further action was taken as this component of the standard has been removed from WASC accreditation.

Reflection on Improving Performance: Student Learning Outcomes and Institutional Set Standards

Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student learning support services.” This section addresses Ventura College’s reflection on its assessment processes since the last comprehensive review, answering the following prompts:

What are the strengths of the process that helps lead the college to improve teaching and learning?

In 2017-2018, the college spent the year comprehensively and systematically reviewing and reflecting upon student learning outcomes (SLOs), and service unit outcomes (SUOs). As part of this “Review, Reflect, and Reset” process, all programs reviewed the content of their SLOs/SUOs to determine if they could be improved. This included a review of the Bloom’s verb in each outcome. In addition, programs reviewed the method of assessment to ensure it was appropriate, and also set a schedule of assessment for the next five years ([SLO-1](#)).

The SLO team has also gone to great lengths to facilitate the process and in some cases to reduce the steps for faculty and staff to enter data into TracDat, our SLO software tracking system. A “Find an Outcome” Tableau dashboard has been created on the publically-accessible SLO website. This interactive dashboard displays every SLO and SUO on campus, as well as when SLOs/SUOs are scheduled for assessment. The information can be downloaded into pdf files, if needed ([SLO-2](#)). The SLO Facilitators also send monthly reminders to department chairs with lists of courses that are scheduled for assessment in the current semester ([SLO-3](#)). After assessment has occurred, the IE Office has developed an electronic form for faculty to enter their assessment results ([SLO-4](#)). The data is then automatically sent to a Tableau dashboard that compiles all results across all faculty teaching a given course ([SLO-5](#)). Then departments review the data, develop goals for improvement, and request any associated resources in their program review. These forms and processes replace the former, cumbersome Excel spreadsheets and Word documents. As they are implemented, further refinements will be made if needed.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

The college is continuing to analyze ways to streamline the SLO/SUO assessment process. This includes the possibility of examining different SLO software systems, and investigating common SLO/SUO issues with other colleges. In addition, we would also like to provide more professional development

opportunities (e.g., workshops and roundtables) for instructors and service area providers to improve student engagement and attainment of learning outcomes.

Another growth opportunity is to better pair our SLO development process with our curriculum process. As new courses and programs are created, SLOs and associated assessment methods and schedules also need to be developed and entered into TracDat. The college has recently moved to a new curriculum management software, which has some limitations in configuration options. To accommodate these limitations, we have created an additional electronic form to collect this SLO information. Once a form is filled out, the information is automatically sent to the SLO Facilitators to review and approve ([SLO-6](#)). This process is being implemented for the first time in fall 2019, and as it is implemented, it will likely require additional refinements.

One final growth opportunity is related to consistency in the SLO/SUO process. As we have completed our “Review, Reflect, and Reset” process, we have made a number of changes to the assessment process. These changes have made the process more systematic and streamlined, but the continuous nature of adding and changing steps has meant that faculty and staff have had difficulties in knowing what the most current process is. We expect that as the new steps and tools become more static and concrete over time, faculty and staff will become more familiar with them.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

There have been large-scale general improvements to the process over the last two years. These aren't necessarily specific to one program, but have resulted in a more streamlined and structured SLO process. These include the changes mentioned above that have made our SLOs/SUOs easier to access and understand. In addition, process changes to the assessment process (i.e. electronic forms, data dashboards, etc.) have resulted in a more structured and systematic method of assessing outcomes.

Another benefit of the process have been the faculty and staff discussions about improving specific outcomes. In the Child Development department, for example, SLO results have led to changes in the types of assignments given in class. In one Child Development course, assessment results indicated that students had trouble meeting outcomes associated with an end-of-semester writing assignment. As a result, the department faculty broke the writing assignment up into smaller targeted assignments that were related to specific topics and observations. When the SLO is assessed again in a future semester, the faculty will analyze the results to see if this strategy resulted in increased attainment of outcomes ([SLO-7](#)). As this example demonstrates, this continuous process of assessment, analysis, and re-assessment is resulting in the development of targeted strategies to improve student outcomes and success.

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

As noted above, the college has spent a considerable amount of time and effort in streamlining the assessment process (i.e. “Find an Outcome” dashboard, monthly reminders, electronic forms, etc.). The

SLO Facilitators also provide “Bring Your Data Days” and SLO Office hours where faculty and staff can bring their SLO assessments to a computer lab, and enter them into Tracdat. The SLO Facilitators are on hand to provide assistance.

As a last resort, the college has implemented a “No SLO, No Dough” policy. Under this policy (which was approved by the Academic Senate, Classified Senate, College Outcomes Group, and College Planning Committee), programs that do not complete their assessments as scheduled will not have their program review resource requests considered for funding ([SLO-8](#)).

Evidence:

[SLO-1](#) Review, Reflect, Reset

[SLO-2](#) Screenshot of Find an Outcome Dashboard

[SLO-3](#) SLO Facilitator Monthly Email to Department Chairs

[SLO-4](#) Screenshot of Electronic SLO Assessment Results Entry Form

[SLO-5](#) Screenshot of SLO Assessment Results Dashboard

[SLO-6](#) Screenshot of New Course SLO Form

[SLO-7](#) CD V02 Findings and Improvement Plan

[SLO-8](#) “No SLO, No Dough” Criteria

Institution Set Standards (Standard I.B.3)

ACCJC Standard I.B. 3 reads: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.” This section addresses Ventura College’s reflection on its trend-data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer rates, reported in our most recent Annual Report (spring 2019).

Has the college met its floor standards?

Yes. See attached annual report ([ISS-1](#)).

Has the college achieved its stretch (aspirational) goals?

No. However, progress is being made towards our stretch goals. See attached annual report ([ISS-1](#)).

What initiative(s) is the college undertaking to improve its outcomes?

The college’s 2017-2023 Educational Master Plan describes the college’s long term goals and objectives ([ISS-2](#)). The college’s 2017-2020 Strategic Implementation Plan includes the strategies and activities that the college will undertake to meet those goals and objectives. Additional specific strategies and activities are included in our Quality Focus Essay. Further, the new state emphasis on Guided Pathways

is requiring the college to examine its pathways to completion. The college is in the process of analyzing our current pathways in order to understand how to improve them.

How does the college inform its constituents of this information?

All major planning documents, including the 2017-2023 Educational Master Plan and 2017-2020 Strategic Implementation Plan are publically accessible on the college's website (ISS-2). The most direct and detailed discussion of these documents occurs at the College Planning Committee, which is a participatory governance committee that includes faculty, staff, and administrators. In addition, discussions of student success initiatives and strategies occur at a variety of other participatory governance committee meetings, including the Student Success Committee, Guided Pathways Committee, Academic Senate, Classified Senate, and Associated Students of Ventura College. Major initiatives and plans are also shared at college-wide retreats, forums, Flex Day activities, and workshops (ISS-3)

Evidence:

[ISS-1](#) 2019 ACCJC Annual Report

[ISS-2](#) Screenshot of College Planning Committee Webpage

[ISS-3](#) All-College Day Agenda, August 19, 2019

Outcomes of the Quality Focus Projects

The Quality Focus Essay in Ventura College's Institutional Self-Evaluation Report identified two focus projects aimed to improve Student Learning and Achievement. This section reports on the goals, outcomes, and data identified for each quality focus project and the resulting changes in Student Achievement and Student Learning.

Action Project #1: Sail to Success

First-Time/Full-Time and Transfer-Level Ready in Year One or Less

Goals of the Action Project

Following an extensive data analysis, the college recognized the need to develop a specific and intentional program to motivate first-time students to be full time and to make sure that underprepared students are enrolled in English and math during their first semester, being ready for college level coursework within their first year in college. This program would be an expansion of the Freshman Year Experience (FYE), piloted in 2015-16 with 100 student participants. As part of this FYE, students will be placed into the highest possible math and English courses with the goal that they will complete their transfer level coursework within their first year.

Desired Outcomes

The initiatives related to the *Sail to Success* action project intend to prepare students to:

- a) Make a full time commitment to college during their first year
- b) Complete career/interest assessment(s) and use this information, with the assistance of their counselor, to chart their college coursework
- c) Be placed into the highest possible math and English courses based upon the college's multiple measures placement practices, with the goal to complete their transfer level English and math courses within this first year
- d) Complete all needed pre-collegiate, prerequisite courses during their first year
- e) Complete a college success course during their first year
- f) Complete a college level course in their area of interest each semester
- g) Use wrap-around support services as needed/advised by their instructor and/or counselor

Progress to Date

Ventura College has been progressing on the design and implementation of the initiatives related to the *Sail to Success* action plan. With that said, the original vision for our *Sail to Success* action plan has evolved over the last two years in response to changes in legislation (AB 705), the statewide adoption of the *Guided Pathways Framework*, and the college's implementation of new technology. These recent changes have only helped to sharpen our focus, providing us increased access to new resources.

The *Sail to Success* action plan has multiple components, many of which are being addressed through new program development, improved practices, and a dedication to providing improved messaging for students. In order to provide a comprehensive update on our progress, this section provides an overview of our work-to-date and then will address each of the Desired Outcomes listed above.

General Overview of Sail to Success Action Plan

Through its implementation of the Guided Pathways Framework, Ventura College continues to improve its efforts in supporting first-time college students in their efforts to be on-track for completing their educational goals. These efforts include the streamlining of onboarding practices, the coordination of clear and consistent messaging for first-time students, and the continued development of the First Year Experience (FYE) program. These complex practices require a coordination across several campus programs, as well as district office services ([QFE 1.1](#)).

Onboarding practices begin with the relationships being built between the college and the local high schools. As part of the college's implementation of its *Guided Pathways Framework*, the relationships between the local high schools, Ventura county communities, and the college are becoming increasingly important. In an effort to increase a college-going culture throughout our community, Ventura College begins building relationships with future students through a variety of K-12 outreach events and workshops. The college has increased its outreach efforts, providing increased opportunities for staff to meet with local high school, middle school and elementary students ([QFE 1.2a](#), [QFE 1.2b](#)).

Further, Outreach staff visits various local K-12 schools, community centers, and college and career fairs, providing important information to students. The Outreach staff has increased the number of visits to the local high schools where students are taught the importance of being full-time college students, enrolling in appropriate foundational courses in their first semesters, and completing 12-15 units each semester. This information is shared through a variety of outreach events offered to high school students and their parents. One of our larger scale events, "Pirate Fridays," hosts around 900 local high school seniors from up to 28 various local high schools on each Friday in March. The purpose of the Pirate Fridays events is to welcome all new first-time Ventura College students to get acquainted with the campus; meet their fellow students, faculty and staff, and learn about our programs and campus services ([QFE 1.2a](#), [QFE 1.2b](#)).

There is still a need for increased marketing for potential college students, particularly for populations other than traditional high school students who graduate in June. The county is experiencing an increase in mid-year high school graduates, and there appears to be a potential gap in communication with these students. The Outreach staff are currently exploring possible solutions intended to close this gap.

Continuing the onboarding process for new students, incoming freshmen are provided the opportunity to complete an online orientation to the college ([QFE 1.3](#)). Following this overview to the college, these students are guided through their English and Math placement decision-making process (described in detail below in item "C"). Students are then invited to complete a first-semester course planning session with an academic counselor ([QFE 1.3](#) and [QFE 1.4](#)).

The college has been developing strategies to encourage first-time students to take both math and English transfer courses in their first year of college. Our efforts include our Pirate Friday outreach

events and the requirements of our First Year Experience (FYE), as well as our College Promise financial aid programs, both incentivizing students who complete these foundational courses in their first year. Additionally, the Student Centered Funding Formula and the Guided Pathways framework have provided us with further impetus to direct students into transfer-level English and math courses during their first year of college ([QFE 1.1](#), [QFE 1.5](#), & [QFE 1.6](#)).

Ventura College has continued to develop its First Year Experience (FYE) program. This program continues to evolve, adjusting to meet the needs of both our students as well as the requirements of the college's overarching guided pathways plan. Students who opt into our First Year Experience program enroll in one of the college's Counseling courses which focus on college success strategies and career planning. Students are guided to select the most appropriate course based upon their previous experience and coursework in career exploration (as many of the students have completed the Career Explorations curriculum provided by the local high schools) ([QFE 1.6](#)).

a) First-time students will make a full time commitment to college during their first year

Through the development of the college's guided pathways framework, programs are working together to streamline the onboarding process for students, and continues to improve the accuracy and consistency of messages being provided to students. Students are encouraged to become full-time students, as appropriate with other commitments in their life. To encourage students to be full-time, the college staff describe the benefits that this status provides, including opportunities for receiving the Promise funding ([QFE 1.5](#) & [QFE 1.6](#)). This information is shared during the outreach efforts and continues through to conversations students may have with financial aid staff, counselors, student success staff, and admissions staff.

b) Students will complete career/interest assessment(s) and use this information, with the assistance of their counselor, to chart their college coursework

Most Ventura County high schools (and some middle schools) now provide detailed career exploration curriculum to their students beginning in the 9th grade (and as early as 8th grade), as part of the *Get Focused, Stay Focused* movement. Students explore career options throughout their high school years, starting with an intense exploration and career planning in their first year through the completion of this curriculum, and through taking a variety of interest assessments. They then return to their career exploration and planning each year, refining and updating their "10-year career plan" each year throughout high school. This intensive career exploration helps to direct students and prepare students for making important college decisions, including the selection of their major, helping to prevent students from "swirling" in their first years in college rather than making significant strides in reaching their overall educational goals. This intensive effort has been underway for several years, and the first cohort of students will be graduating high school at the end of this academic year (2019-20).

Ventura College has been preparing to receive these well-prepared, and highly focused students. Although the college has already received some students who have completed the "10-year career plan," the college anticipates the first true wave of students to begin college in Fall 2020. In order to be prepared to meet the needs of these well informed students, the college has made some organizational adjustments, reassigning key personnel (the Student Support Specialist) to no longer focus on providing

assessment and placement services, to now serve as liaison between the local high schools and the college. As the demands for placement testing has decreased (see item “C” below), the Student Success and Support Specialist position evolved in order to meet the needs of this incoming student cohort, as well as the needs of the Outreach Department. This position is dedicated to helping the students successfully transition between their high school and Ventura College, helping the students connect with appropriate student service programs, including counseling, first-year experience, and/or further career exploration. In addition, this position has been assigned to work with local high schools in articulating college level courses, which introduce career pathways and also building the college-going culture ([QFE-1.7](#)).

In addition, the college is exploring potential curriculum adjustments to meet the career exploration needs of students who have completed the *Get Focused, Stay Focused* curriculum. There is wide variation in the level of career exploration provided from high school to high school. Some high school graduates may need additional career exploration than others. As such, curriculum adjustments may be needed, either increasing the variety of course offerings, or making adjustments to existing course curriculum.

c) Students will be placed into the highest possible math and English courses based upon the college’s multiple measures placement practices, with the goal to complete their transfer level English and math courses within this first year

In spring 2016 (at the time of the completion of the Quality Focused Action Projects, the Math and English faculty developed a plan to implement four high-impact practices that would help to support students during their first year of college:

- Adopt placement tests or other student assessment indicators and related policies to include multiple measures of student performance, including grades in high school courses, especially overall grade point average, results from the common assessment system, and input from counselors.
- Increase the placement of students directly into transferable English and mathematics courses, with remedial instruction integrated as appropriate for those students who may need additional preparation.
- Develop two- and three-course sequences, as appropriate, for completion of a college level English or mathematics course, or both, for underprepared students, by utilizing technology, where appropriate, to enhance the adoption of the high impact practices.
- Provide proactive student support services that are integrated with instruction.

Since fall 2016, Assembly Bill 705 (AB 705) was approved and is now required policy for all community colleges. In order to meet the requirements set forth in AB 705, the English and Math departments have worked closely with the college’s Assessment Office over the past several years. In short, AB 705 abolishes the use of assessment tests to determine placement into math and English courses ([QFE-1.10](#) & [QFE 1.11](#)).

Ventura College was a fairly early adopter when it came to using multiple measure assessment rubrics, embracing the state-recommended, data-verified use of high school performance as the best predictor of ability. Ultimately, the findings reveal that all students who have completed at least three-years of

high school in the US are able to be successful in transfer-level math and English courses. For those with lower GPAs, additional support is recommended (as determined by state-wide, large-scale data analysis), and both English and math have these supports in place, and a desire to see tutoring increased for added measure.

The college has fully implemented AB 705, as of fall 2019, after a “soft start” the previous year. The analysis of the 2018-19 student completion data showed promising results. The college will continue to monitor student completion data and will make adjustments as needed to ensure continued student success and completion ([QFE-1.8](#)).

The college’s current practice (following the changes required by AB 705) exceeds what the college proposed in the 2016 accreditation report and quality focused action plan. The college no longer needs to offer accelerated math and English courses in order to advance students quickly through basic skills and into transfer-level math and English courses. Instead, as required by AB 705, students are placed into math and English courses based primarily on high school performance, as the state has determined that all students who attended high school in the United States are able to enter directly into transfer-level math and English courses ([QFE-1.11](#)).

Through the college’s compliance with AB 705, the college is achieving the QFE goal to improve completion of transfer-level English courses. In fact, we implemented AB 705 early, offering students the opportunity to enroll directly into Freshman Composition (ENGL V01A), bypassing the basic skills-level English courses as early as fall 2018. The college saw immediate positive results.

This year, fall 2019, all of our incoming new students (coming directly from high school) are eligible to enroll directly into ENGL V01A, and nearly half of the first year college students elected to enroll in their English course in fall 2019. The college is preparing for the remaining students to enroll in spring 2020, increasing the number of sections offered in anticipation of enrollment demand. Those first-year students who have not yet completed ENGL V01A will be contacted and encouraged to immediately enroll ([QFE-1.10](#) & [QFE 1.11](#)).

d) Complete all needed pre-collegiate, prerequisite courses during their first year

Students are advised to complete their foundational courses during their first year. As the college continues its design of *Guided Pathways* program maps, each program is identifying the appropriate foundational courses that should be completed, helping students to be prepared for successful completion of courses within their major ([QFE-1.4](#) & [QFE 1.5](#)).

e) Complete a college success course during their first year

As part of the Outreach efforts described above, local high school students are encouraged to complete a college success course during their first year. As the college continues its design of *Guided Pathways* program maps, programs are being encouraged to include a college success course as part of the first semester course selection ([QFE-1.4](#) & [QFE 1.5](#)).

Again, mid-year graduates may not be receiving this same guidance. The county is experiencing an increase in mid-year high school graduates, and there appears to be a potential gap in communication

with these students. Over the next couple years, the college will explore possible solutions intended to close this gap.

f) Complete a college level course in their area of interest each semester

Again, as the college continues its design of *Guided Pathways* program maps, each program is identifying the appropriate courses and course sequencing that will help to guide students into selecting appropriate courses for their major. As part of this design, the programs are asked to identify courses within each program that would be most appropriate for students to complete each semester ([QFE-1.1](#), [QFE 1.12a](#), [QFE 1.12b](#)).

g) Use wrap-around support services as needed/advised by their instructor and/or counselor

In summer 2019, the district (VCCCD) began to use the Starfish software system for its “early alert” notifications to students. Starfish allows faculty to raise “flags” to inform students of the need for additional communication with the faculty member to address an issue. Starfish can also help faculty and classified professionals to connect students to student services through referrals. The college has implemented a system to review flags raised by faculty and direct students to the appropriate services for follow-up, as needed. Starfish Early Alert has been implemented campus-wide with several trainings offered to faculty, including a presentation at a College Guided Pathways retreat ([QFE-1.13](#))

Evidence:

QFE-1.1	Guided Pathways Scale of Adoption Assessment 2020
QFE-1.2	(a) Outreach 2018-19 Report of Events; (b) Outreach 2019-2020 Calendar of Events
QFE-1.3	Screenshot of Information for New Students Web site (includes link)
QFE-1.4	Sample First Semester Course Planning Sheet
QFE-1.5	Set Your Course Presentation
QFE-1.6	FYE Student Responsibility Contract
QFE-1.7	Student Success and Support Specialist Job Description
QFE-1.8	Teaming Up for Student Success: AB705 Roundtable
QFE-1.9	AB705 Roundtable: Resulting Action Items
QFE-1.10	Screenshot Assessment Information Web Site (includes link)
QFE-1.11	Sequence of Transfer Level Mathematics Courses (2019-20 VC Catalog excerpt)
QFE-1.12	Sample Guided Pathways Program Maps (AS-T and AS samples)
QFE-1.13	Starfish 2019 GP Retreat Presentation

Action Project #2: Beacons of Success

Shifting to a Culture of Clear Communication and Collegial Support

Goals of the Action Project

Following the analysis of employee feedback, including the review of a districtwide communications survey, the college recognized the need to improve the campus culture into being a community of educators who are trusting, collegial, and supportive of one another, communicating and making recommendations in an open, transparent and non-judgmental way toward the common goal of improving our workplace and helping our students achieve their educational goals.

Desired Outcomes

The *Beacons of Success* approach will provide for the following:

- A committee structure that is documented and clearly understood by the campus community. Representation on governance committees will be mutually determined and clearly defined and we will share our opinions and differences without fear of recrimination or retaliation. Our committees and work groups will be made up of diverse members with broader campus representation participating in our recommending groups.
 - Clear communication ... written, verbal, and electronic ... that takes place in a collegial and supportive manner keeping student success as the focus of every recommendation and decision.
 - Exemplary collegiality. Intro-district cooperation and communication will increase and we will streamline processes to the ultimate success of our students. We will be a campus of learners, supporting one another through the “Six Success Factors.” Our students, faculty, staff, and administrators will confirm that they feel *focused, directed, connected, nurtured, valued, and engaged* with their colleagues.
-

Progress to Date

This item has multiple components to it, which fall under three main categories:

1. Committees
2. College-wide communication
3. Collegiality

The tasks and action steps under each one of these categories are described below:

Committees

In spring 2016, Ventura College completed work on its *Making Recommendations* document. This document described the college’s governance structure and processes. As it was implemented over the next two years, it was found that it could benefit from additional detail and clarification. Thus, in fall 2017, a taskforce of the College Planning Committee was formed with the purpose of evaluating and refining the document ([QFE-2.1](#)). This taskforce included the Academic Senate President, Classified Senate President, a representative from the Associated Students of Ventura College, and the Dean of

Institutional Effectiveness. Over the course of the next year and a half, this taskforce spent a considerable amount of time reflecting upon, and evaluating our participatory governance system. The taskforce then developed a draft document which was shared with the campus to gather input. Input was incorporated, and the final document, which was named the 2019-2025 Participatory Governance Handbook, was approved by the Academic Senate, Classified Senate, Associated Students of Ventura College, the College Planning Committee, and the College President in spring 2019 ([QFE-2.2](#), [QFE-2.3](#), [QFE-2.4](#) & [QFE-2.6](#)).

The *2019-2025 Participatory Governance Handbook* ([QFE-2.2](#)) includes the following components, which were also noted as action steps and tasks in our Quality Focus Action Plan:

- *Clarify our committee/workgroup structure* – a clear diagram is available on page five of the document that shows the structure of all college committees and advisory groups.
- *Standardize College Committee and Workgroup terminology* – definitions for governance committees, operational committees, advisory groups, councils, and task forces or ad-hoc groups are included on page nine of the document. This page also lists which committees and advisory groups fall under which definition. The diagram on page five is also color-coded to denote these definitions.
- *Include charge of each group on the website including how its responsibilities support the mission of the college* – the charge, membership, and meeting days/times for every committee and advisory group is included in the Handbook. Every committee and advisory group also has its own webpage, which is regularly updated to include this information, as well.
- *Develop and maintain a dynamic Committee Calendar* – the standing meeting days/times for each committee are noted in the Handbook. In addition, the “College Committees” webpage includes a calendar that displays the meeting days, times, and locations of all committees and advisory groups on campus ([QFE-2.7](#)).
- *Assign website/minutes upkeep to a single entity for consistency and constancy* – the Handbook includes the roles and responsibilities of committee chairs, members, and recorders. The committee chair and recorder are responsible for ensuring that agendas and minutes are posted in a timely manner on committee webpages. To ensure that this is occurring, the Office of Institutional Effectiveness performs a monthly check of all committee and advisory group webpages. If a page is found to be out of date, the chair and recorder are contacted to update it.
- *Have draft minutes posted within one week of meetings* – the Handbook notes that this is one of the roles of the committee chair and recorder. This information is also emailed out to all committee chairs and recorders at the beginning of each year by the Dean of Institutional Effectiveness ([QFE-2.8](#)). As noted above, the Office of Institutional Effectiveness conducts monthly checks to ensure that committee webpages are up-to-date.
- *Have training for group co-chairs on facilitating effective meetings* – In fall 2016, a committee chair training session was held ([QFE-2.9](#)). After that, the college underwent a process to overhaul of its Participatory Governance Handbook. This process took nearly two years, and the handbook took effect in fall 2019. Given that this handbook forms the basis for our entire participatory governance and committee system, further committee chair trainings have been delayed until it was finalized. In fall 2019, the College Planning Committee set an annual goal of

developing a committee chair training that is based on the new handbook ([QFE-2.10](#)). A taskforce of this committee has developed a training workshop, which will be administered to all committee chairs and recorders each fall semester, beginning in fall 2020.

- *Develop a handbook for collaborative group processes* – the Handbook includes information on pages six through eight that describe the roles of committee members, chairs, and recorders. This section states that one of the responsibilities of committee chairs is to “facilitate and encourage committee member participation during meetings.” One of the responsibilities of committee members is to, “respectfully express your opinions and perspectives,” and “listen respectfully to all committee participants.” In the first meeting of each year, committees also engage in a collaborative process of setting goals for the coming year. Towards the end of the year, all committee members receive an evaluation survey to assess how much progress was made towards those goals, as well as to assess how collaborative and inclusive the committee discussions were. During their last meeting of the year, each committee reviews the results of the evaluation, and develops improvements for the next year, if needed.
- *Have training for committees on collegial decision making processes* – In fall 2016, a committee chair training session was held ([QFE-2.9](#)). After that, the college underwent a process to overhaul of its Participatory Governance Handbook. This process took nearly two years, and the handbook took effect in fall 2019. Given that this handbook forms the basis for our entire participatory governance and committee system, further committee chair trainings have been delayed until it was finalized. In fall 2019, the College Planning Committee set an annual goal of developing a committee chair training that is based on the new handbook ([QFE-2.10](#)). A taskforce of this committee has developed a training workshop, which will be administered to all committee chairs and recorders each fall semester, beginning in fall 2020.
- *Complete committee/group goal setting and evaluations each fall and spring* - In the first meeting of each year, committees engage in a collaborative process of setting goals for the coming year. Towards the end of the year, all committee members receive an evaluation survey to assess how much progress was made towards those goals, as well as to assess how collaborative and inclusive the committee discussions were. During their last meeting of the year, each committee reviews the results of the evaluation, and develops improvements for the next year, if needed.
- *Have working within the “Six Success Factors” as part of each group’s goals* – since the time of the writing of the QFE, the college decided to slightly modify this task. Instead of including this in each committee’s goals, relevant success factors are assessed as part of each committee’s end-of-year evaluation survey ([QFE-2.11](#)).
- *Recruit group members who have not previously served on committees or groups from all areas of the campus community and use proxies as needed* – efforts have been made by both the Academic Senate and Classified Senate to appoint new members to committees. One other mechanism to encourage new members to join committees comes as faculty enter the third and fourth year of the tenure process. During these years, faculty members are encouraged to become more involved in the campus. In many cases, this means joining a committee or advisory group for the first time.

- *Clearly follow a process of collecting input from a variety of campus groups to form recommendations* – The majority of committee members are appointed by the Academic Senate, Classified Senate, ASVC, and/or the College President. Operational committees, for example, have nine faculty members appointed by the Academic Senate, four classified professionals and two classified supervisors appointed by the Classified Senate, one student appointed by the ASVC, and two administrators appointed by the College President. Further, one of the responsibilities of committee members that is noted on page seven of the Participatory Governance Handbook is to “Report back to your constituent group the information discussed and the actions taken in the committee.” This process of appointing members and then ensuring that they report out on information discussed in each committee ensures that the voices of all campus constituencies are heard.

Although much progress has been made, there is still room for improvement in the college’s participatory governance, particularly in terms of process. As an example, the college’s most recent process for developing and adopting its Student Equity and Achievement Plan (in 2018-19) encountered process difficulties, including:

- The workgroup that developed the plan did not align with the current participatory governance guidelines; the membership did not accurately represent the college constituency groups.
- Due to a variety of factors, the development and approval timeline was rushed; the Academic Senate did not feel it had adequate time to properly review and discuss the college’s plan before submission.
- The plan that was submitted to the State Chancellor’s office and the VCCCD board of trustees was submitted without the required signature of the academic senate.

The college has since taken steps to address these processes:

- A cross-functional, Student Equity and Achievement Plan (SEA) workgroup was established with membership that more appropriately reflects the college constituency groups ([QFE-2.27](#)).
- Vice Chancellor for Student Services and Special Programs (California Community College Chancellor’s Office) Rhonda Mohr was invited to meet with the Academic Senate and the college’s Executive Management team to discuss the issues that the college faced during the previous plan’s process and timeline ([QFE-2.28](#))

Further improvement of participatory governance processes will need to continue. Building upon the college’s coordinated approach in developing and adopting its current Student Equity and Achievement Plan, the college can further expand cross-communication and collaboration efforts throughout its governance committees.

A second example of continued improvement in the participatory governance is related to the transparency of college budget and expenditures. College committees expressed concern over the lack of transparency over college budget allocations and expenditures. To address these concerns, the following has been implemented:

- College- and program-level budget reports are now made available online, providing open transparency of budget allocations and expenditures. These budget reports are posted on a monthly basis ([QFE-2.29](#)).
- The Vice President of Administrative Services has provided college-wide training on how to read and understand these budget reports ([QFE-2.30](#)).

To continue the college's efforts in keeping stakeholders informed of budgetary decisions, it will continue to post updated budget reports and continue to provide opportunity for further discussions.

College-wide Communication

Progress made towards the action steps and tasks associated with improving college-wide communication are noted below:

- *Formal Weekly Administrative Communication* – During the 2016-2017 year, the College Executive Team sent out weekly updates to the campus. The President's Office sent out an update on the first Monday of each month, the VP of Student Services sent an update on the second Monday of each month, the VP of Academic Affairs sent an update on the third Monday of each month, and the VP of Business and Administrative Services sent an update on the fourth Monday of each month ([QFE-2.12](#)). Feedback from the college and VPs indicated that these updates were too frequent, and they were scaled back to a single monthly update. These monthly updates have continued to go out to all campus employees from 2017-18 to the present. Beginning in fall 2019, these updates went from a PDF format to a fully online format ([QFE-2.13](#)).
- *Conduct a series of three communication and committee function training retreats over consecutive semesters* – In Spring 2016, Ventura College participated in the CA Community College Chancellor's Office Institutional Effectiveness Partnership Initiative. As part of this initiative a Partnership Resource Team visited the campus, met with campus constituencies, and provided a menu of options to improve college communication. One of these options was to hold an annual college-wide retreat. Beginning in spring 2016, college retreats have been held every semester. These retreats have focused on improving college communication and transparency, as well as provided information and discussion on relevant initiatives (e.g. Guided Pathways, etc.) ([QFE-2.14](#)). In addition, the college has had a number of campus-wide forums on relevant topics (i.e. college budget, division re-organization, etc.). Beginning in Fall 2019, a number of additional communication opportunities were added, as well. These include the "Koffee with Kim" series, in which the College President meets informally with faculty and staff over coffee. In addition, there are "Captain's Chats," which are college-wide forums that are based on specific relevant topics, and "Open Executive Team Meetings," in which the college Executive Team opens up their weekly meetings to the entire campus community ([QFE-2.13](#)).
- *Institutionalize regular department meetings* - Division and department meetings are held each year during All College Day. This is the mandatory Flex day that occurs on the Friday before the fall semester. All college employees meet together in the morning to discuss college-wide initiatives. Then, division and department meetings are held in the afternoon ([QFE-2.15](#)).

- *Implement a college hour* – Discussions have occurred on campus for some time, particularly in the Academic Senate ([QFE-2.16](#)). However, it has been difficult to identify an ideal day/time for a college hour. In addition, districtwide discussions on developing a compressed calendar have been occurring ([QFE-2.17](#)). If implemented, a compressed calendar will have a major impact on the college’s block scheduling, and will require further discussions on when to schedule a college hour.

Collegiality

Progress made towards the action steps and tasks associated with improving collegiality are noted below.

As of fall 2019, the college has started to move away from the “Six Success Factors” as its sole mechanism for improving collegiality. As our new permanent college president took office in summer 2019, she has brought with her two major collegiality-related priorities – trust and transparency. She communicated these priorities to the campus at the fall 2019 All-College Day. In addition, she re-iterated and expanded upon them at the fall 2019 Guided Pathways Retreat, and provided multiple opportunities for discussion throughout the year. As we progress beyond this midterm report and towards our next full report, it is expected that we will have more evidence and detail on these two areas.

- *Campus-wide training on “Six Success Factors” for employees* – In April 2016, Ventura College held a campus-wide retreat. At this retreat, Darla Cooper from the RP Group conducted a training on the Six Success Factors ([QFE-2.18](#)).
- *Incorporate “Six Success Factors” language into daily office interaction activities* – As part of the student service program review, Ventura College has developed point-of-service surveys that assess the implementation of the Six Success Factors in each student service on campus. Services review the results, and if improvements are needed, they develop objectives and resource requests ([QFE-2.19](#) & [2.20](#)).
- *Discuss working within the “Six Success Factors” as part of each group’s goals* - since the time of the writing of the QFE, the college decided to slightly modify this task. Instead of including this in each committee’s goals, the six success factors are assessed as part of each committee’s end-of-year evaluation survey ([QFE-2.11](#)).
- *Introduce “Six Success Factor” language into student-staff interactions* - As part of the student service program review, Ventura College has developed point-of-service surveys that assess the implementation of the Six Success Factors in each student service on campus. Services review the results, and if improvements are needed, they develop objectives and resource requests ([QFE-2.19](#) & [2.20](#)). In addition, group counseling sessions include a discussion of the importance of the Six Success Factors and how they impact students ([QFE-2.11](#)). Further, the group counseling manual is based on the Six Success Factors ([QFE-2.22](#)).
- *Provide training to faculty on classroom use of the Six Success Factors* – In April 2016, Ventura College held a campus-wide retreat. At this retreat, Darla Cooper from the RP Group conducted a training on the Six Success Factors ([QFE-2.18](#)).

- *Institutionalize formal recognition for faculty/staff accomplishments* – In fall 2016, Ventura College developed the “Pirate Treasure” program to formally recognize faculty and staff accomplishments. Through this program, faculty and staff receive a formal recognition of excellent work from their supervisors and the College President ([QFE-2.23](#)). Beginning in fall 2019, all Pirate’s Treasure recipients were also featured in the monthly newsletter that the College President and Vice Presidents send out to the campus ([QFE-24](#)). In addition to this program, the Classified Senate facilitates an annual Employee of the Year award, and also recognizes staff for their years of service ([QFE-2.25](#)). At the end of each year, the Academic Senate gives awards to faculty in four areas: Service to Students, Service to Faculty, Service to College, and Service to Community ([QFE-2.26](#)). Beginning in fall 2019, employees are also recognized for their years of service to the college during All College Day ([QFE-2.15](#)).
- *Incorporate “Six Success Factors” into Outreach and Student Orientations* - Group counseling sessions include a discussion of the importance of the Six Success Factors and how they impact students ([QFE-2.21](#)). Further, the group counseling manual is based on the Six Success Factors ([QFE-2.22](#)).
- *Intentionally incorporate “Six Success Factors” into Student Service interactions* - As part of the student service program review, Ventura College has developed point-of-service surveys that assess the implementation of the Six Success Factors in each student service on campus. Services review the results, and if improvements are needed, they develop objectives and resource requests ([QFE-2.19](#) & [2.20](#)). In addition, group counseling sessions include a discussion of the importance of the Six Success Factors and how they impact students ([QFE-2.21](#)). Further, the group counseling manual is based on the Six Success Factors ([QFE-2.22](#)).

Evidence:

QFE-2.1	College Planning Committee Minutes, 11-29-2017
QFE-2.2	2019-2025 Ventura College Participatory Governance Handbook
QFE-2.3	Participatory Governance Handbook Approval, Academic Senate Minutes, 5-2-2019
QFE-2.4	Participatory Governance Handbook Approval, Classified Senate Minutes, 6-6-2019
QFE-2.5	Participatory Governance Handbook Approval, Associated Students of Ventura College Minutes, 5-7-2019 (archive unavailable)
QFE-2.6	Participatory Governance Handbook Approval, College Planning Committee Minutes, 5-1-2019
QFE-2.7	Screenshot of College Committee webpage
QFE-2.8	Email from Dean of IE to Committee Chairs, 9-23-2019
QFE-2.9	(a) Fall 2016 Committee Chair Training Agenda; (b) Committee Chair Training Presentation
QFE-2.10	College Planning Committee Minutes, 9-25-2019
QFE-2.11	College Planning Committee 2018-2019 End-of-Year Evaluation Results

<u>QFE-2.12</u>	Executive Team Weekly Updates – November 2016
<u>QFE-2.13</u>	Screenshot of Executive Team Online Newsletter - September 2019
<u>QFE-2.14</u>	College Retreat Agendas – Spring 2016 through Fall 2019
<u>QFE-2.15</u>	All-College Day Agenda, August, 19, 2019
<u>QFE-2.16</u>	Academic Senate Minutes, January 21, 2016
<u>QFE-2.17</u>	VCCCD Compressed Calendar Workgroup Report, March 8, 2019
<u>QFE-2.18</u>	College Retreat Agenda, April 29, 2016
<u>QFE-2.19</u>	Student Services Six Factors Point-of-Service Survey
<u>QFE-2.20</u>	Screenshot of Student Services Six-Factor Survey Results in Program Review
<u>QFE-2.21</u>	Group Counseling PowerPoint Presentation
<u>QFE-2.22</u>	Group Counseling Manual
<u>QFE-2.23</u>	Pirate Treasure Certificate
<u>QFE-2.24</u>	Screenshot of Pirate’s Treasure Recipient Webpage
<u>QFE-2.25</u>	Screenshot of Classified Employee of the Year Webpage
<u>QFE-2.26</u>	Academic Senate Meeting Minutes (April 2018 and May 2019)
<u>QFE-2.27</u>	Student Equity and Achievement Plan (SEA) Workgroup Membership
<u>QFE-2.28</u>	Academic Senate Meeting Minutes (December 2019)
<u>QFE-2.29</u>	Budget Reports Webpage
<u>QFE-2.30</u>	Budget Report Information and Descriptions

Annual Fiscal Reporting

The following pages contain the Spring 2020 ACCJC Annual Report and Spring 2020 ACCJC Annual Fiscal Report.



ACCREDITING COMMISSION FOR
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2020 Annual Report
Final Submission
04/23/2020

Ventura College
4667 Telegraph Road
Ventura, CA 93003

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Jennifer Kalfsbeek-Goetz
3.	Phone number of person preparing report:	805-289-6464
4.	E-mail of person preparing report:	jkgoetz@vccd.edu
5.	Type of Institution	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2016-17: 19,110 2017-18: 19,094 2018-19: 19,077
6a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	0 % 0 %
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2016-17: 18,964 2017-18: 18,914 2018-19: 18,891
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. N/A	

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2016-17 7,488 2017-18 8,498 2018-19 9,581

8a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	13 % 13 %
9.	Do you offer Correspondence Education?	No

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	26 %
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	CCCCO Student Success Metrics dashboard (Scorecard)
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.venturacollege.edu/departments/administrative/institutional-effectiveness/acts-and-dashboards

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>67 %</td> <td>67 %</td> <td>67 %</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	67 %	67 %	67 %
2016-17	2017-18	2018-19						
67 %	67 %	67 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>80 %</td> <td>78 %</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	N/A	80 %	78 %
2016-17	2017-18	2018-19						
N/A	80 %	78 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75 %</td> <td>77 %</td> <td>76 %</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	75 %	77 %	76 %
2016-17	2017-18	2018-19						
75 %	77 %	76 %						
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>82</td> <td>1,376</td> <td>1,376</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	82	1,376	1,376
2016-17	2017-18	2018-19						
82	1,376	1,376						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>1,720</td> <td>1,720</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	N/A	1,720	1,720
2016-17	2017-18	2018-19						
N/A	1,720	1,720						
14c.	List actual number or percentage of certificates:	<table border="1"> <thead> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1,376</td> <td>1,566</td> <td>1,594</td> </tr> </tbody> </table>	2016-17	2017-18	2018-19	1,376	1,566	1,594
2016-17	2017-18	2018-19						
1,376	1,566	1,594						
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees						
	If Number-Other or Percent-other, please describe:							

15a.	List your Institution-Set Standard (floor) for degrees:	2016-17	2017-18	2018-19
		1,096	1,869	1,869
15b.	List your stretch goal (aspirational) for degrees:	2016-17	2017-18	2018-19
		N/A	2,336	2,336
15c.	List actual number or percentage of degrees:	2016-17	2017-18	2018-19
		1,869	2,184	2,433

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
-----	--	-----------

Transfer

17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		946	1,092	1,092
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		N/A	1,365	1,365
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		1,092	1,098	1,113

Licensure Examination Pass Rates

18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:					
	Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate
	Certified Nursing Assistant, written	state	94 %	100 %	100 %	100 %
	Certified Nursing Assistant, skill	state	94 %	89 %	90 %	89 %
	Nursing NCLEX	state	92 %	89 %	93 %	95 %
	Paramedic	national	70 %	95 %	100 %	100 %
	EMT	national	70 %	75 %	76 %	78 %

Employment rates for Career and Technical Education students

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:				
	Program	Institution set standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate
	Accounting	73.23 %	75 %	82.76 %	78.33 %
	Administration of Justice	73.23 %	90.48 %	96.05 %	90.91 %
	Automotive Technology	73.23 %	91.67 %	100 %	88.37 %
	Business Administration	73.23 %	100 %	76.19 %	87.88 %
	Business Management	73.23 %	77.78 %	79.31 %	80 %
	Child Development	73.23 %	84.09 %	90.63 %	75.51 %
	Civil and Construc Mgmt Tech	73.23 %	60 %	53.85 %	86.67 %
	Information Technology, General	73.23 %	0 %	100 %	50 %
Drafting Technology	73.23 %	66.67 %	84.62 %	76.92 %	

Manufacturing and Indust Tech	73.23 %	85.71 %	71.43 %	92 %
Nursing	73.23 %	88.71 %	88 %	91.04 %
Office Tech/Office Computer Applications	73.23 %	76.56 %	81.82 %	80.33 %
Paramedic	73.23 %	100 %	94.44 %	93.75 %
Technical Theater	73.23 %	40 %	100 %	100 %
Water and Wastewater Tech	73.23 %	77.27 %	87.1 %	84.09 %

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

20.

In past years, the definitions used by the ACCJC for developing institution-set standards have changed multiple times. For example, in one year, colleges were required to set a single standard for combined degrees and certificates. In the next year, colleges were required to set one standard for degrees, and another one for certificates. Thus, our institution-set standards have also changed. In this report, we have updated prior-year institution-set standards to use our current definitions and methods. This means that the values in this report are different than those in previous annual reports. Specifically, our 2017-2023 Educational Master Plan went into effect in 2017-2018. Our institution-set standard for degrees, certificates, and transfers are our actual values in 2016-2017 (the year before the master plan was implemented).

Our primary Educational Master Plan goal is to become one of the top five colleges in the state in the course success rate, and the 6-year degree/certificate/transfer completion rate. Our stretch goal for the course success rate is the success rate of the college with the 5th highest rate in the state. Our stretch goal for degrees, certificates, and transfers is that of the college that had the 5th highest 6-year completion rate in 2017-2018. The state has not updated 6-year completion rates for each college in the state since that year. Thus, we aren't able to accurately compare our 6-year completion rate to all other California Community Colleges. So, our stretch goals have not been updated either.

Our institutional set standard for employment is the statewide performance goal for the Perkins IV Program Performance Core 4 Indicator for the most recent year.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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2020 Annual Fiscal Report
California Community College
Reporting Year: 2018-2019
Final Submission
03/31/2020

Ventura College
4667 Telegraph Road
Ventura, CA 93003

General Information

#	Question	Answer
1.	Confirm the correct college's report	Confirmed
2.	District Name:	Ventura County Community College District
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	Catherine Bojorquez Vice President, Business Services 805-289-6114 cbojorquez@vcccd.edu Dr. David El Fattal Vice Chancellor, Business and Administrative Services 805-652-5537 delfattal@vcccd.edu

DISTRICT DATA (including single college organizations) Revenue

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
4.	a. Total Unrestricted General Fund Revenues	\$ 165,566,453	\$ 174,094,045	\$ 184,115,960
	b. Other Unrestricted Financing Sources (Account 8900)	\$ 175,000	\$ 9,580,869	\$ 100,000
(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
5.	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 60,998,784	\$ 55,404,942	\$ 72,070,922
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 55,404,942	\$ 72,070,922	\$ 75,385,496

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
6.	a. Total Unrestricted General Fund Expenditures (including account 7000)	\$ 171,335,295	\$ 167,008,934	\$ 180,901,386
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 136,773,474	\$ 142,633,129	\$ 148,103,143
	c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 34,561,821	\$ 24,375,805	\$ 32,798,243
	d. Unrestricted General Fund Ending Balance	\$ 55,404,942	\$ 72,070,922	\$ 75,385,496

Liabilities

		FY 16/17	FY 17/18	FY 18/19
7.	Did the District borrow funds for cash flow purposes?			

		No	No	No
		FY 16/17	FY 17/18	FY 18/19
8.	Total Borrowing			
	a. Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
	b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	\$ 0	\$ 0	\$ 0
		FY 16/17	FY 17/18	FY 18/19
9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
	b. What type(s)	N/A	N/A	N/A
	c. Total amount	\$ 0	\$ 0	\$ 0
		FY 18/19	FY 17/18	FY 18/19
10.	Debt Service Payments (Unrestricted General Fund)	\$ 0	\$ 0	\$ 0

Other Post Employment Benefits

	(Source: Most recent GASB 74/75 OPEB Actuarial Report)	FY 16/17		
11.	a. Total OPEB Liability (TOL) for OPEB	\$ 197,281,646		
	b. Net OPEB Liability (NOL) for OPEB	\$ 176,171,117		
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	10.7 %		
	d. NOL as Percentage of OPEB Payroll	189.3 %		
	e. Service Cost (SC)	\$ 3,732,753		
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	\$ 14,422,111		
12.	Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy)	06/30/2017		
	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
		FY 16/17	FY 17/18	FY 18/19
13.	b. Amount deposited into Irrevocable OPEB Reserve/Trust	\$ 0	\$ 0	\$ 0
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	\$ 0	\$ 0	\$ 0
	d. OPEB Irrevocable Trust Balance as of fiscal year end	\$ 19,744,170	\$ 21,110,529	\$ 22,070,524

Cash Position

		FY 16/17	FY 17/18	FY 18/19
14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined Balance Sheet Total accounts 9100 through 9115)	\$ 67,262,829	\$ 83,718,623	\$ 93,538,866
15.	Does the district prepare cash flow projections during the year?	Yes		

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	02/24/2020
	NOTE: Audited financial statements are due to the ACCJC no later than 4/3/2020. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.	
17.	Summarize Material Weaknesses and Significant Deficiencies from the annual audit report (enter n/a if not applicable):	

FY 16/17	<p>FY2016/17 Financial Statements Material Weaknesses: none Significant Deficiencies: none</p> <p>Federal Awards Material Weaknesses: none Significant Deficiencies: none</p> <p>State Awards Material Weaknesses: none</p> <p>For attendance accounting purposes, districts are required to clear the rolls of all inactive students as of each course section's drop date. The drop date is the date used to clear the rolls of the inactive enrollment for attendance accounting purposes. For noncredit distance learning courses, the drop date to clear the rolls of inactive students shall be the day prior to each of the two census dates. As of the interim testing by external auditors, the District did not have affirmative confirmation that steps were taken by the instructors to clear their rolls of inactive enrollment before the census day. Therefore, the FTES for these students is ineligible for apportionment. The District did a 100 percent audit of all students who dropped on census day. The outcome of this audit revealed the following FTES, which the District removed from their attendance by submitting a revised 320 attendance report. The District has updated attendance procedures with improved census certification reports, an automated email reminder system, and an enhanced user-interface for certification. Along with heightened communication, additional training is being planned.</p>
FY 17/18	<p>FY2017/18 Financial Statements Material Weaknesses: none Significant Deficiencies: none</p> <p>Federal Awards Material Weaknesses: none Significant Deficiencies: none</p> <p>State Awards Material Weaknesses: none Significant Deficiencies: none</p>
FY 18/19	<p>FY2018/19 Financial Statements Material Weaknesses: none Significant Deficiencies: none</p> <p>Federal Awards Material Weaknesses: none Significant Deficiencies: none</p> <p>State Awards Material Weaknesses: none Significant Deficiencies: none</p>

Other District Information

18.	a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)	FY 16/17	FY 17/18	FY 18/19
		26,468	26,100	26,660
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	25,407	26,668	25,239
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	FY 16/17	FY 17/18	FY 18/19
		-685	590	-590
20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	No		
	b. Did any negotiations remain open?	No		
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	N/A		

College Data

21.	<p>NOTE: For a single college district the information is the same that was entered into the District section of the report.</p>				
	<table border="0"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">FY 16/17</td> <td style="width: 33%; text-align: center;">FY 17/18</td> <td style="width: 33%; text-align: center;">FY 18/19</td> </tr> </table>		FY 16/17	FY 17/18	FY 18/19
	FY 16/17	FY 17/18	FY 18/19		

	a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)	9,964	9,755	10,025
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	9,496	10,039	9,342
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	FY 16/17 \$ 47,452,491	FY 17/18 \$ 48,345,836	FY 18/19 \$ 51,083,613
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	FY 16/17 \$ 51,459,429	FY 17/18 \$ 50,239,728	FY 18/19 \$ 54,183,517
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	FY 16/17 \$ 6,686,345	FY 17/18 \$ 7,271,466	FY 18/19 \$ 7,372,155
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	FY 16/17 100 %	FY 17/18 100 %	FY 18/19 100 %
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2014 24 %	Cohort Year 2015 19 %	Cohort Year 2016 15 %
27.	Were there any executive or senior administration leadership changes at the College during the fiscal year, including June 30? List for the College or for Single College District	Yes		
	Please describe the leadership change(s)	Dr. Damon Bell was Interim President from 7/23/2018 to 6/30/2019.		

The data included in this report are certified as a complete and accurate representation of the reporting college.

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