



**Institutional Self-Evaluation Report**

**In Support of an Application for**

**Reaffirmation of Accreditation**

Submitted by

**Ventura College**

4667 Telegraph Road  
Ventura, California 93003

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

January 2023

## Certification

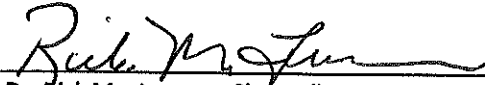
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Dr. Kimberly Hoffmans, President  
Ventura College  
4667 Telegraph Road, Ventura, California 93003

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

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


### Signatures:

  
Dr. Rick MacLennan, Chancellor

  
Dr. Kimberly Hoffmans, President

  
Diane McKay (Nov 2, 2022 18:14 PDT)

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## **Introduction**

### **College History**

We acknowledge that Ventura College is located on the unceded land of the Chumash peoples. We honor their connection to this region and pay our respects to the Chumash community, their elders, both past and present, as well as future generations. Ventura College also acknowledges that it was founded upon exclusions and erasures of Chumash peoples, including those on whose land this educational institution is located. In their footsteps, we carry forward their tradition of coming together to grow as an inclusive and equitable community. This acknowledgement demonstrates a commitment to beginning the process of working to dismantle the ongoing legacies of settler colonialism and is written in the spirit of educational collaboration and community

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

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

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

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

In 2002, Ventura County voters passed Measure S, authorizing \$356 million general obligation bond to renovate and expand the campuses of the district's three colleges as well as the district training facilities for police, fire, and law enforcement officers. The first Ventura College building constructed using bond funds was the Library and Learning Resources Center, which opened in 2005. The remodeled Student Services Center opened in 2008 and the Sportsplex in 2009. In 2011, Ventura

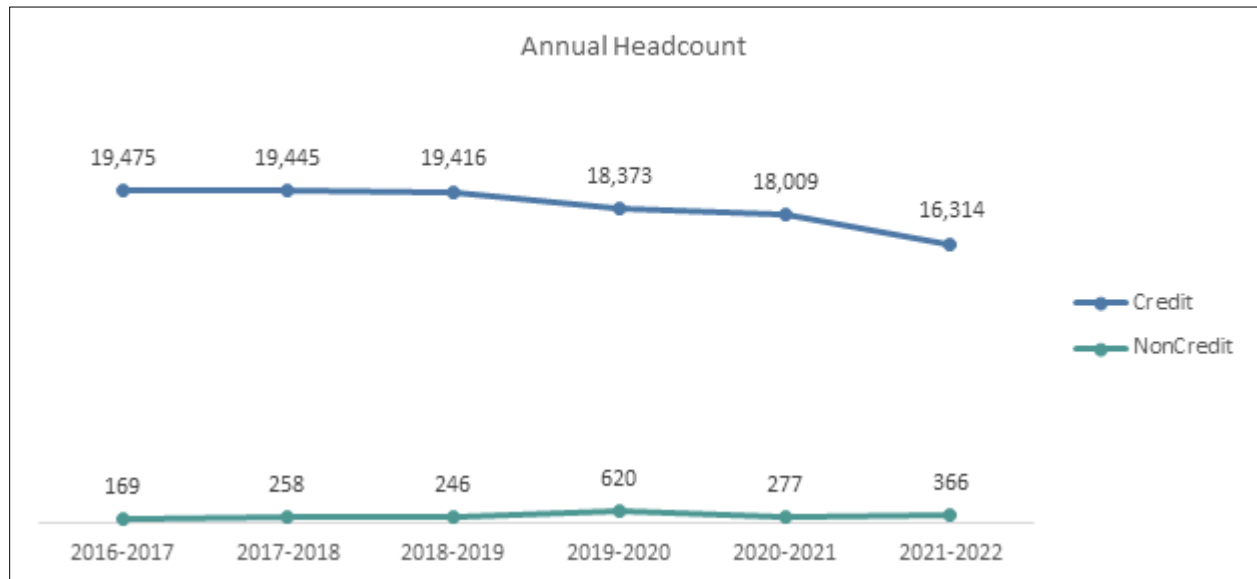
College dedicated a new Health Science Complex and two classroom buildings: Multidisciplinary Center East and West. In 2012, a new professional-caliber Performing Arts Center opened its doors for educational and community programs. In 2015, the college began offering classes in the new Applied Science Center with three large classrooms, one outdoor classroom, and a state-of-the-art Career Technical Center with training simulators and simulator software to provide hands-on real-life lab experiences for students.

In 2020, Ventura College celebrated its 95th Anniversary in the midst of a worldwide pandemic. Instruction and student services were moved completely online over a two-week period in March 2020 and continue to primarily be delivered in this modality. Employees of Ventura College quickly adjusted to this new way of offering education while maintaining our high-quality instruction and services.

Today, Ventura College serves a diverse student body through both credit and non-credit offerings. The college offers associate of arts or associate of science degrees, along with multiple associate degrees for transfer, designed specifically for students bound to the California State University System. In addition, the college offers certificates of achievement in several career and technical education fields, and proficiency awards in several in demand fields. The college is always in the process of creating new curriculum to serve the community and local workforce needs.

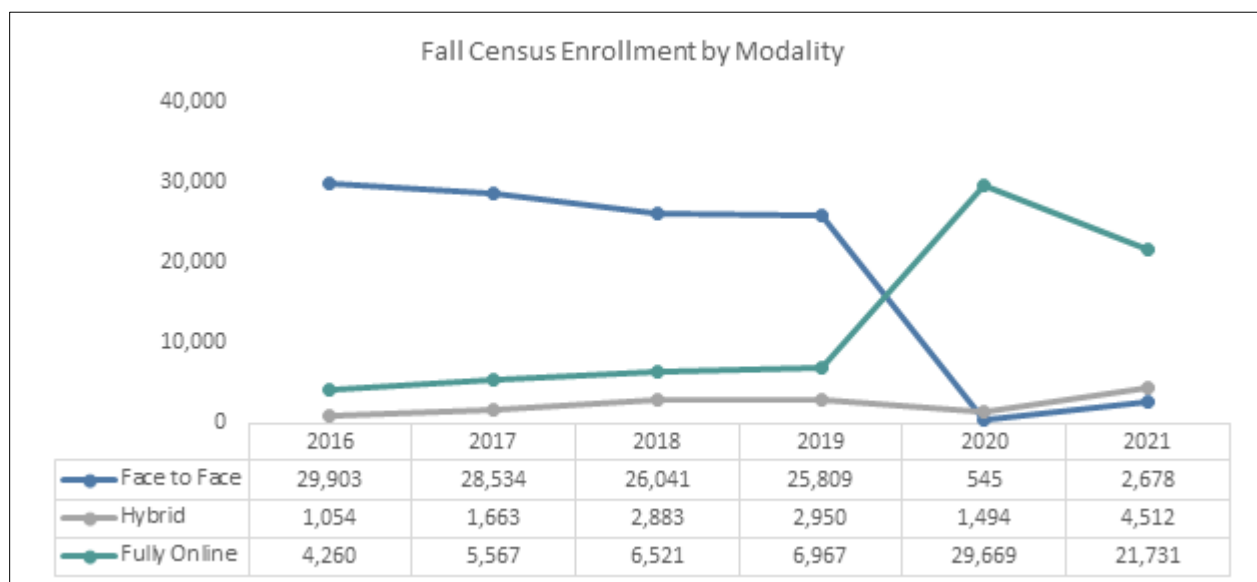
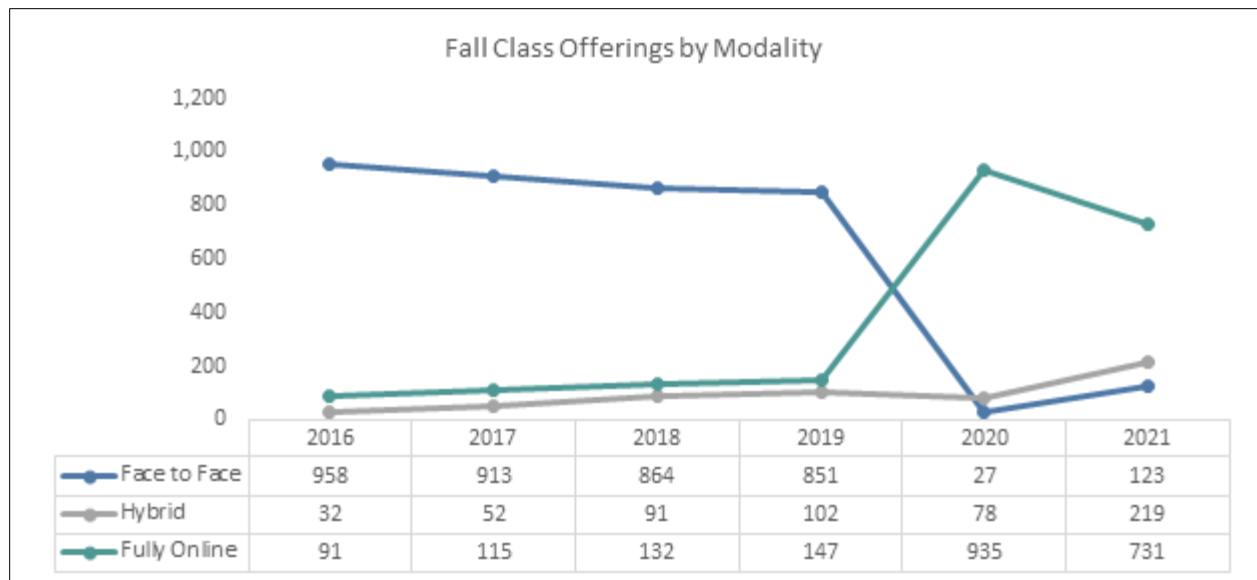
## Student Enrollment Data

In the years leading up to the COVID-19 pandemic, the college's annual credit headcount hovered consistently around 19,500 students. However, beginning in the 2019-2020 year, enrollment declined dramatically. In 2021-2022, for example, the annual credit headcount was 16,314. This downward trend has been consistent across the state and country.



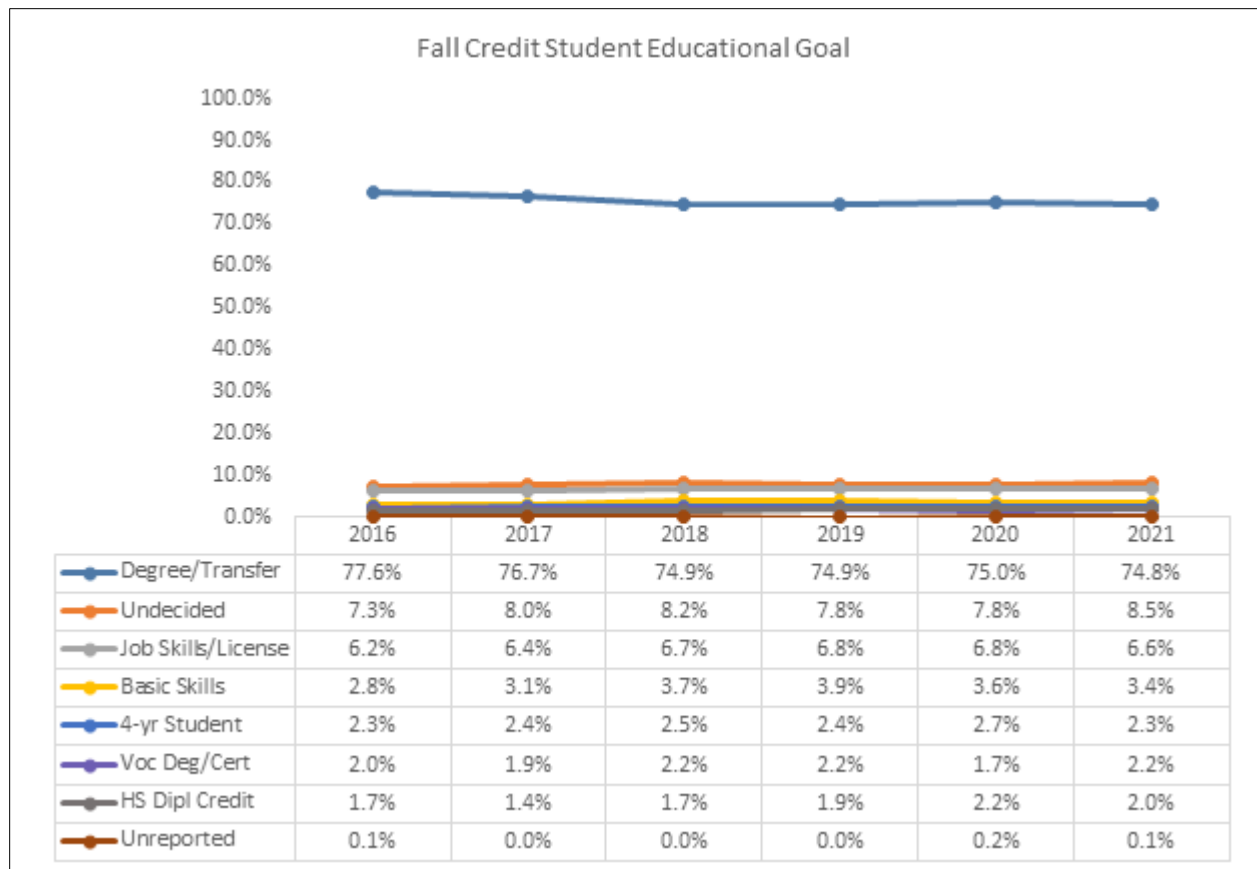
Noncredit students above are those that only took noncredit courses. However, credit students may have also taken a noncredit course.

The COVID-19 pandemic also greatly impacted the modality of courses that were offered. From fall 2020 through fall 2021, nearly all courses were online.



The vast majority of students at VC report that their educational goal is to earn an Associate's Degree and/or transfer to a 4-year university.

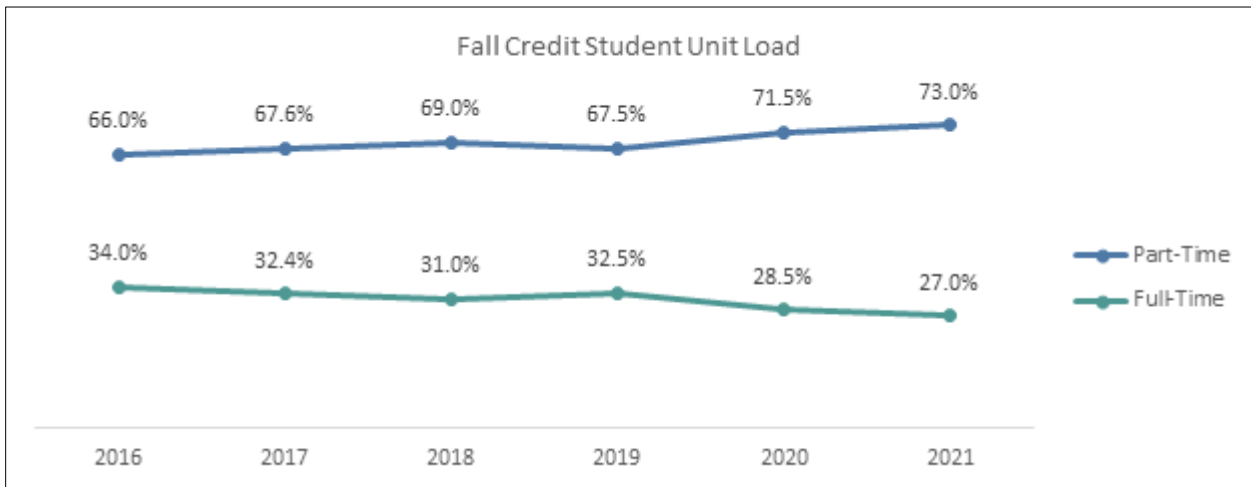




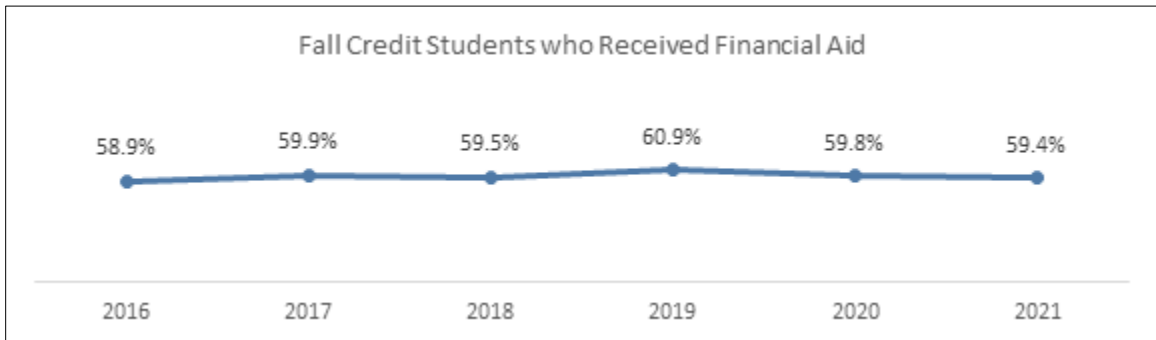
In fall 2021, the most popular student major was nursing, followed by business administration. A large number of students also major in general studies areas.

Fall 2021 Top 10 Student Majors	
Major	Students
Nursing Science	663
Business Admin, CSU Transfer	662
Psychology, CSU Transfer	632
General Studies: Natural Sci/Math	588
Engineering	490
General Studies: Natural Sciences	425
Business Management	413
Kinesiology, CSU Transfer	329
Criminal Justice	323
General Studies: Liberal Studies/Teaching	323

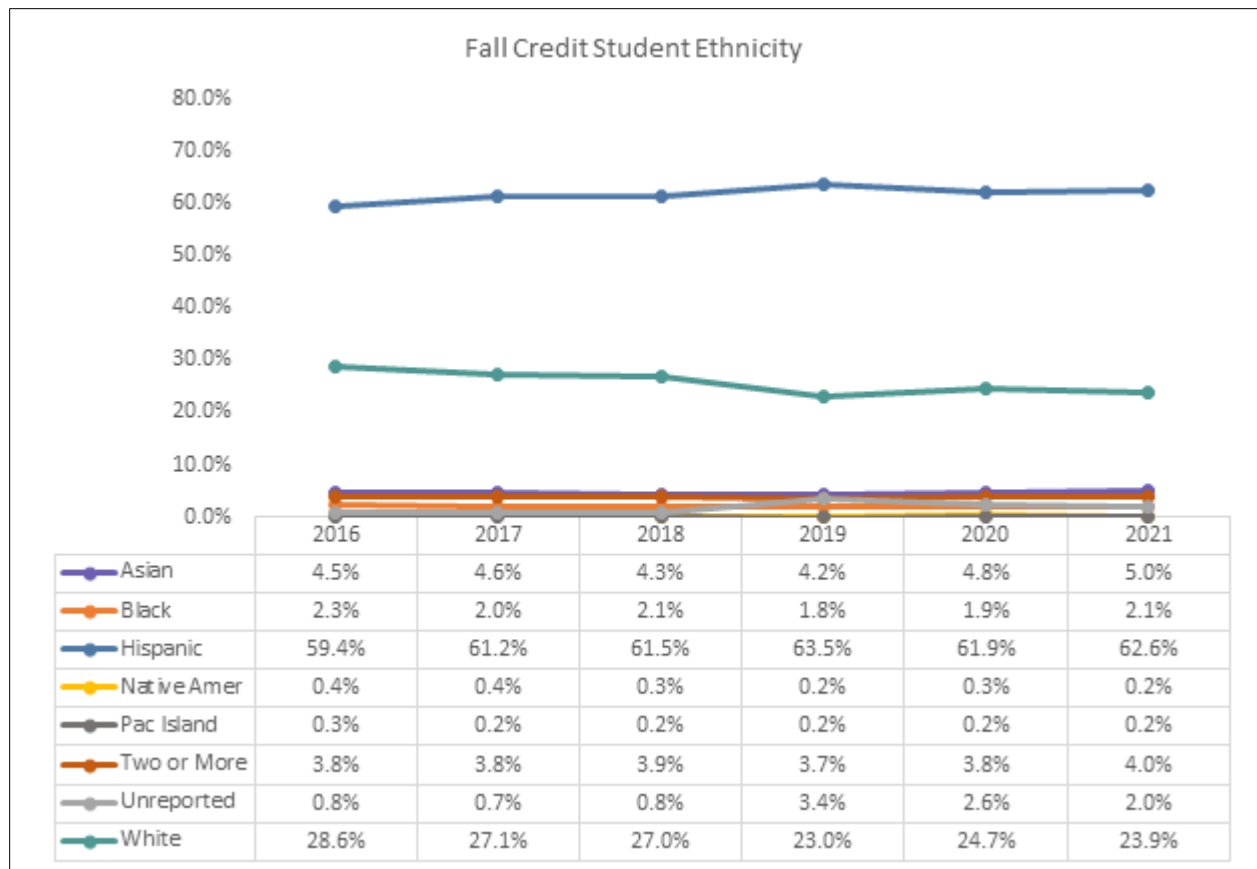
The majority of VC students attend part time. This has been a consistent trend for decades. However, the relative percentage of part-time students increased during the COVID-19 pandemic.



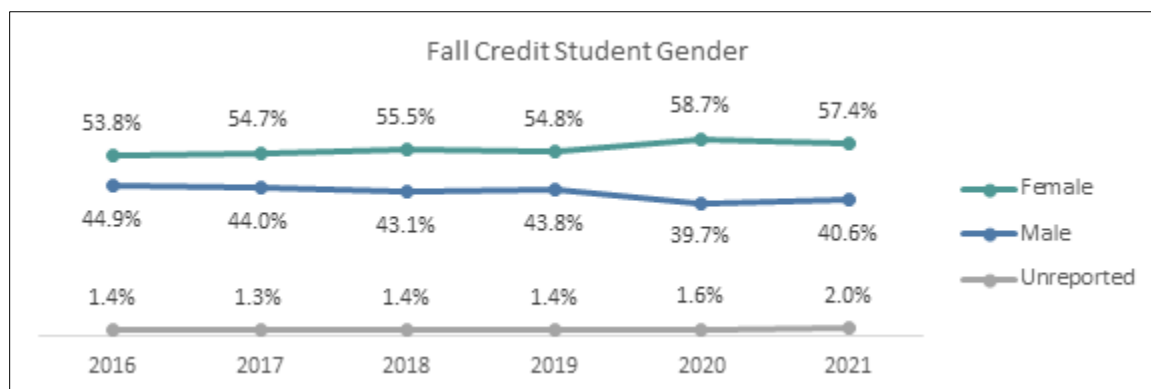
The college serves a predominantly low-income population. Approximately 60% of students receive financial aid.



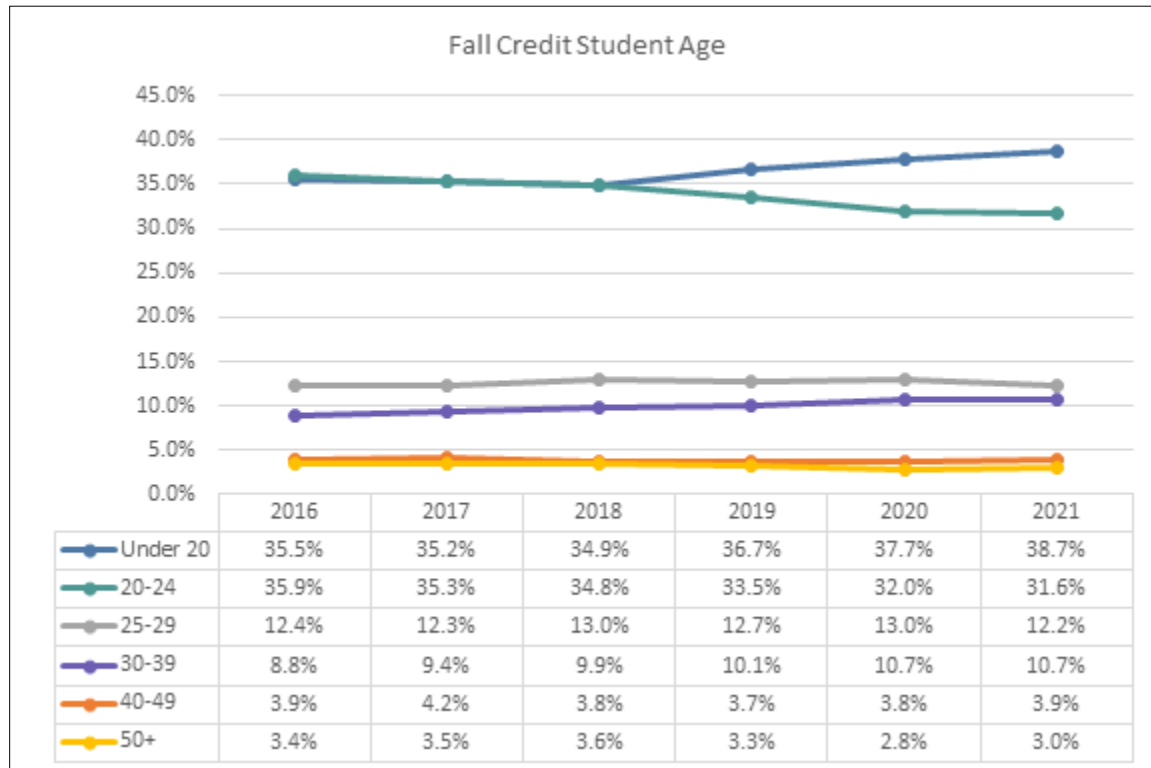
Student ethnic demographics have shifted tremendously over the past 20-25 years. In the fall 2000, for example, White students made up 52% of the student population, and Hispanic students made up 32% of the population. In fall 2021, White students made up 24% of the student population, whereas Hispanics made up 63% of the population.



Female students have outnumbered male students at VC since at least 1990. However, during the COVID-19 pandemic, the relative percentage of female students increased, while the relative percentage of male students decreased.

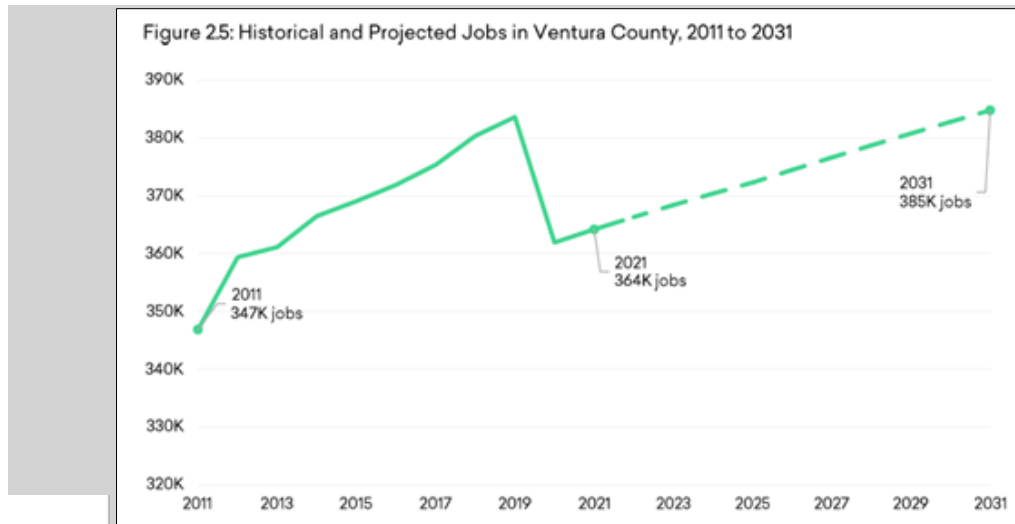


Approximately 70% of VC's student population is under the age of 25. This has been the case for many years. However, during the COVID-19 pandemic, the relative percentage of students under 20 increased, while the relative percentage of students between 20 and 24 decreased.



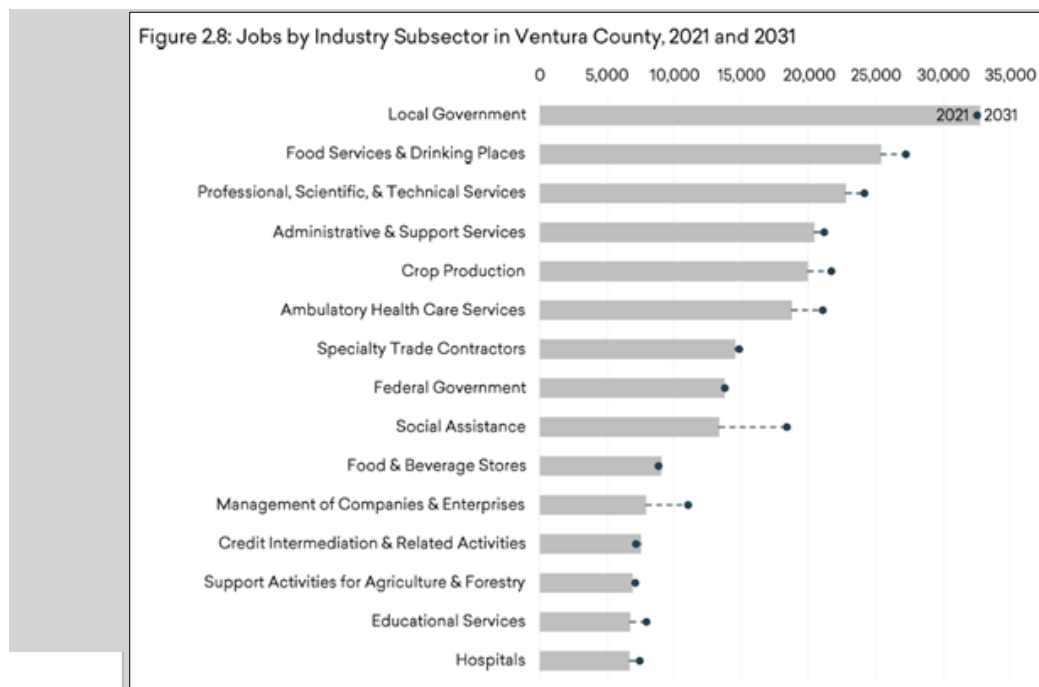
## Labor Market Data

In 2021, Ventura County supported 364,220 jobs. Based on projections from EMSI and Burning Glass, this number is expected to increase by 6% in 2031.



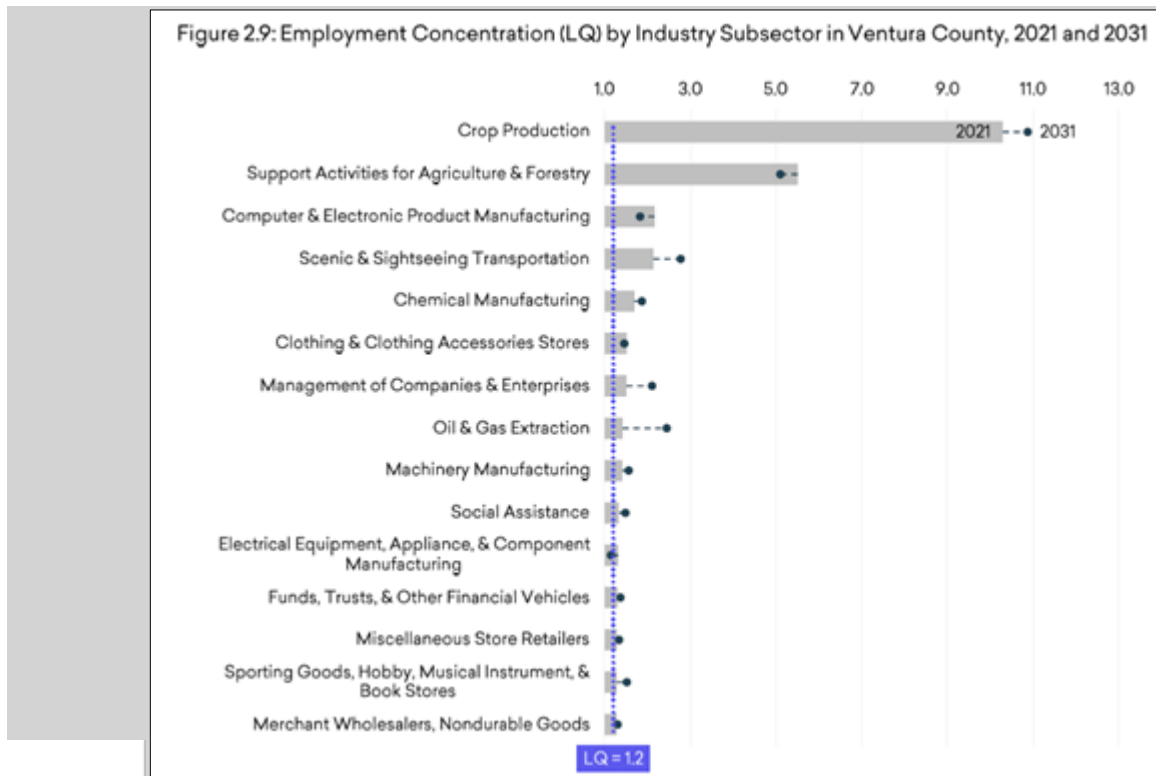
Source: EMSI Burning Glass, 2022 Ventura County Environmental Scan

The data below displays the 15 largest industries in Ventura County. Of these 15, social assistance, ambulatory health care services, management of companies, and professional, scientific, and technical services are projected to increase the most over the next 10 years.



Source: EMSI Burning Glass, 2022 Ventura County Environmental Scan

One mechanism to identify the uniqueness of the Ventura County labor market is to analyze Ventura County's location quotient (LQ). This metric compares the concentration of employment in a given industry in the county to the concentration of employment for the same industry in the U.S. as a whole. An LQ equal to 1.0 means that the percentage of employment comprised by an industry in Ventura County is the same as the percentage of total employment of that industry in the U.S. An LQ greater than 1.0 means that the industry has a larger employment share in Ventura County relative to that of the U.S. An LQ greater than 1.2 is considered to be high, and indicates that there is a specialization in that particular industry. Agricultural-related jobs have the highest LQ values in the county, followed by computer/electronic product manufacturing.



Source: EMSI Burning Glass, 2022 Ventura County Environmental Scan

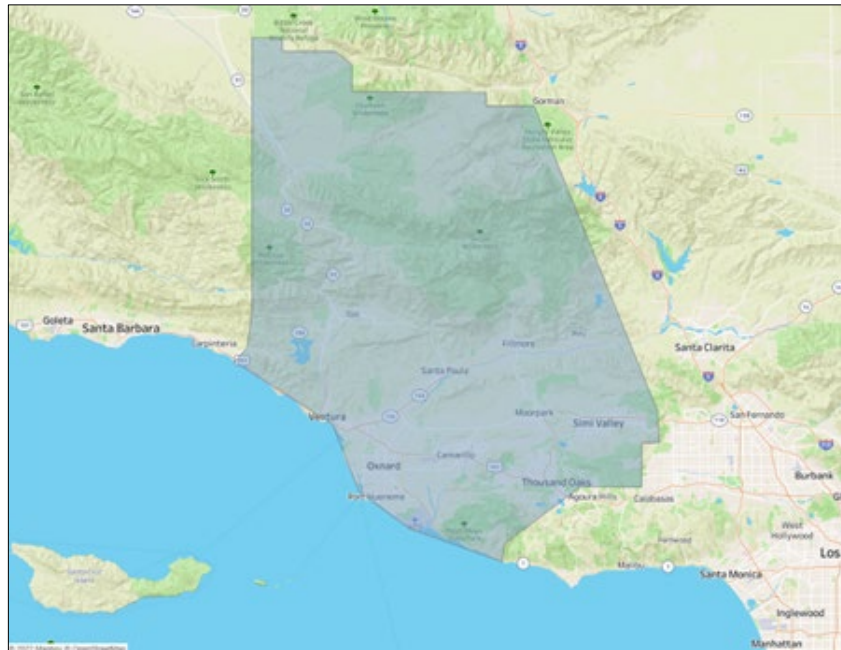
The highest-paying industries in Ventura County are local government, and professional, scientific, and technical services.

Table 21: Industry Subsector Earnings in Ventura County

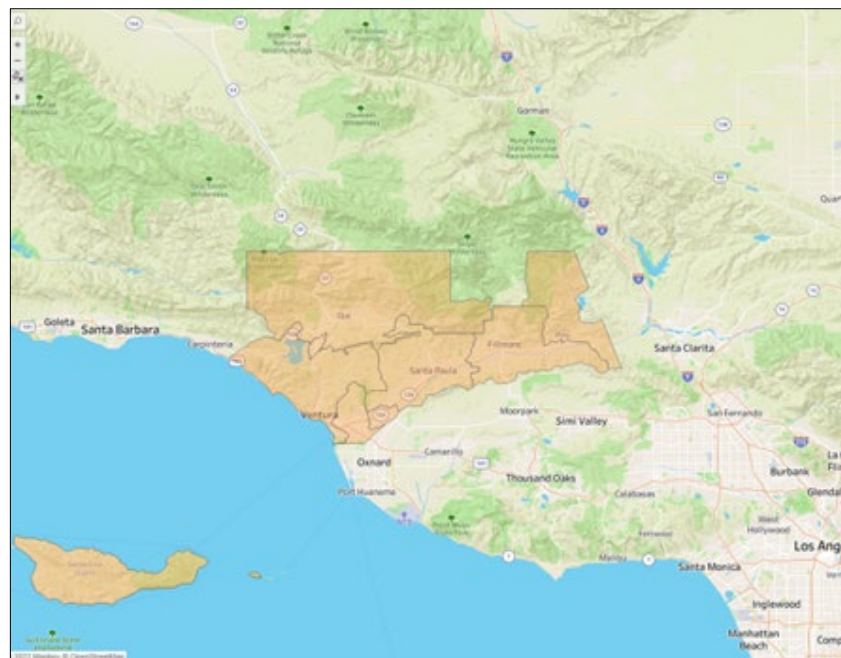
NAICS TITLE	EARNINGS (\$ MILLIONS)	% 2021 EARNINGS	2021 JOBS	2031 JOBS	JOB CHANGE	% JOB CHANGE
Local Government	\$3,461	11.2%	32,774	32,539	(235)	-0.7%
Professional, Scientific, and Technical Services	\$2,998	9.7%	22,765	24,149	1,384	6.1%
Management of Companies and Enterprises	\$1,730	5.6%	7,903	11,031	3,128	39.6%
Ambulatory Health Care Services	\$1,663	5.4%	18,753	21,049	2,295	12.2%
Federal Government	\$1,475	4.8%	13,751	13,763	12	0.1%
Administrative and Support Services	\$1,325	4.3%	20,430	21,164	734	3.6%
Credit Intermediation and Related Activities	\$1,087	3.5%	7,516	7,152	(363)	-4.8%
Specialty Trade Contractors	\$1,086	3.5%	14,530	14,827	298	2.0%
Real Estate	\$1,043	3.4%	4,947	5,168	221	4.5%
Crop Production	\$934	3.0%	19,938	21,690	1,752	8.8%
Merchant Wholesalers, Nondurable Goods	\$916	3.0%	6,106	6,179	73	1.2%
Food Services and Drinking Places	\$766	2.5%	25,383	27,232	1,850	7.3%
Computer and Electronic Product Manufacturing	\$762	2.5%	5,202	4,365	(837)	-16.1%
Hospitals	\$695	2.2%	6,694	7,434	740	11.1%
Securities, Commodity Contracts, and Other Financial Investments and Related Activities	\$643	2.1%	1,403	1,587	184	13.1%
All other industries	\$10,439	33.6%	154,559	161,007	6,459	4.2%
<b>Total</b>	<b>\$31,022</b>	<b>100.0%</b>	<b>362,654</b>	<b>380,335</b>	<b>17,693</b>	<b>4.9%</b>

## Demographic Data

Ventura College is located in Ventura County. The college serves a large geographic area that includes the cities of Ventura, Santa Paula, Fillmore, and Ojai, as well as the communities of Piru, Oak View, and Mira Monte.



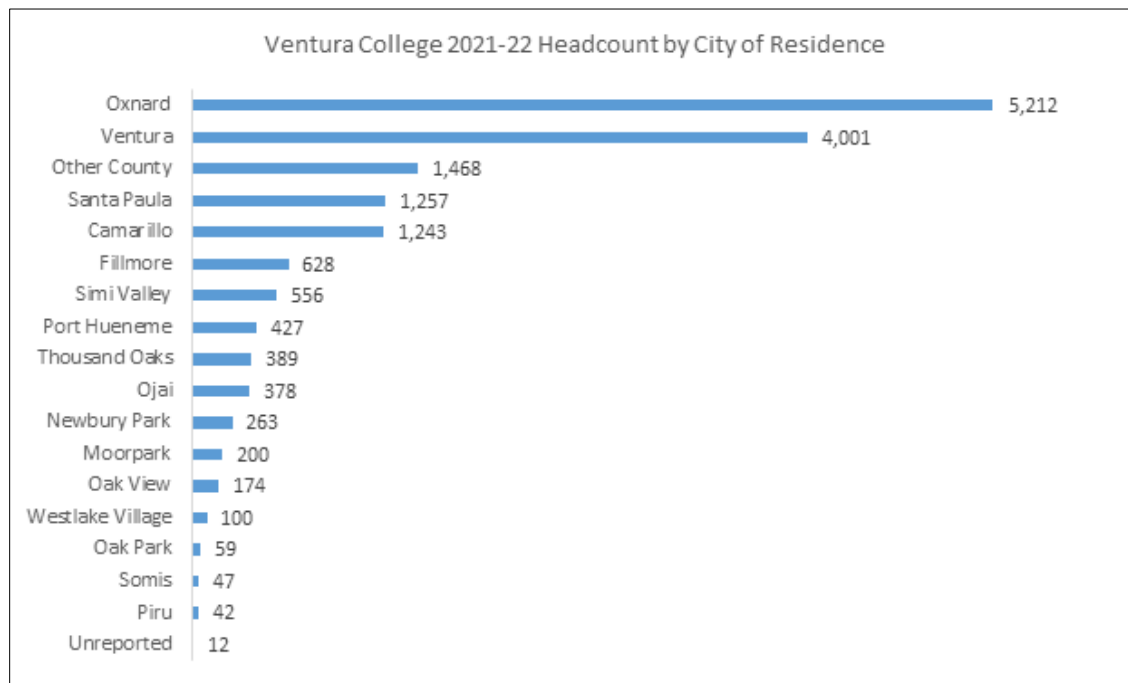
Ventura County



Ventura College Service Area



Ventura College students live across Ventura County. In fact, the largest number of Ventura College students live in the city of Oxnard.



Thus, our community's demographic data below is presented at the county level. Using 2011 as a base year, the population is projected to grow by 1% by 2031. However, this includes a slight decline between 2021 and 2031. This is a smaller growth rate than our region, state, and the U.S., as whole.

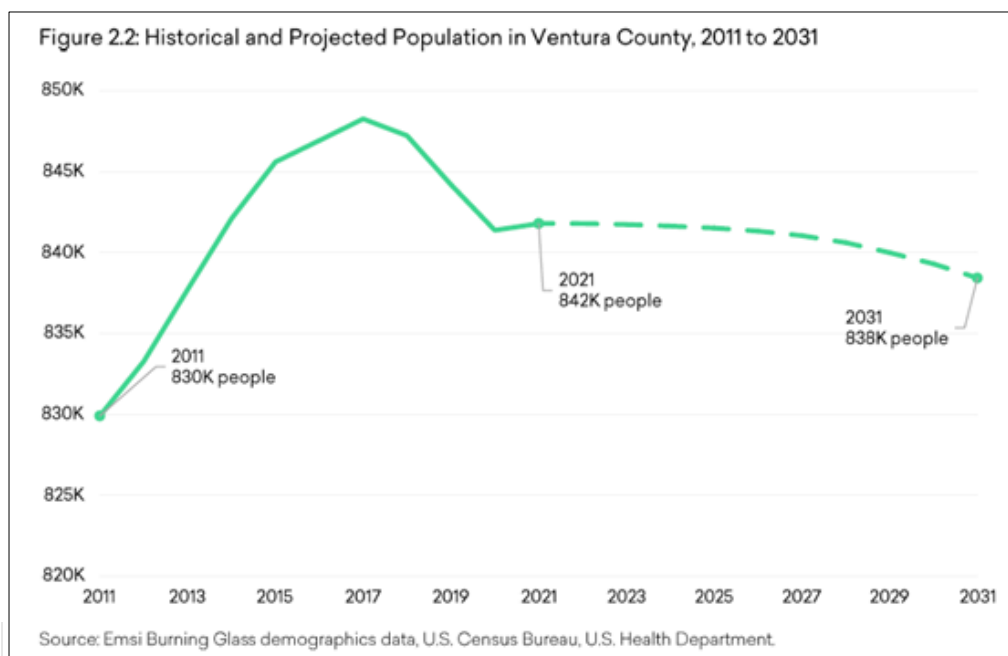
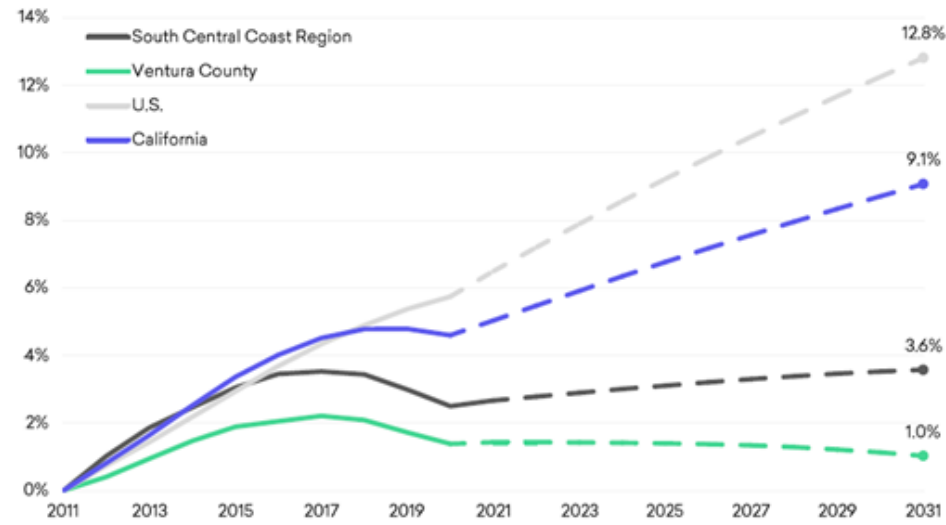


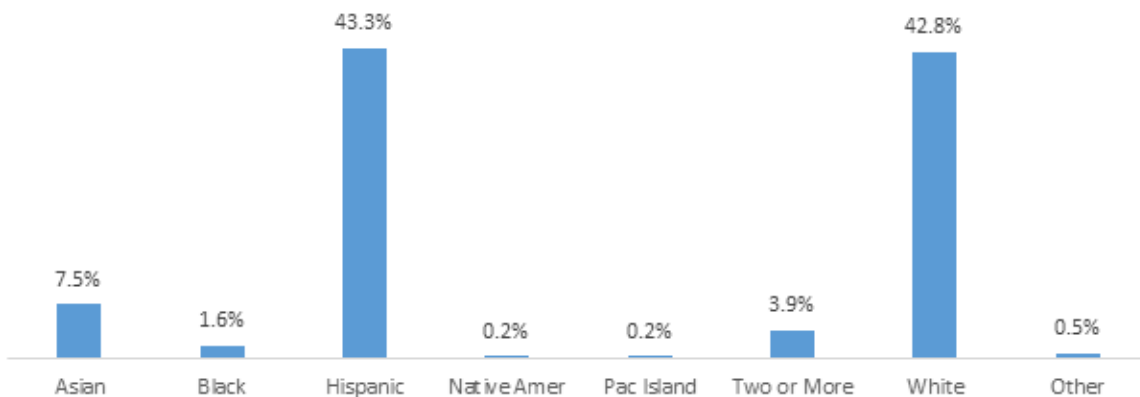
Figure 2.3: Percent Population Change from 2011 to 2031 in Ventura County, the South Central Coast Region, California, and the U.S.

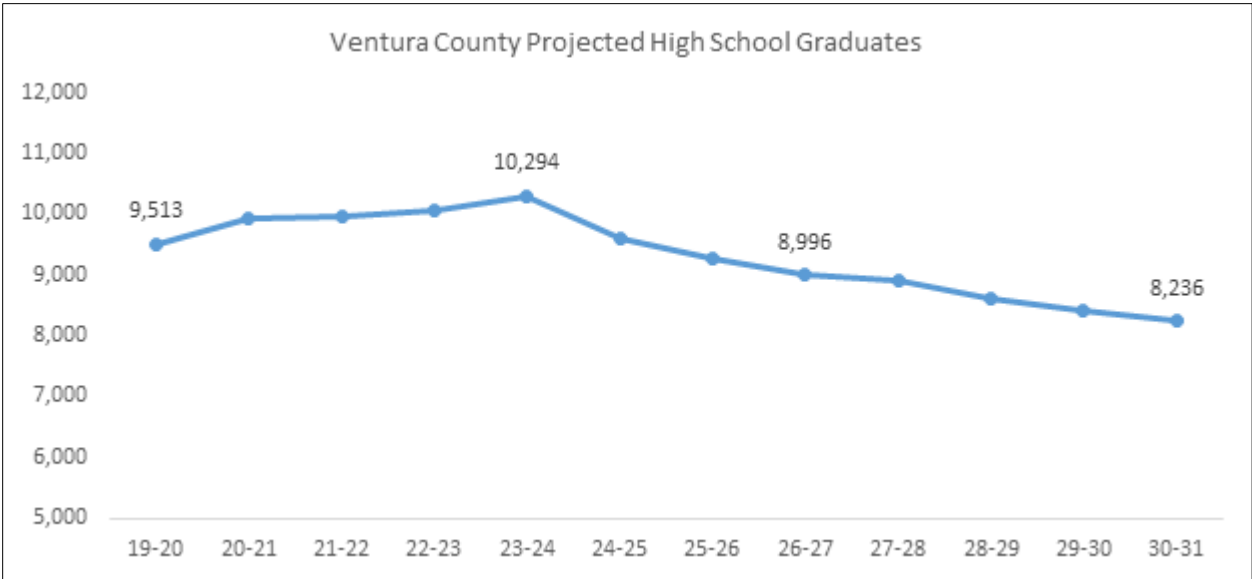
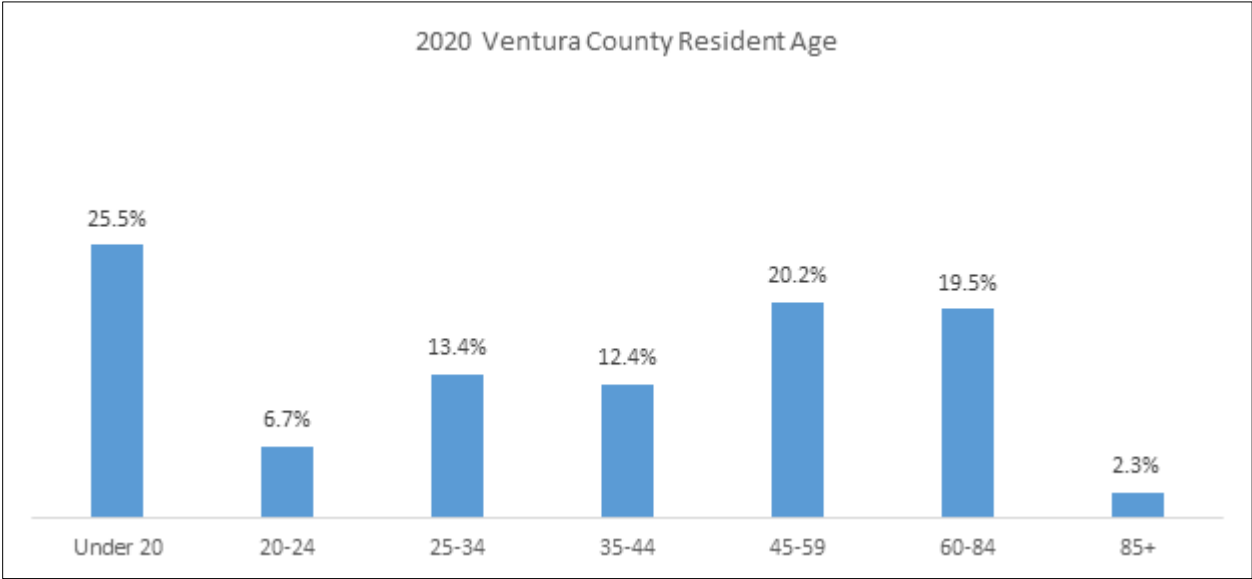
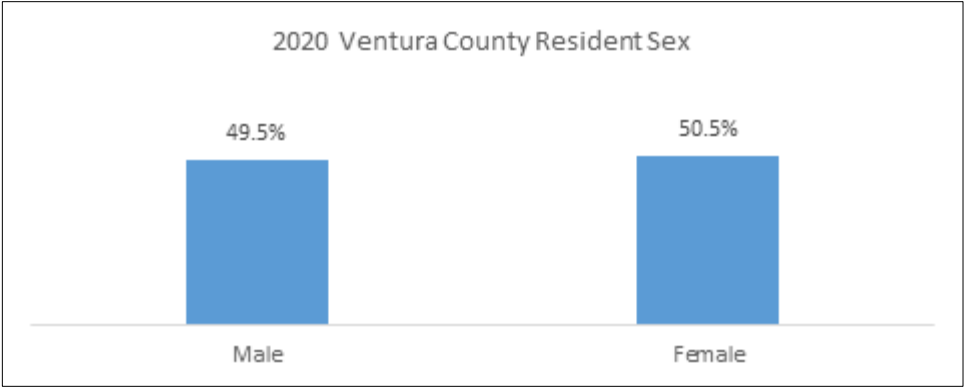


Source: Emsi Burning Glass demographics data, U.S. Census Bureau, U.S. Health Department.

Based on U.S. Census data, the two largest ethnic groups in Ventura County are Hispanics and Whites. In 2020, approximately 43% of residents were Hispanic, and 43% were White. There are slightly more females than males, and approximately 25% of residents are under the age of 20. The California Department of Finance projects that the number of high school graduates in Ventura County will increase through 2023-2024. After that point, the number will begin to decline.

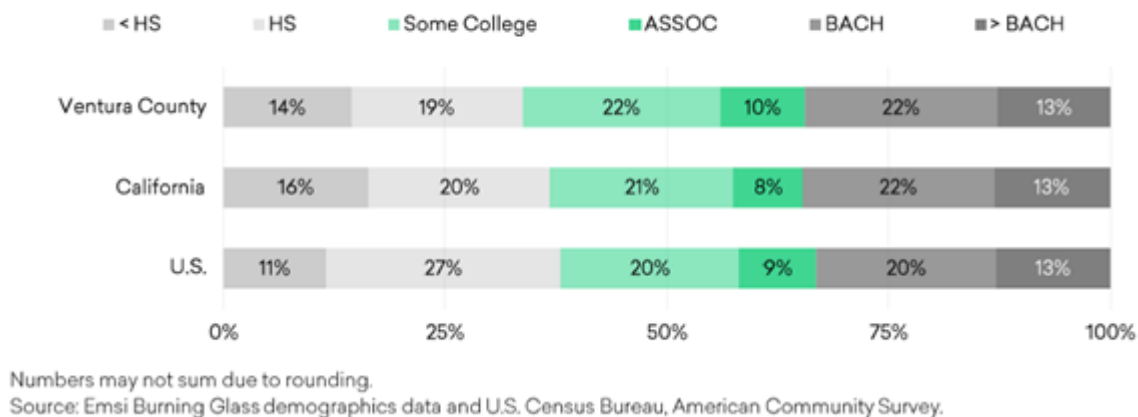
2020 Ventura County Resident Race/Ethnicity



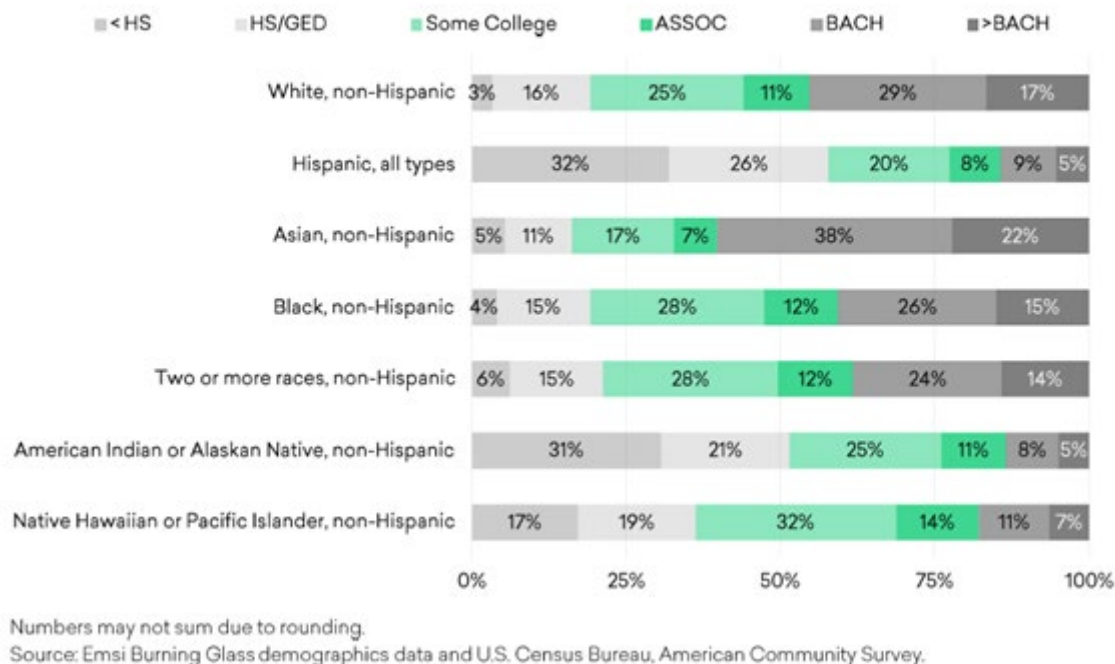


Based on data from EMSI/Burning Glass, 33.8% of adults in Ventura County have a high school diploma or less. However, educational attainment varies greatly by race/ethnicity. Specifically, Hispanic adults have lower educational attainment than other ethnic groups. Given that this is one of the largest populations in our county, Ventura College is in a strong position to improve educational attainment in our community.

**Figure 2.18: Highest Educational Attainments of Adults in Ventura County, California, and the U.S.**



**Figure 2.21: Highest Educational Attainments of Adults in Ventura County by Major Race and Ethnic Groups**



## Socio-Economic Data

Socioeconomic indicators for Ventura County are presented below.

**Table 2.9: Income, Unemployment, and Poverty Characteristics for Census County Subdivisions in Ventura County**

CENSUS COUNTY SUBDIVISION	MEDIAN HOUSEHOLD INCOME	UNEMPLOYMENT RATE	PER CAPITA INCOME	POVERTY ALL PEOPLE
Ventura County	\$88,131	5.1%	\$38,595	8.9%
Fillmore	\$75,136	4.0%	\$26,158	9.9%
Ojai-Mira Monte	\$79,162	4.8%	\$43,218	6.1%
Triunfo Pass-Point Mugu	\$204,773	4.3%	\$136,842	2.8%
Los Padres	\$59,028	21.8%	\$35,810	5.5%
Ventura	\$78,578	4.9%	\$37,960	9.0%
Las Posas	\$102,868	3.9%	\$42,627	8.6%
Oxnard	\$71,512	5.9%	\$24,212	13.7%
Santa Paula	\$61,446	7.2%	\$23,370	13.5%
Thousand Oaks	\$110,569	4.6%	\$54,904	5.0%
Moorpark	\$107,820	4.6%	\$45,699	4.2%
Camarillo	\$97,093	4.7%	\$45,355	7.6%
Simi Valley	\$99,767	4.5%	\$43,441	6.4%

Source: American Community Survey 2019 five-year estimates from the U.S. Census Bureau Data.

## Sites

For almost 50 years, Ventura College has been committed to providing educational access to the Santa Clara River Valley communities of Fillmore, Piru, and Santa Paula. Since it was established, the East Campus has met the needs of the community by hosting courses that lead to the many programs offered by Ventura College. This East Campus location is located:

Ventura College East Campus (VCEC)  
957 Faulkner Road  
Suite 106  
Santa Paula, CA 93060  
(805) 525-7136

## Specialized or Programmatic Accreditation

### Nursing Program

Board of Registered Nursing (BRN Approval)

### Paramedic Studies Program

Accreditation Commission for Education in Nursing

### Allied Health

Commission on Accreditation of Allied Health Education Programs

### Automotive Program

National Automotive Technicians Education Foundation

### Post Certified Regular Basic Course (Academy)

Certified by California Commission on POST (Peace Officers Standards and Training)

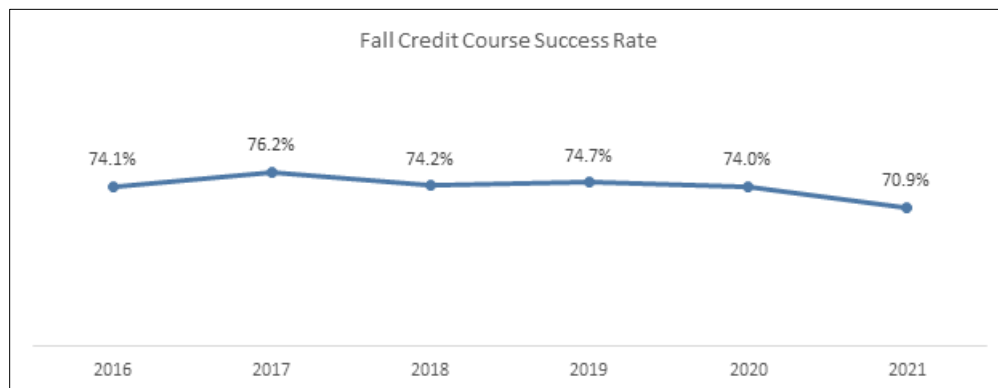
# Presentation of Student Achievement Data and Institution-Set Standards

## Student Achievement Data

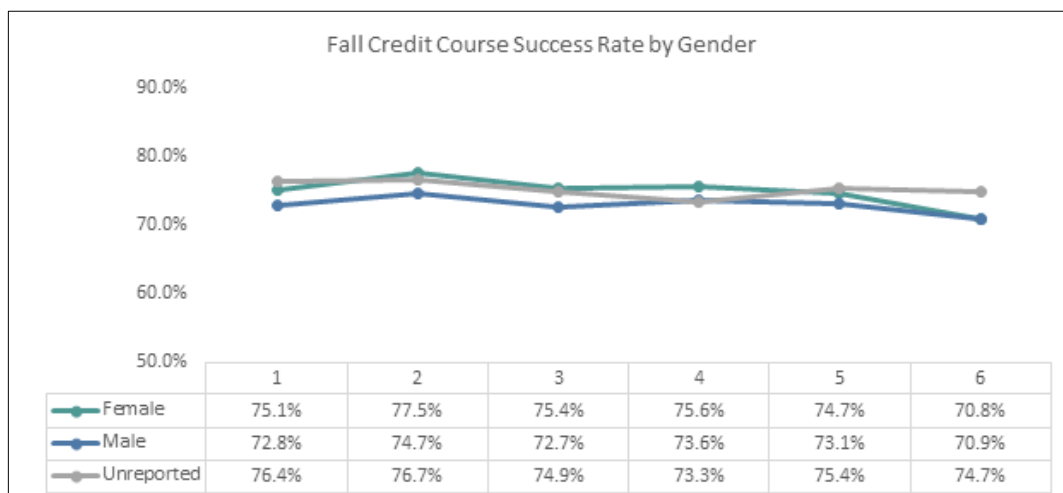
Student achievement data for a number of key metrics is presented below. Additional disaggregated data on each metric can be found on the [VC Institutional Effectiveness Office webpage](#).

### Course Success Rate

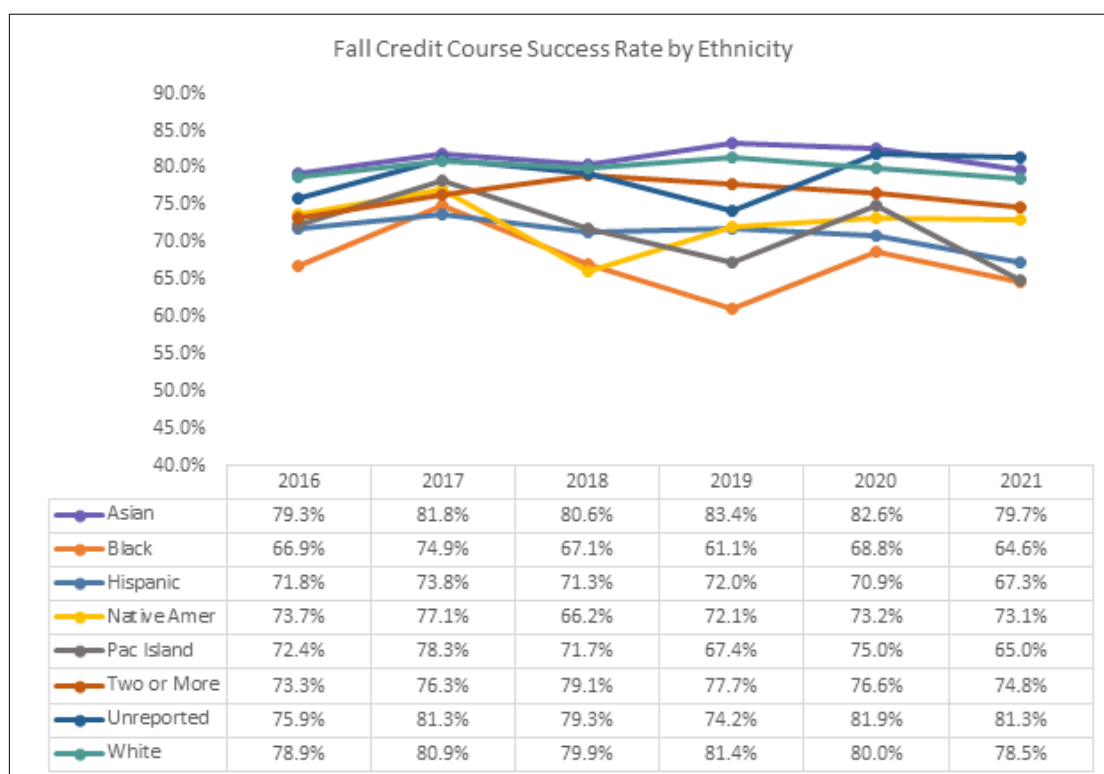
The course success rate is the percentage of A, B, C, and P grades out of all grades assigned (including W's, and EW's). The fall credit course success rate has hovered around 75% over the past 6-7 years. However, in fall 2021, it dropped to 70.9%. This is likely due to the large number of Excused Withdrawal (EW) grades that were awarded to students in that term. At Ventura College, EW grades are included in the denominator. If they were excluded, success rates would jump up by 10-12 percentage points. Thus, including them, they are more closely comparable to pre-COVID rates.



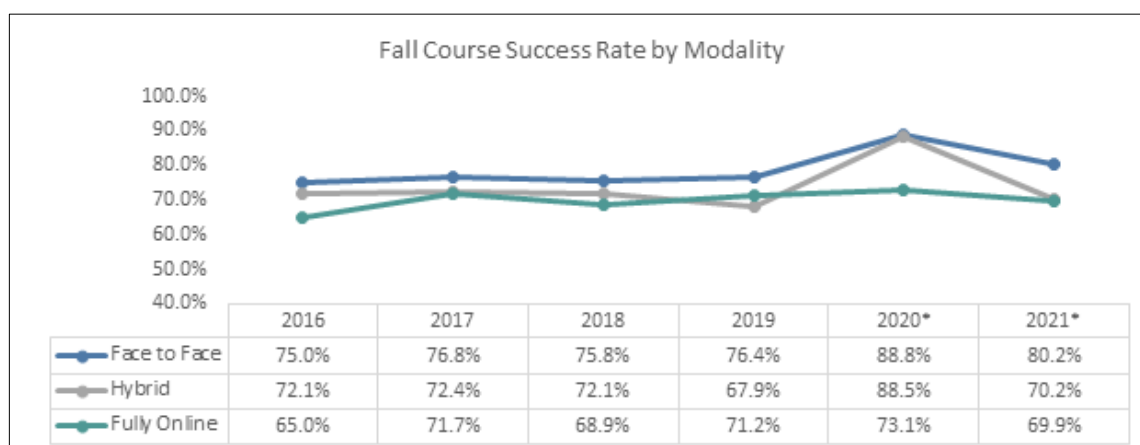
Females have consistently had higher course success rates than males. However, the gap between these two groups closed in fall 2021. This is likely COVID-related. However, the exact reason is currently unknown.



Black and Hispanic students have consistently had lower course success rates than Asian and White students. Improving outcomes for these groups is a focus of our Educational Master Plan, as well as our Student Equity Plan.

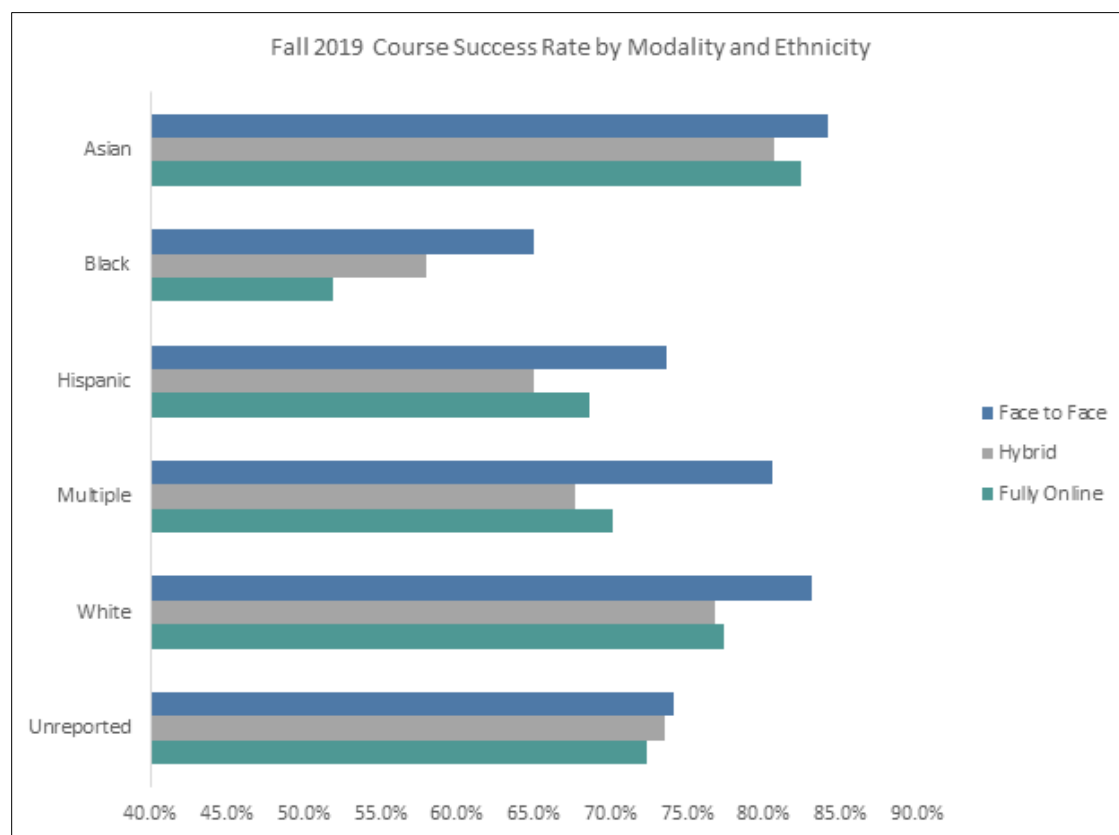
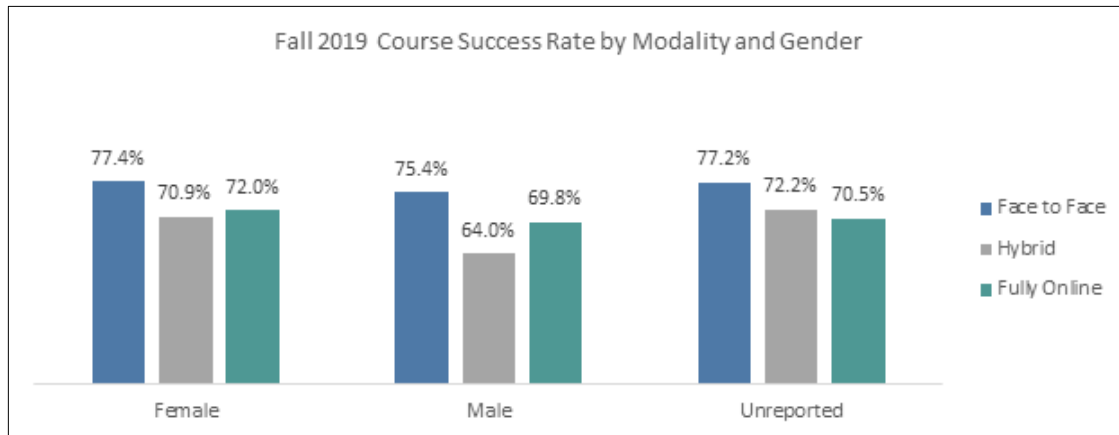


Course success rates vary by class modality. Online classes have had consistently lower course success rates than face-to-face classes. During the COVID-19 pandemic, however, nearly all courses were taught online. Thus, success rates comparisons during this time period should be interpreted with caution due to the very small and limited set of classes that were taught in a face-to-face format.





Due to the issues noted above with comparing course success rates between modalities during the COVID-19 pandemic, disaggregated course success rates during this time period are not very reliable. Thus, the tables below display disaggregated course success rates by modality in fall 2019 (i.e. the last semester before the COVID-19 pandemic).



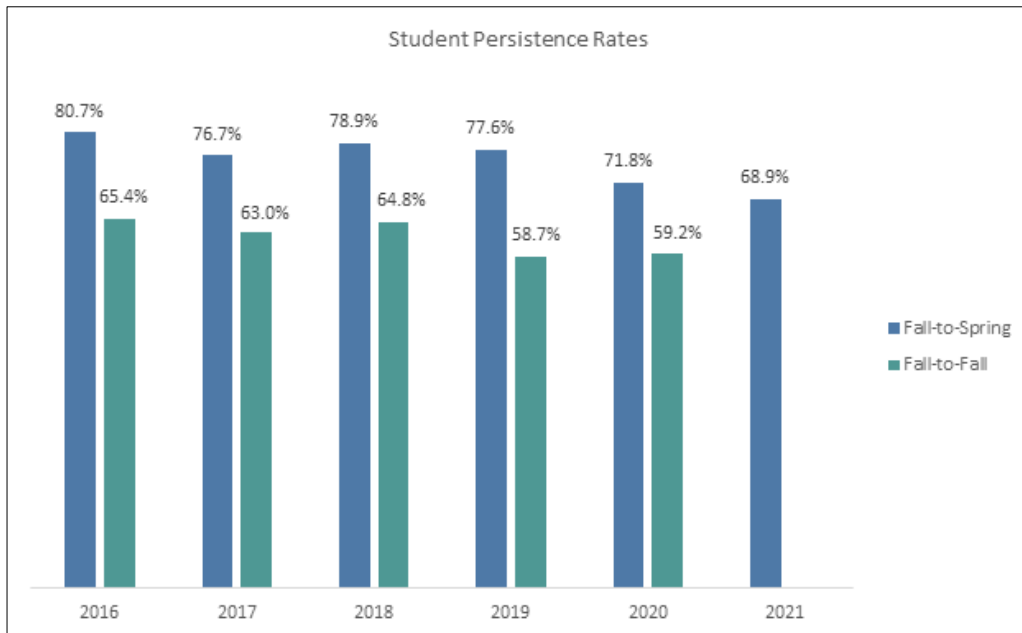
### Fall 2019 Course Success Rate by Modality and Ethnicity

	Face to Face	Hybrid	Fully Online
Asian	84.2%	80.7%	82.4%
Black	65.0%	58.0%	51.9%
Hispanic	73.7%	65.0%	68.6%
Multiple	80.6%	67.7%	70.1%
White	83.1%	76.8%	77.4%
Unreported	74.1%	73.5%	72.4%
Total	76.4%	67.9%	71.2%

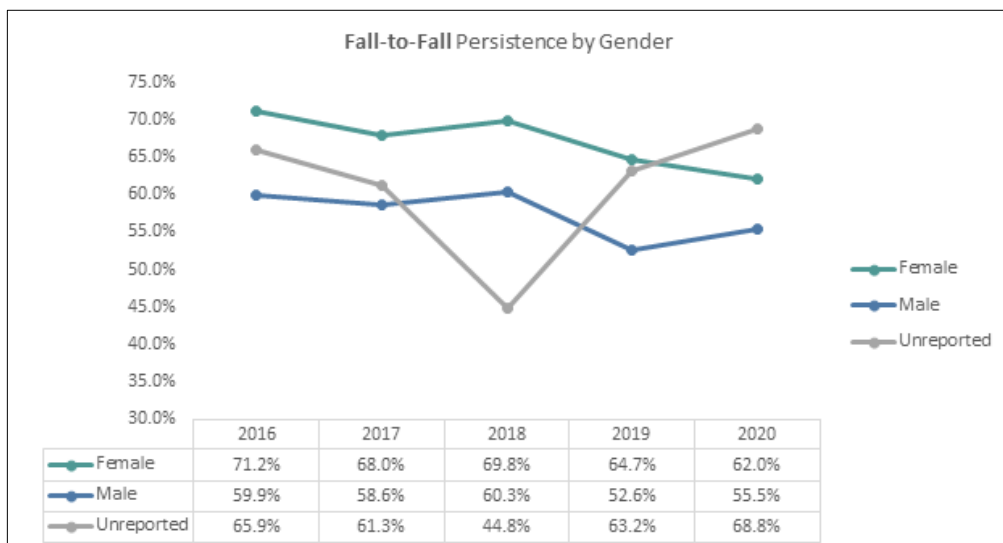
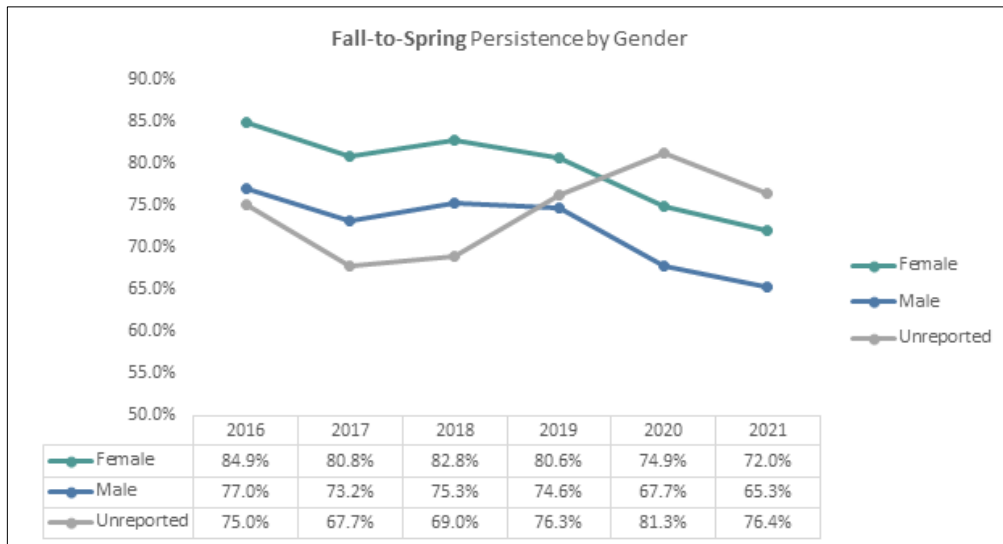
\*Groups with fewer than five students are not displayed.

### Student Persistence Rates

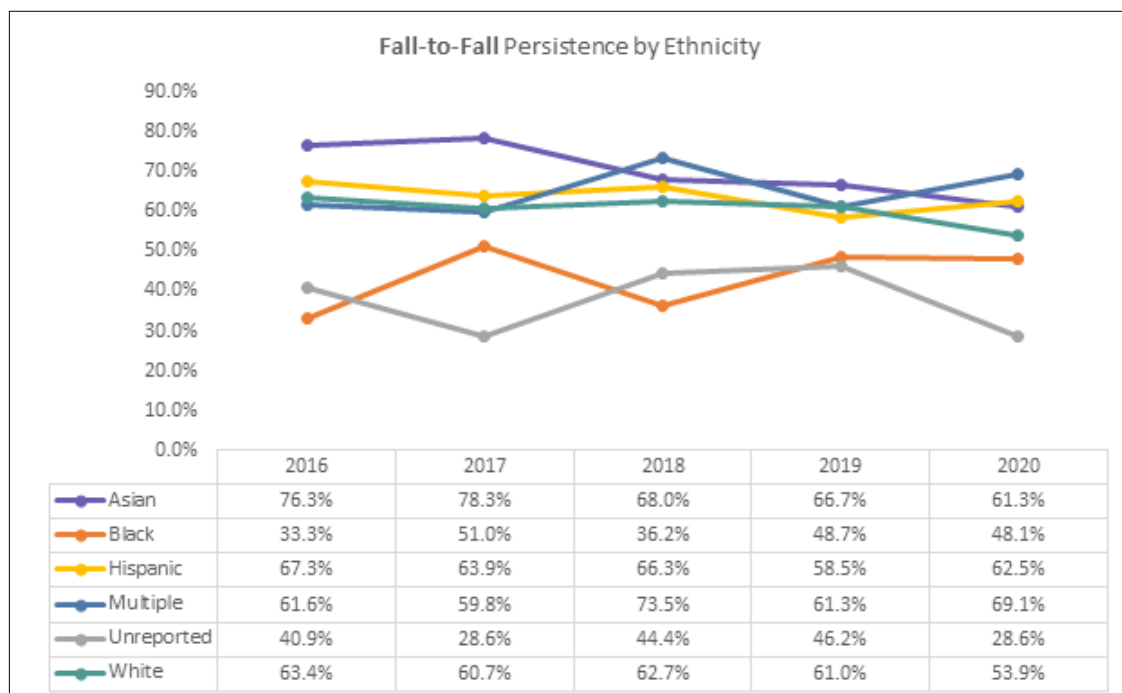
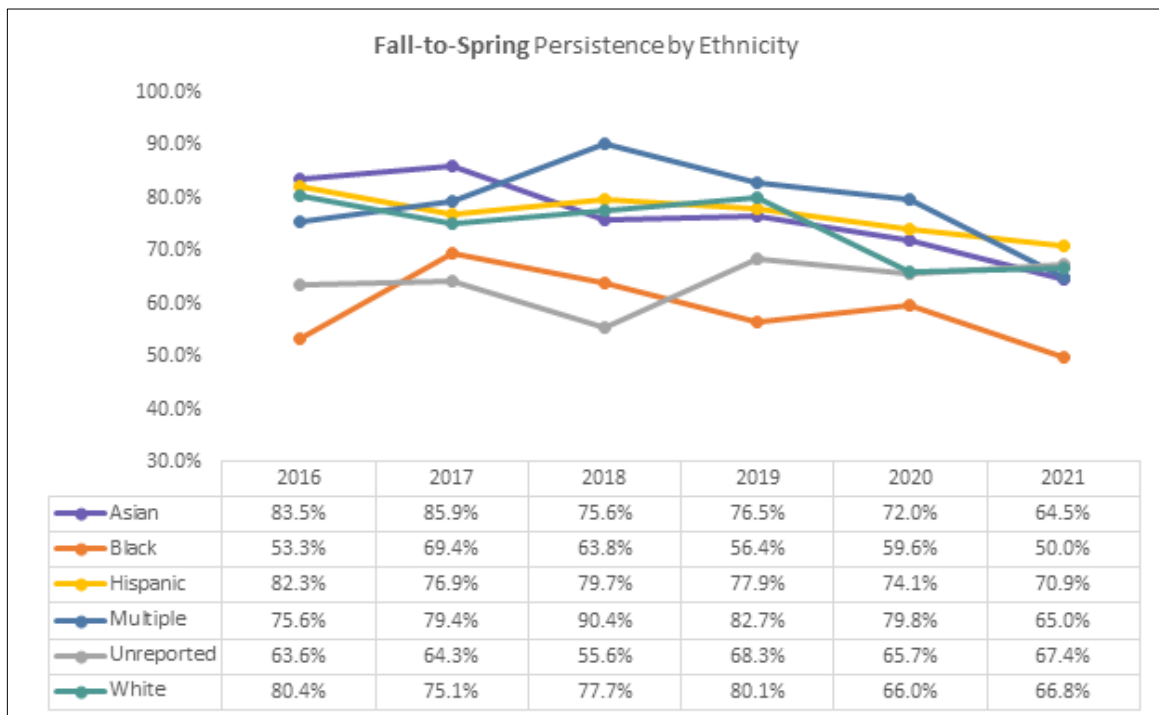
The student persistence rate is a key indicator of early student progress and momentum. This fall-to-spring persistence rate is the percentage of first-time fall students who re-enroll in the subsequent spring. The fall-to-fall persistence rate is the percentage of first-time fall students who re-enroll in the subsequent fall semester. The COVID-19 pandemic has had a sizable impact on both fall-to-spring and fall-to-fall persistence.



Female students have historically had higher persistence rates than male students. However, rates for both groups have declined substantially during the COVID-19 pandemic.

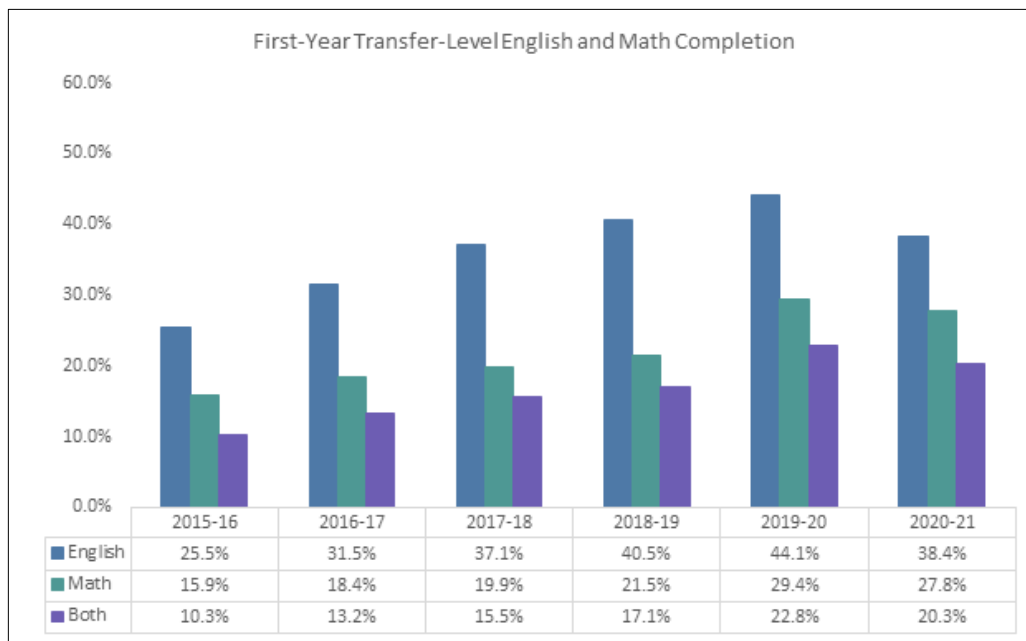


Beginning in 2018, Hispanic students have had high persistence rates. However, the rates for all ethnic groups declined during the COVID-19 pandemic.

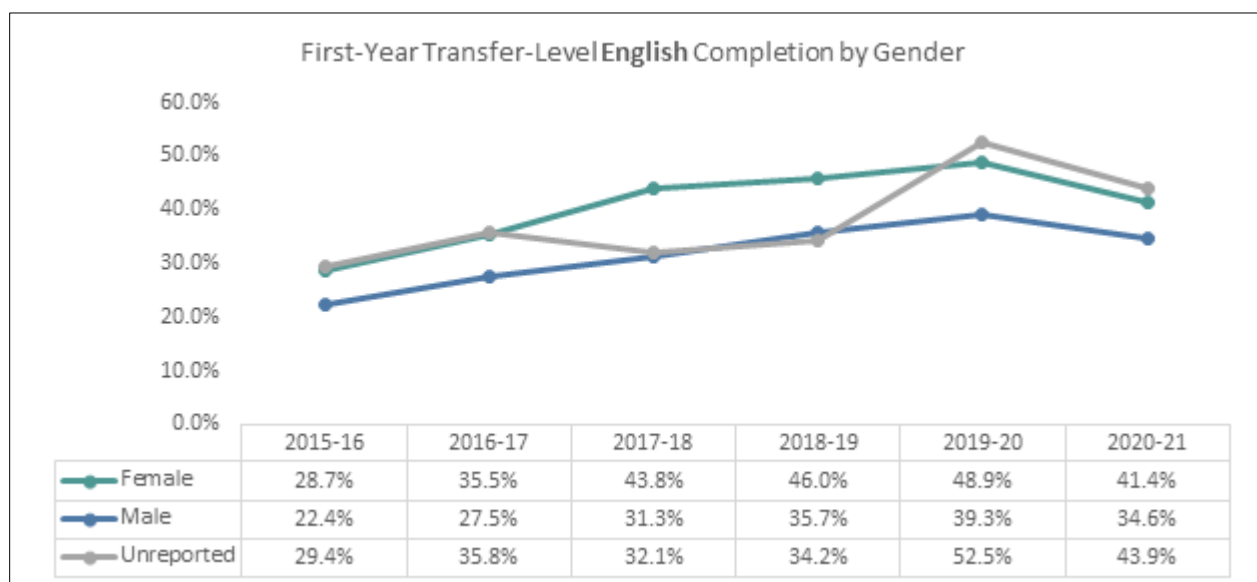


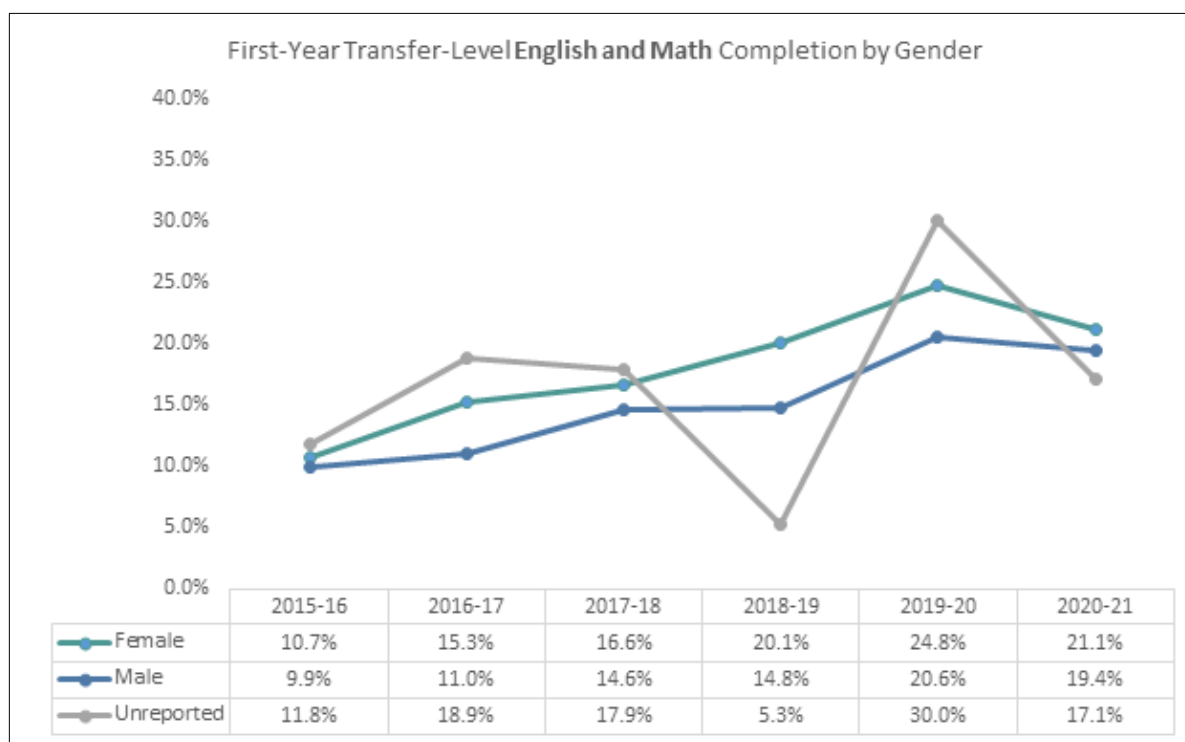
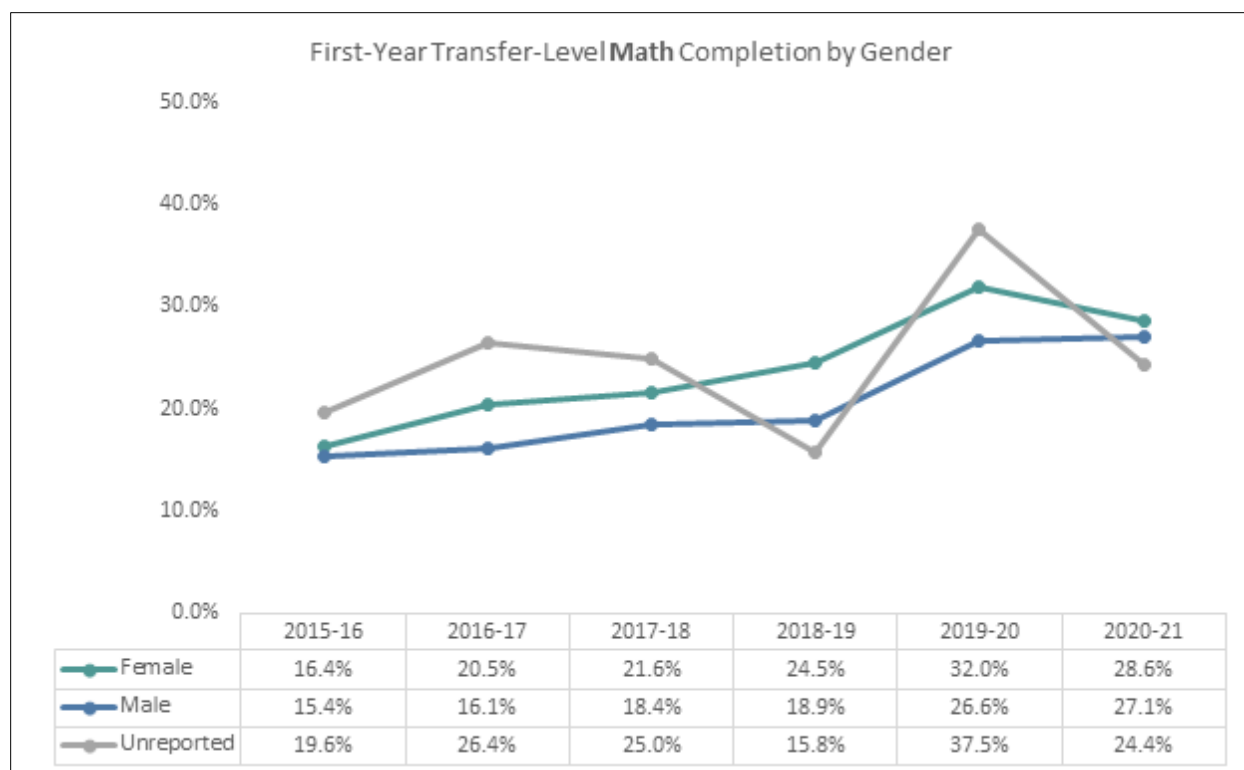
### First-Year Transfer-Level English and Math Completion

Completing transfer-level English and math in the first year is another key indicator of early student progress and momentum. Due to the implementation of a number of key strategies, these rates have increased substantially over the past six years.

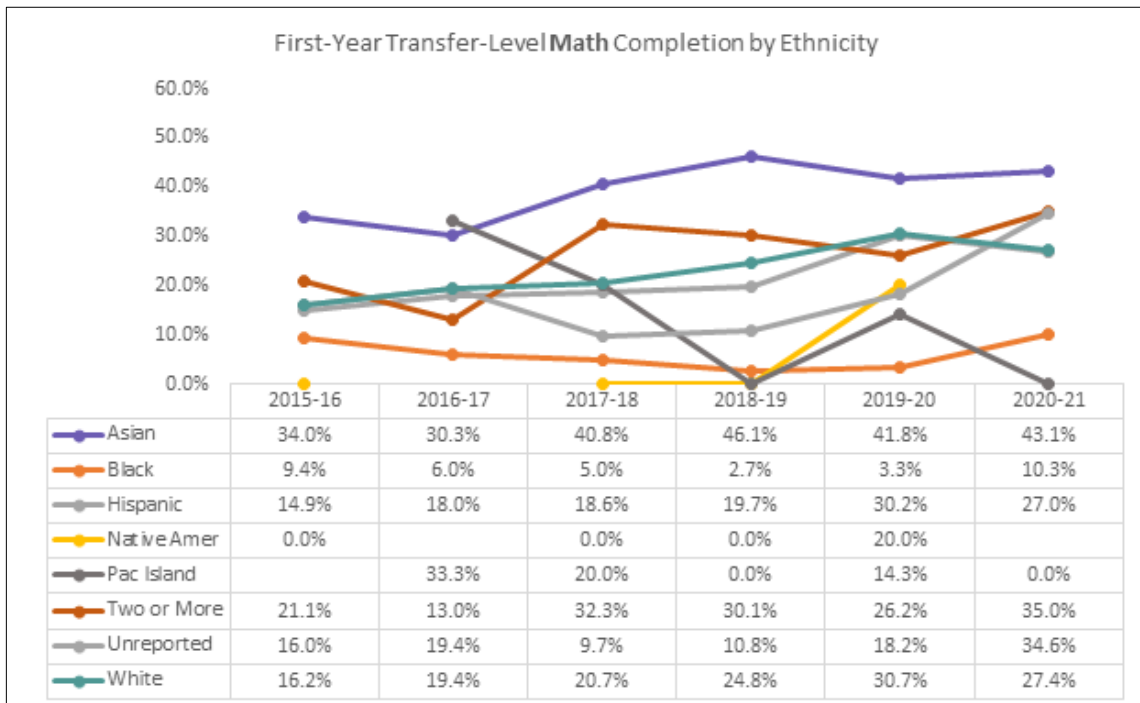
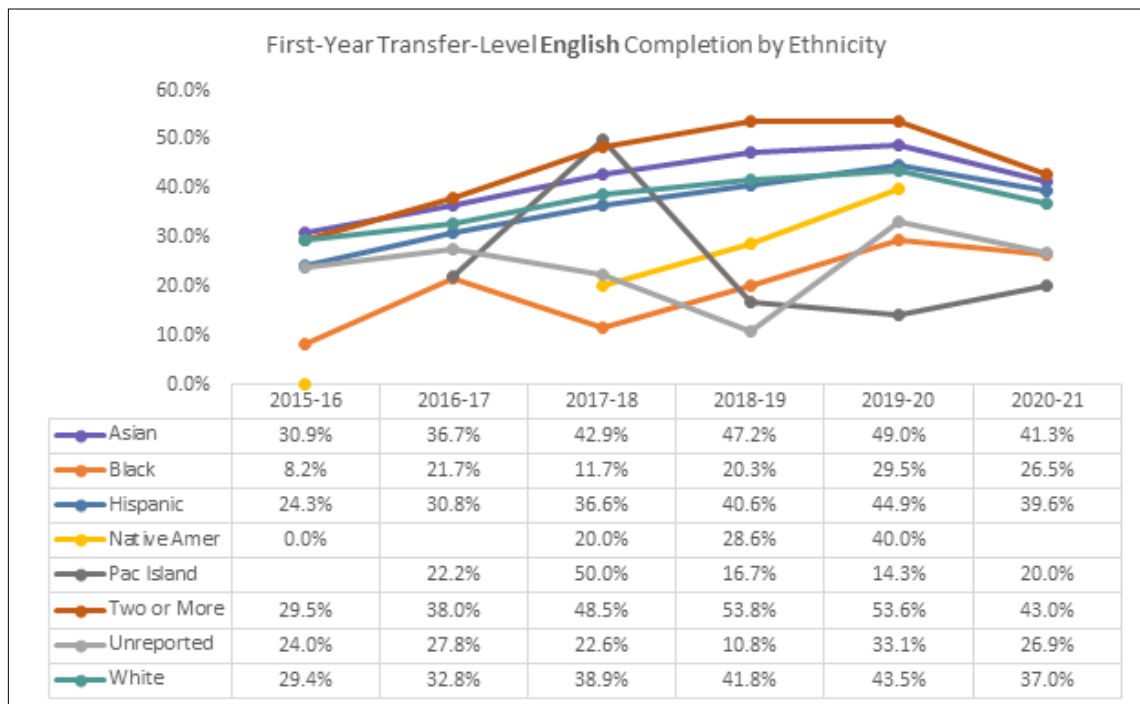


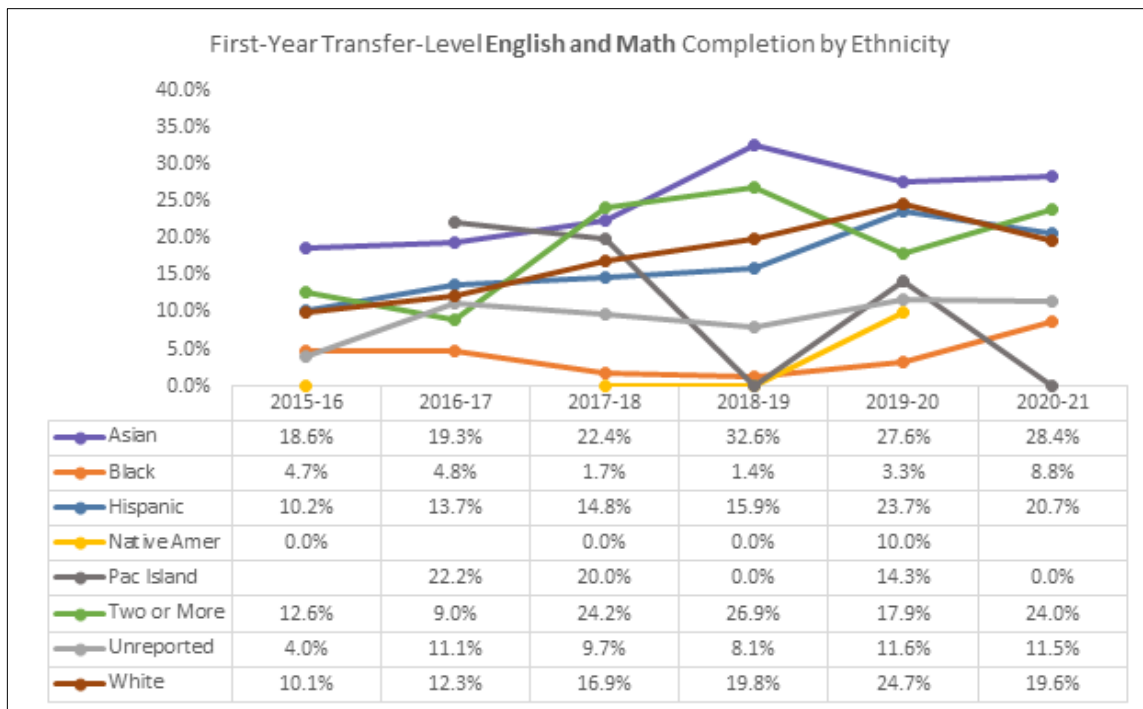
Historically, there has been a gap between males and females on this metric. However, this gap has closed over the past few years.





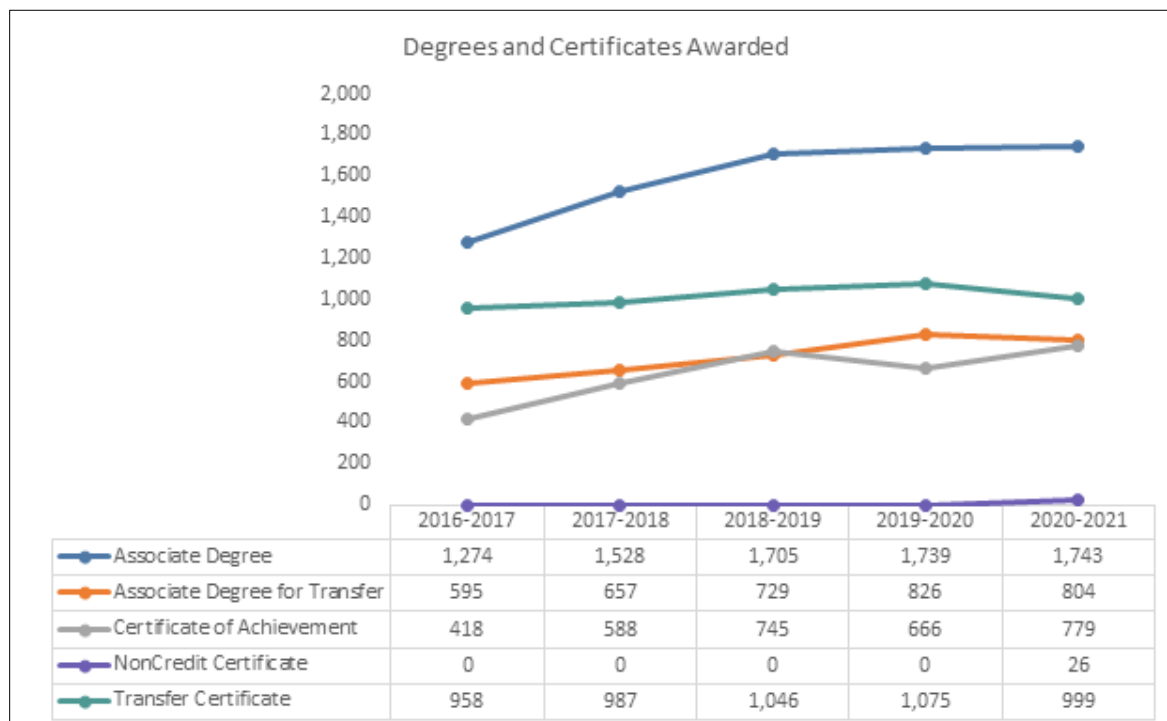
This rate also varies by ethnicity. Closing these gaps is a major focus of the college. There are a number of plans and initiatives focused specifically on this issue.





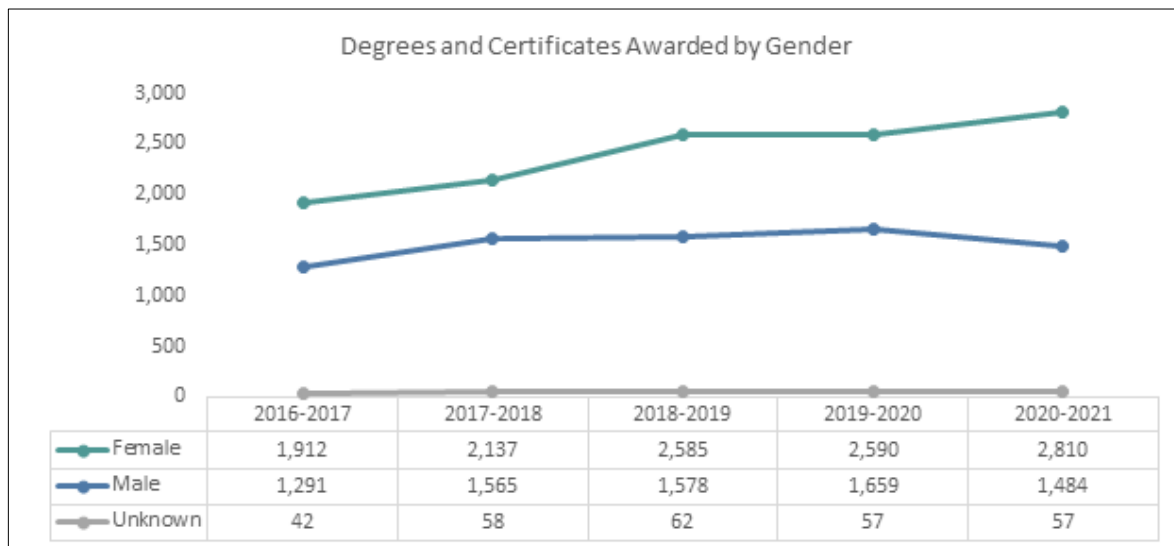
### *Degrees and Certificates Awarded*

The number of degrees and certificates awarded has increased each year over the past five years.

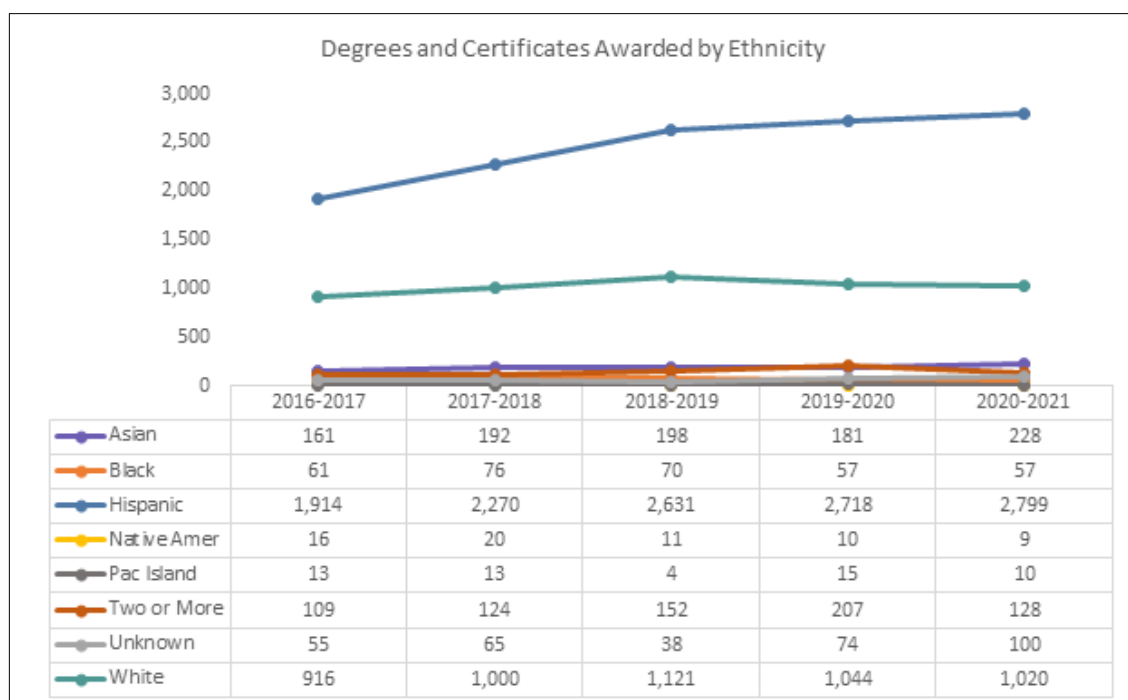




A larger number of degrees and certificates have been awarded to females than males for a number of years. The discrepancy between these two groups increased during the COVID-19 pandemic.

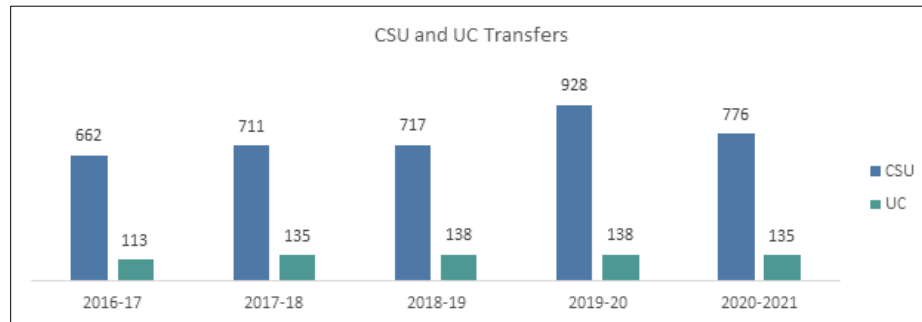


Hispanic students have received more degrees and certificates than all other groups combined over the past six years.



### *Transfers to 4-Year Universities*

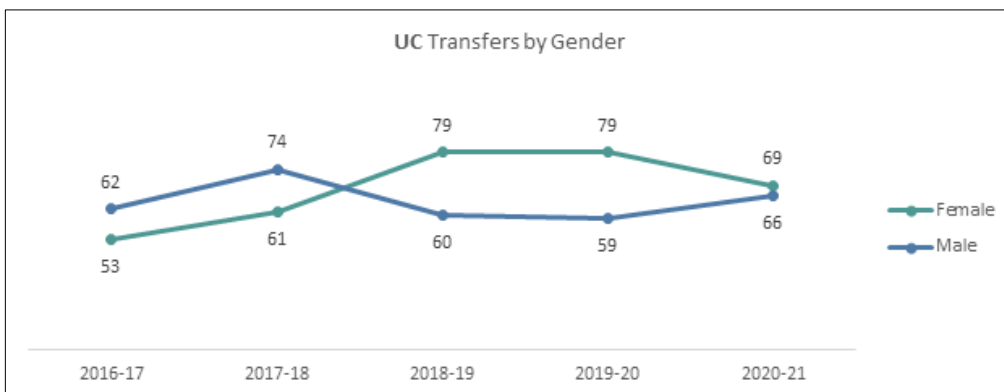
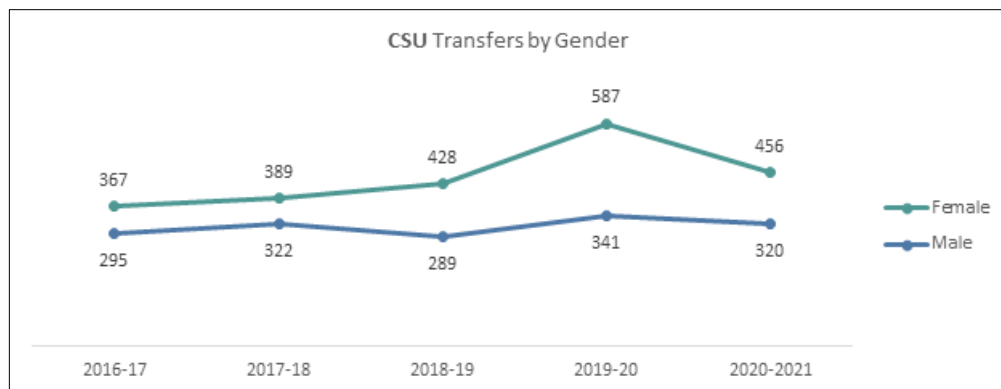
The CSU and UC systems are the primary transfer destinations for Ventura College students. Overall, approximately 90-95% of Ventura College transfer students go to one of these systems.



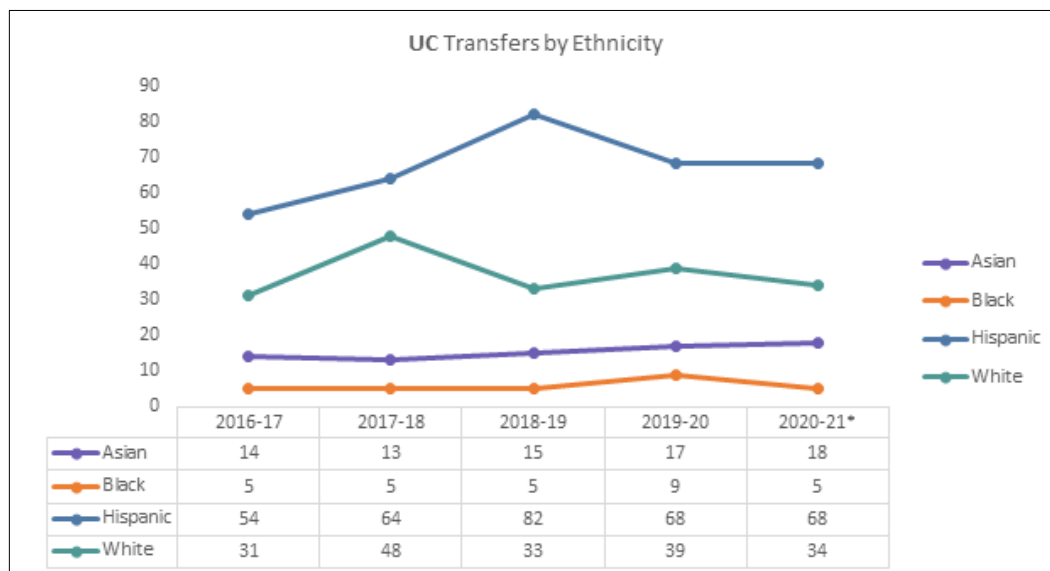
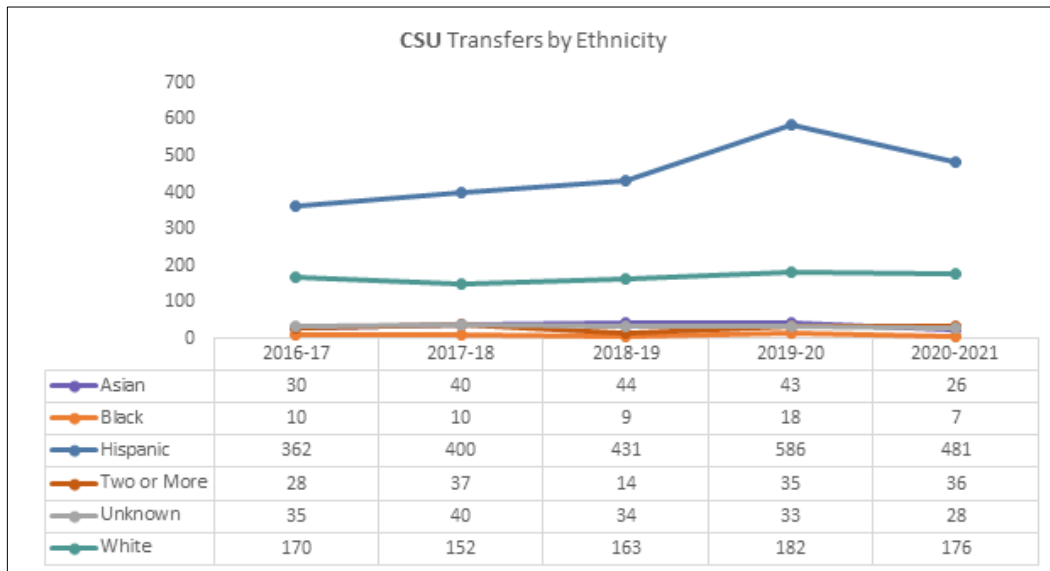
CSU Transfers 2016-2021 by Campus	
Campus	Transfers
Channel Islands	1,997
Northridge	812
Long Beach	126
San Luis Obispo	95
Chico	86
Los Angeles	69
Humboldt	66
Pomona	63
Sacramento	63
San Francisco	58
San Diego	51
Monterey Bay	47
San Jose	44
Fullerton	38
Dominguez Hills	35
Bakersfield	29
Fresno	26
East Bay	24
Sonoma	21
Stanislaus	14
San Marcos	13
San Bernardino	10
Maritime Academy	6

UC Transfers 2016-2021 by Campus	
Campus	Transfers
UC Santa Barbara	240
UCLA	106
UC Irvine	75
UC Davis	70
UC San Diego	53
UC Santa Cruz	47
UC Berkeley	44
UC Riverside	18
UC Merced	6

More female students transfer each year to the CSU system than male students. However, this trend has varied year to year among students who transfer to the UC system.



Over the past six years, more Hispanic students transfer from VC to the CSU and UC system than all other ethnic groups combined.



## Institution-Set Standards

The college's institution-set standards are displayed below. In addition, the methods by which the institution-set standards and the stretch goals were developed are also described below.

### *Course Completion Rate (i.e. course success rate)*

The institution-set standard for the course success rate was developed as part of the previous educational master plan. At that time, it was referred to as a core indicator, and was set at 67.0%. Our primary Educational Master Plan goal is to become one of the top five colleges in the state on the course success rate, and the 6-year degree/certificate/transfer completion rate. Thus, our stretch goal is the course success rate of the college with the fifth-highest rate in the state.

Ventura College Institution-Set Standard: Course Completion Rate					
	2016-17	2017-18	2018-19	2019-20	2020-21
Institution-Set Standard	67.0%	67.0%	67.0%	67.0%	67.0%
Stretch Goal	-	80.0%	78.0%	85.0%	85.0%
Actual Successful Course Completion Rate	75.0%	77.0%	76.0%	76.0%	76.2%

### *Licensure Examination Pass Rates*

Institution-set standards and stretch goals for licensure examination pass rates were developed by each program that requires a licensure examination.

Ventura College Institution-Set Standard: Licensure Examination Pass Rates							
Program	Examination	Institution-Set Standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate	2020-21 Pass Rate
Certified Nursing Assistant, written	state	94.0%	100.0%	100.0%	100.0%	99.0%	100%
Certified Nursing Assistant, skill	state	94.0%	89.0%	90.0%	89.0%	84.0%	95%
Nursing NCLEX	state	92.0%	89.0%	93.0%	95.0%	96.0%	98%
Paramedic	national	70.0%	95.0%	93.0%	95.0%	95.0%	88%
EMT	national	70.0%	75.0%	76.0%	76.0%	68.0%	72%

### *Certificates, Associate Degrees, Transfers*

The Ventura College 2017-2023 Educational Master Plan went into effect in 2017. Our institution-set standard for degrees, certificates, and transfers are our actual values in 2016-2017 (i.e. the year before the plan was implemented). Our primary Educational Master Plan goal is to become one of the top five colleges in the state on the course success rate, and the 6-year degree/certificate/transfer completion rate. Thus, our stretch goal for certificates, degrees, and transfers is that of the college with the fifth-highest 6-year completion rate in the state. Unfortunately, the state has not updated 6-year completion rates for each college in the state since 2018. Thus, our stretch goals for degrees, certificates, and transfers is that of the college that had the fifth-highest six-year completion rate in that year.

Ventura College Institution-Set Standard: Certificates					
	2016-17	2017-18	2018-19	2019-20	2020-21
Institution-Set Standard	82	1,376	1,376	1,376	1,376
Stretch Goal	-	1,720	1,720	1,720	1,720
Actual Number of Certificates	1,376	1,563	1,790	1,736	1,804
Ventura College Institution-Set Standard: Associate Degrees					
	2016-17	2017-18	2018-19	2019-20	2020-21
Institution-Set Standard	1,096	1,869	1,869	1,869	1,869
Stretch Goal	-	2,336	2,336	2,336	2,336
Actual Number of Associate Degrees	1,869	2,184	2,433	2,565	2,547
Ventura College Institution-Set Standard: Transfers					
	2016-17	2017-18	2018-19	2019-20	2020-21
Institution-Set Standard	946	1,092	1,092	1,092	1,092
Stretch Goal	-	1,365	1,365	1,365	1,365
Actual Number of Transfers	1,092	1,098	1,113	1,212	1,124

### *Employment Rates for Career and Technical Education Students*

The Ventura College institution-set standard for employment is the statewide performance goal for the Perkins IV Program Performance Core Indicator for the most recent year.

Ventura College Institution-Set Standard: Employment Rates							
<b>[2020-2021 Data will be added when available]</b>							
Program	Institution-Set		Stretch	2016-17	2017-18	2018-19	2019-20
	Standard	Goal					
Accounting	73.2%	90.0%		75.0%	81.5%	73.9%	83.6%
Administration of Justice	73.2%	90.0%		90.5%	96.0%	93.6%	86.7%
Automotive Technology	73.2%	90.0%		91.7%	100.0%	88.1%	92.3%
Business Administration	73.2%	90.0%		100.0%	79.0%	83.3%	88.9%
Business Management	73.2%	90.0%		77.8%	80.0%	79.4%	93.3%
Child Development	73.2%	90.0%		84.1%	90.6%	77.3%	80.9%
Civil and Construction							
Management Tech	73.2%	90.0%		60.0%	53.9%	85.7%	57.1%
Diesel Technology	73.2%				0.0%	100.0%	100.0%
Drafting Technology	73.2%	90.0%		66.7%	84.6%	76.9%	77.8%
Manufacturing and Industry							
Tech	73.2%	90.0%		85.7%	71.4%	91.7%	100.0%
Nursing	73.2%	90.0%		88.7%	87.1%	93.2%	93.9%
Office Tech/Office							
Computer Applications	73.2%	90.0%		76.6%	79.0%	80.7%	84.5%
Paramedic	73.2%	90.0%		100.0%	94.4%	100.0%	100.0%
Water and Wastewater							
Tech	73.2%	90.0%		77.3%	87.1%	86.1%	100.0%

## C. Organization of the Self-Evaluation Process

Since the 2020 ACCJC midterm report, administrators, faculty, staff, and students at Ventura College have been engaged in dialogue and research to evaluate the institution in preparation for reaffirmation of the college's accreditation. In fall semester 2020, the self-evaluation process began under the leadership of the Accreditation Steering Advisory Group (ASAG) led by three chairs representing the classified professionals, faculty, and administrators.

The Ventura College timeline reflects each of the steps taken by the ASAG Writing Team Members. This calendar documents each of the monthly expectations for the members, including the April 2021, ACCJC training provided to the ISER writing team members and others who were interested in learning more about the process.

	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23
September	IESR Timeline Drafted; Begin forming teams. Schedule ACCJC Training?	ASAG Meets, plus <i>QFE Event/Forum</i> QFE Team/ASAG Design 2023-2030	Final College-Level Approvals & Signatures ISER to District Committees for review (PASS)
October	Writing Teams Begin to Form Evidence Collection Begins	Meet w/ Senates, ASVC, other Governance Groups ASAG finalizes ISER	ISER to VCCCD Board
November	IESR Timeline Approval. Finalize Writing Teams; review previous ISER and Action Items	ASAG Meets, plus Exec, Senates, ASVC & CPC Receive 1 <sup>st</sup> Version ISER (Noting any areas of concern, any areas that need action)	ISER Review for Approvals
December	Writing Teams Meet	ASAG Meets Review feedback from Exec, Senates, ASVC & CPC	Submit IESR to ACCJC
January	ASAG/Accred Study Session	Finalize Draft ISER by January 31	
February	Writing Teams Meet: Review Evidence; Writing Continues	ASAG Meets Academic Senate Discussion Plus Collegewide Review	
March	ASAG Meets: Work Team Report- Outs (Any issues being faced?)	1 <sup>st</sup> Read by Academic & Classified Senates, ASVC, and CPC Collect Final Evidence	Host college and district informational sessions about ISER content in March/April  Team ISER review
April	ISER Training Session Standards Work Teams Meet <i>Please create list of concerns or missing information</i>	ASAG reviews evidence (for completeness/missing pieces) 2 <sup>nd</sup> Read by Academic, Classified Senates, ASVC and CPC	
May	ASAG Meets: Work Team Report-Outs (Any issues being faced?)	ASAG Meets	
Summer Months	Begin Organization of Evidence (what's missing?)	ISER Draft Finalized Introductory Data Sections Created	



Members of ASAG organized themselves into writing teams that were aligned with each of the ACCJC Standards. After recruiting additional writing team members to serve as liaisons from areas across the college campus, (see membership below the timeline), these writing teams led the efforts to collect and review evidence that reflected the college's efforts to meet each of the standards, using this evidence to draft each section of the college's self-evaluation report. The monthly ASAG meetings provided these groups the opportunity to check-in with one another, seeking support and guidance throughout the process. In addition, ASAG liaisons provided regular updates of the writing teams' progress with Academic Senate, Classified Senate, and Associated Students, seeking their review and input at multiple touch points.

## Accreditation Standards Writing Teams

Introduction		
Area	Members by Position	Members
<b>ASAG Liaison - ASAG Co-Chair</b>		<b>Lisa Putnam</b>
A. Structure of the Institutional Self-Evaluation Report/History and effectiveness data	ASAG Co-Chairs	Lisa Putnam, Tatiana Lawler & Dan Clark
B. Organization of the Self-Evaluation Report and Organizational Information	Institutional Effectiveness Dean Lead Dean for ASAG Faculty Editor for ISER	Phillip Briggs Lisa Putnam Henny Kim-Ortel
C. Eligibility Requirements	Lead Dean for ASAG	Lisa Putnam
D. Compliance with Commission Policies	Lead Dean for ASAG	Lisa Putnam
<b>Standard I: Institutional Mission and Effectiveness</b>		
<b>ASAG Liaison – Institutional Effectiveness Dean</b>		<b>Phillip Briggs</b>
A. Mission	Institutional Effectiveness	<b>Lead:</b> Lisa Putnam/Jesus Vega <b>Members:</b> Phillip Briggs, Dan Clark, Erin Askar & Damien Pena
B. Assuring Academic Quality and Institutional Effectiveness	Institutional Effectiveness College Outcomes Group (COG) Co-Chairs	<b>Lead:</b> Phillip Briggs <b>Members:</b> Asher Sund, Aurora Meadow, & Stephanie Branca
C. Institutional Integrity	Institutional Effectiveness Dean, Student Services	<b>Lead:</b> Phillip Briggs <b>Members:</b> Damien Peña
<b>Standard II: Student Learning Programs and Services</b>		
<b>ASAG Liaison – Vice Presidents of Student Services and Academic Affairs</b>		Damien Peña/ Jennifer Kalfsbeek-Goetz
A. Instructional Programs	Academic Deans College Outcomes Group (COG) Co-Chairs Academic Senate designee Professional Development Co-Chairs Curriculum Committee Faculty Co-Chair Department Chair Council Co-Chair	<b>Lead:</b> Jennifer Kalfsbeek-Goetz <b>Members:</b> All Academic Deans, Phillip Briggs, Asher Sund, Aurora Meadows, Dan Clark, Matt Moore, Kammy Algiers, Colleen Coffey Peter Sezzi & Maline Werness-Rude

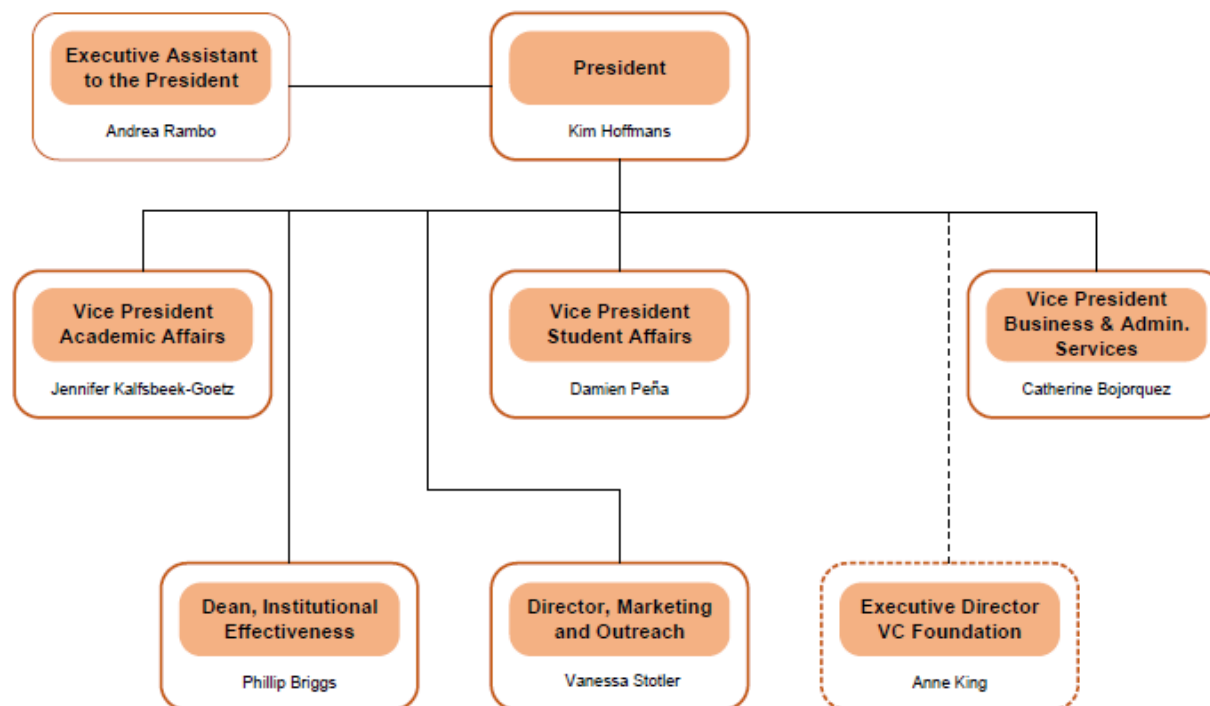
B. Library and Learning Support Services	Librarians Tutoring Center representatives	<b>Lead:</b> Lisa Putnam <b>Members:</b> Peter Sezzi, Kaela Casey, Linda Kennedy Sharon Oxford
C. Student Support Services	Dean of Student Services Registrar Distance Education Staff	<b>Lead:</b> Damien Peña <b>Members:</b> Leticia Caneles, Gabriella Asamsama-Acuña, Matthew Moore, Sharon Oxford & Ali Olson-Pacheco
<b>Standard III: Resources</b>		
<b>ASAG Liaison – VP of Business Services</b>		<b>Cathy Bojorquez</b>
A. Human Resources	Dean on DCHR H.R. College Staff Director, Personnel Director, Human Resources	<b>Lead:</b> Lisa Putnam <b>Members:</b> Laura Barroso, Andrea Ingley, Dana Boynton, Anthony Chavez, Dawn Chase & Nubia Lopez-Villegas
B. Physical Resources	College Manager FM&O Director	<b>Workgroup Lead:</b> Sue Royer <b>Members:</b> Orlando DeLeon & Cathy Bojorquez
C. Technology Resources	IT Director	<b>Workgroup Lead:</b> Grant Jones <b>Members:</b> Dan Watkins, Jenchi Wu, Rhonda Lillie, & Matthew Moore
D. Financial Resources	College Fiscal Service Supervisor	<b>Workgroup Lead:</b> Cathy Bojorquez & Jeanine Day <b>Members:</b> Dawn Chase & Stephanie Branca
<b>Standard IV: Leadership and Governance</b>		
<b>Area</b>	<b>Members by Position</b>	<b>Members</b>
<b>ASAG Liaisons – Academic Senate President and Dean, Institutional Effectiveness</b>		<b>Dan Clark / Phil Briggs</b>
A. Decision-Making Roles and Processes	College President Academic Senate President Classified Senate President Associated Students' President	<b>Workgroup Lead:</b> Phil Briggs <b>Members:</b> Kim Hoffmans, Dan Clark & Sebastian Szczebiot
B. Chief Executive Officer	College President	<b>Workgroup Lead:</b> Kim Hoffmans
C. Governing Board	District Committee on Accreditation and Planning	<b>Workgroup Lead:</b> DCAP/Kim Hoffmans <b>Members:</b> Patti Blair & DCAP Members
D. Multi-College Districts or Systems	District Committee on Accreditation and Planning	<b>Workgroup Lead:</b> DCAP/Kim Hoffmans <b>Members:</b> Patti Blair & DCAP Members

## D. Organizational Information

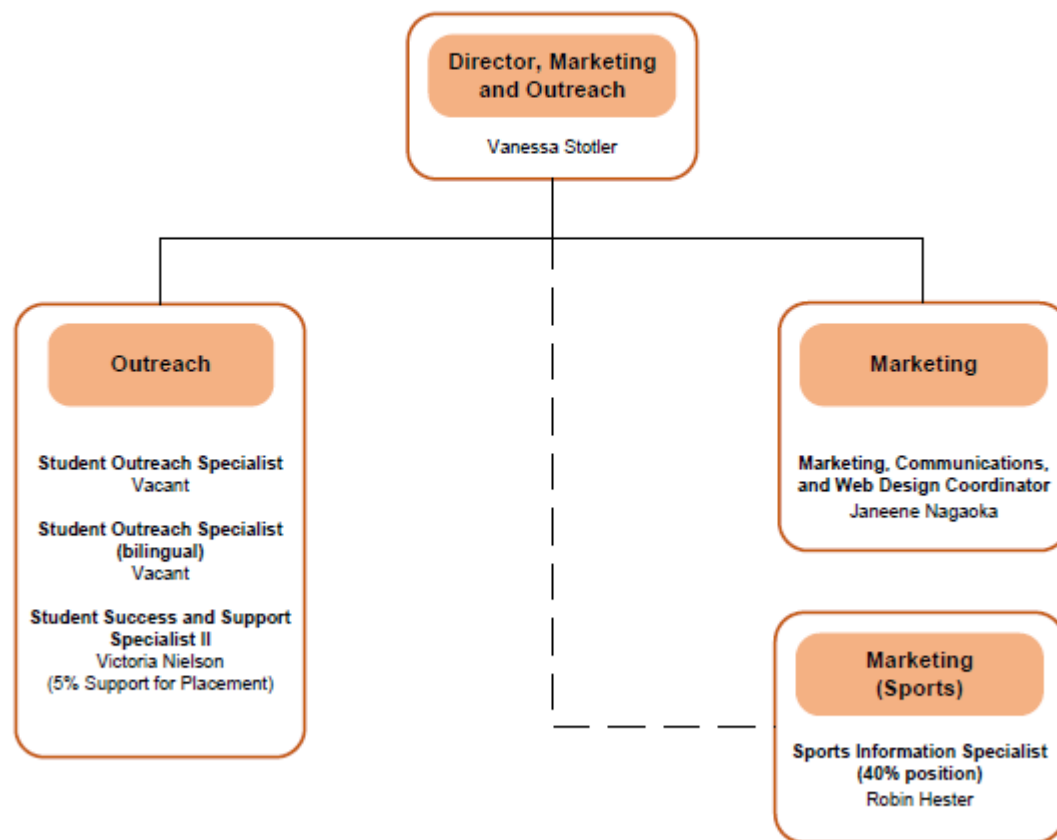
### Organizational Charts for Ventura College

NOTE: The following 18 images depict the college's organizational structure. This information is also presented in an accessible PDF format (OI.01) posted in our evidence folder and on the College's website:

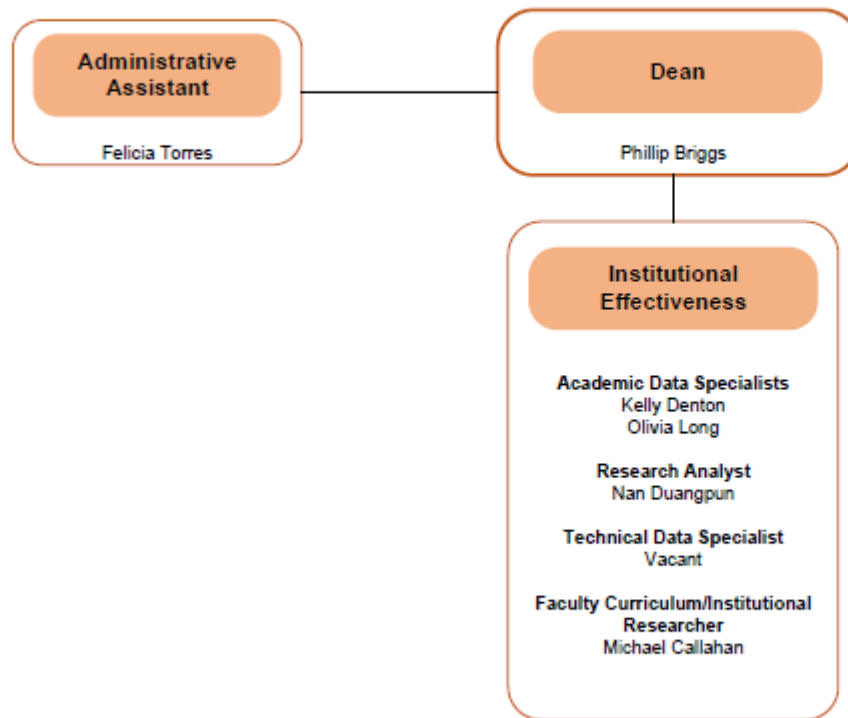
### Ventura College - President's Office



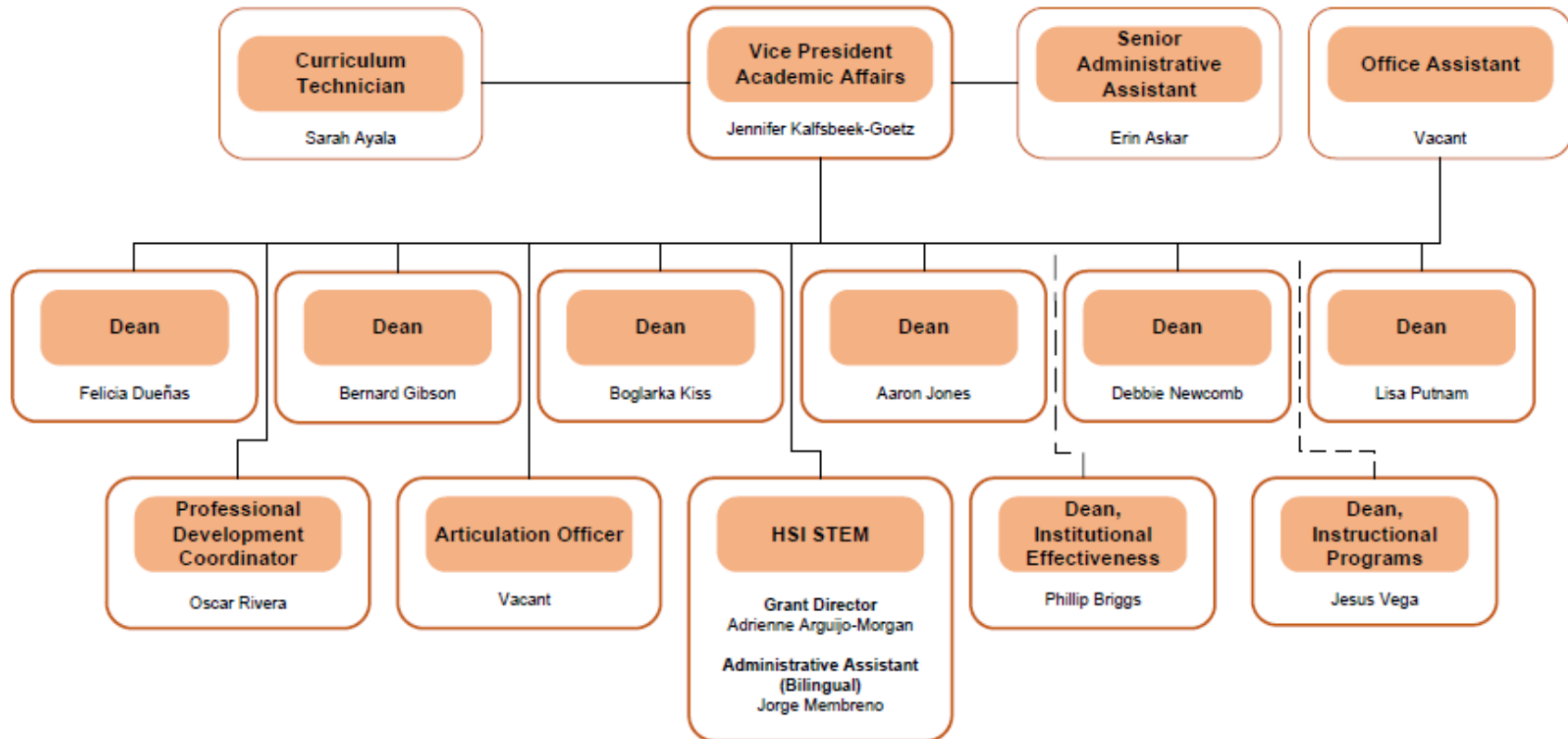
## Ventura College – Marketing and Outreach



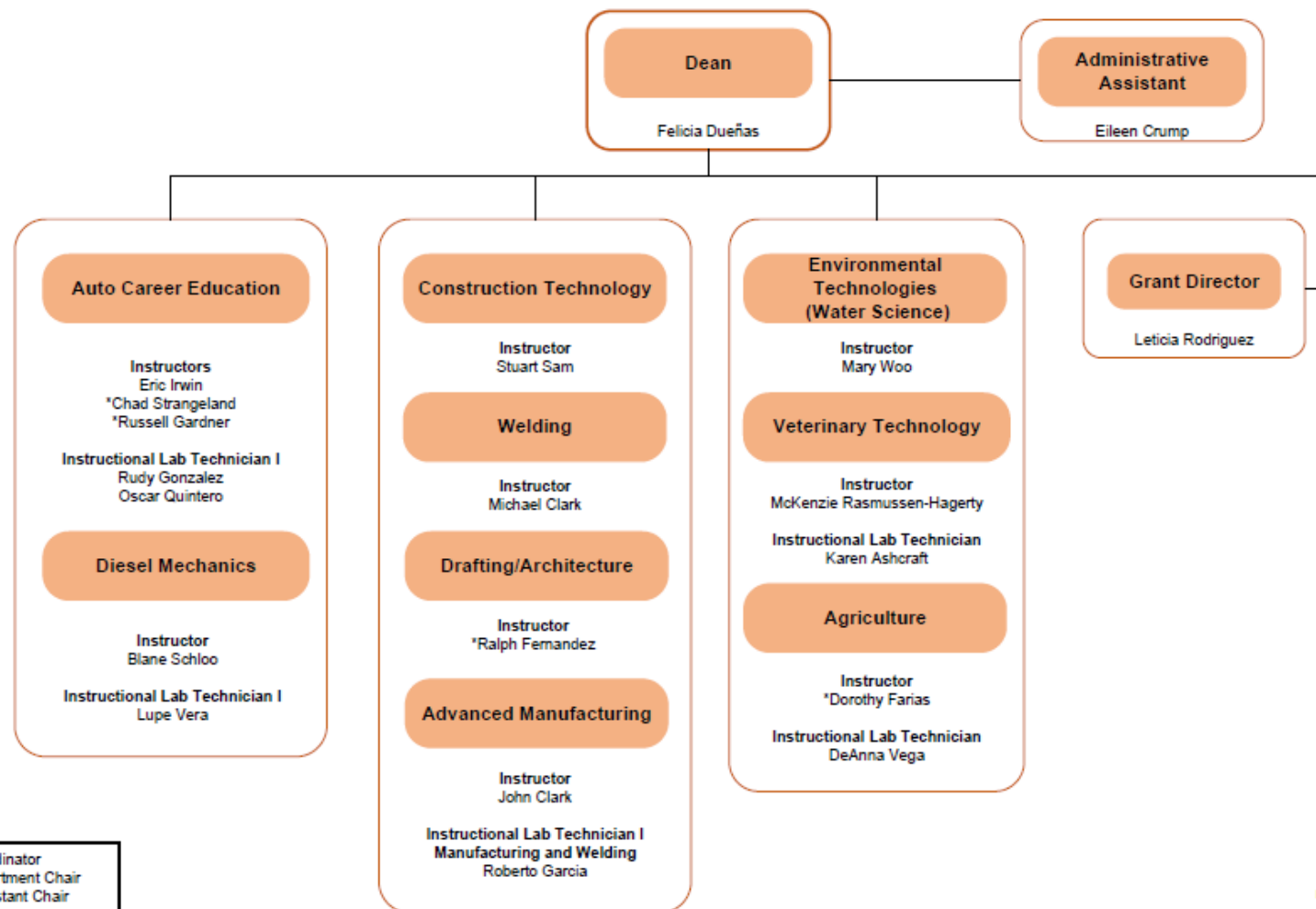
# Ventura College – Institutional Effectiveness



# Ventura College – VP Academic Affairs

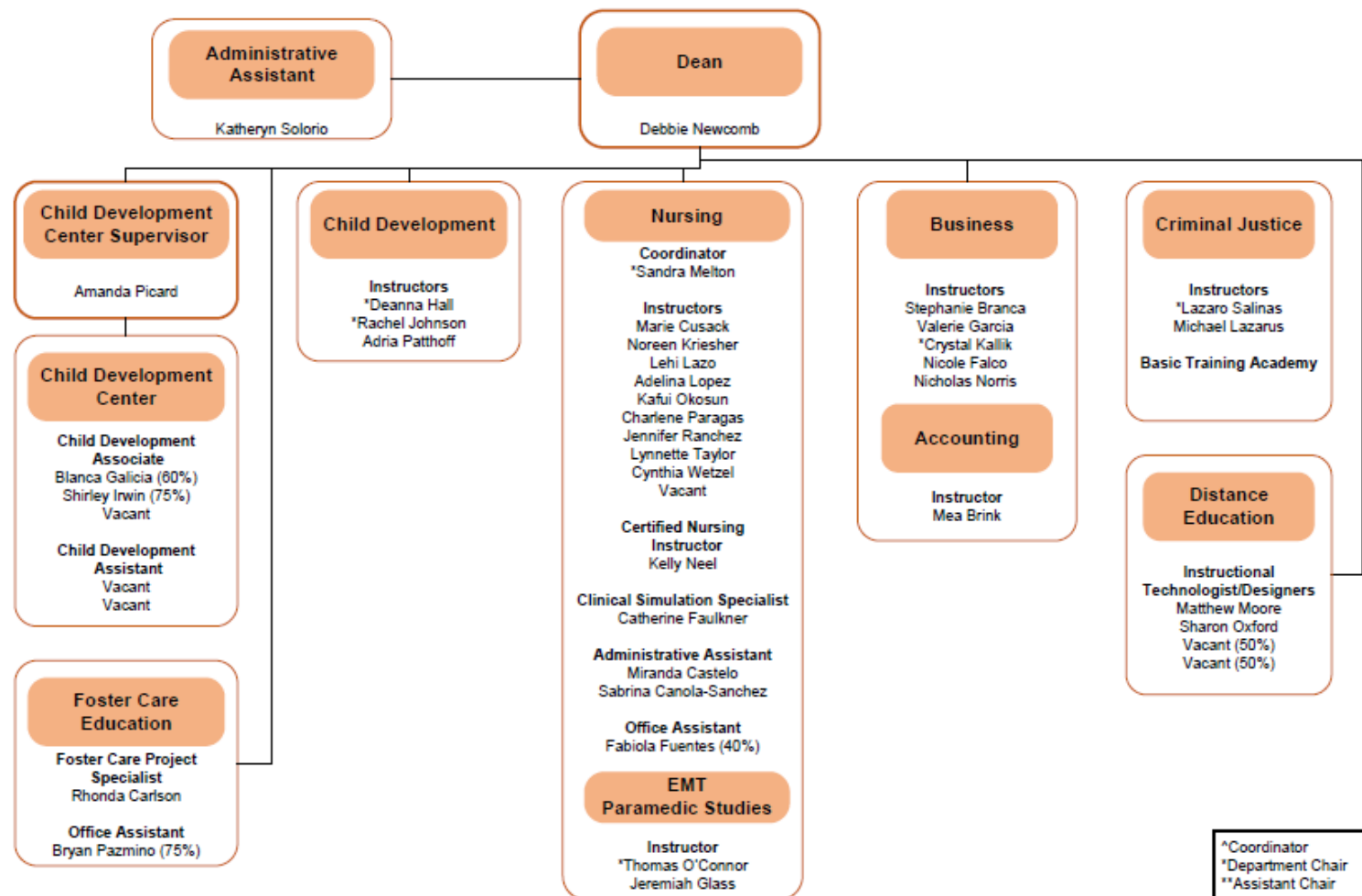


# Ventura College – Career Education: Agriculture, Technology, Transportation



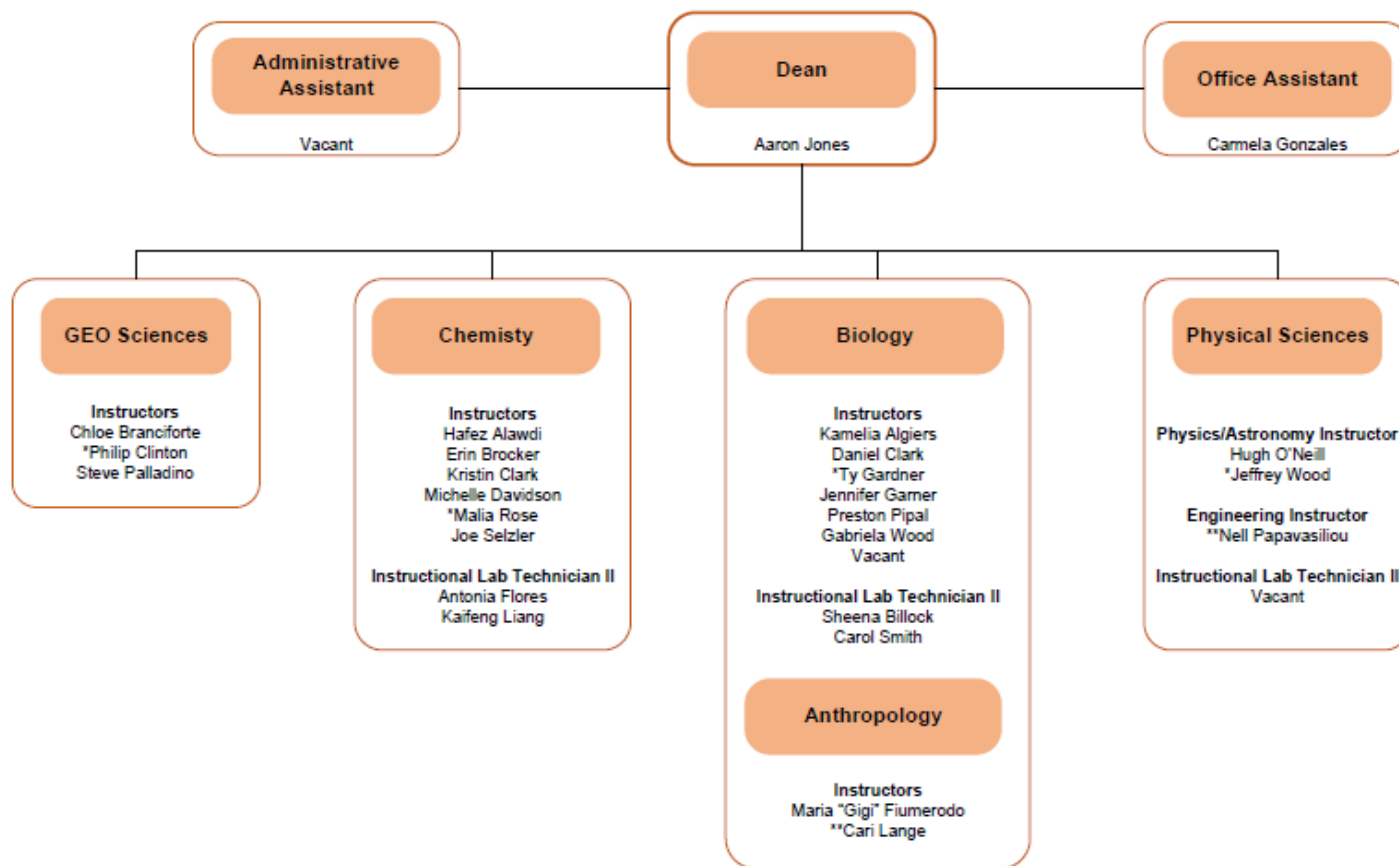
May 2022

# Ventura College – Career Education: Business, Child Development, Criminal Justice, Allied Health & Nursing, Distance Education





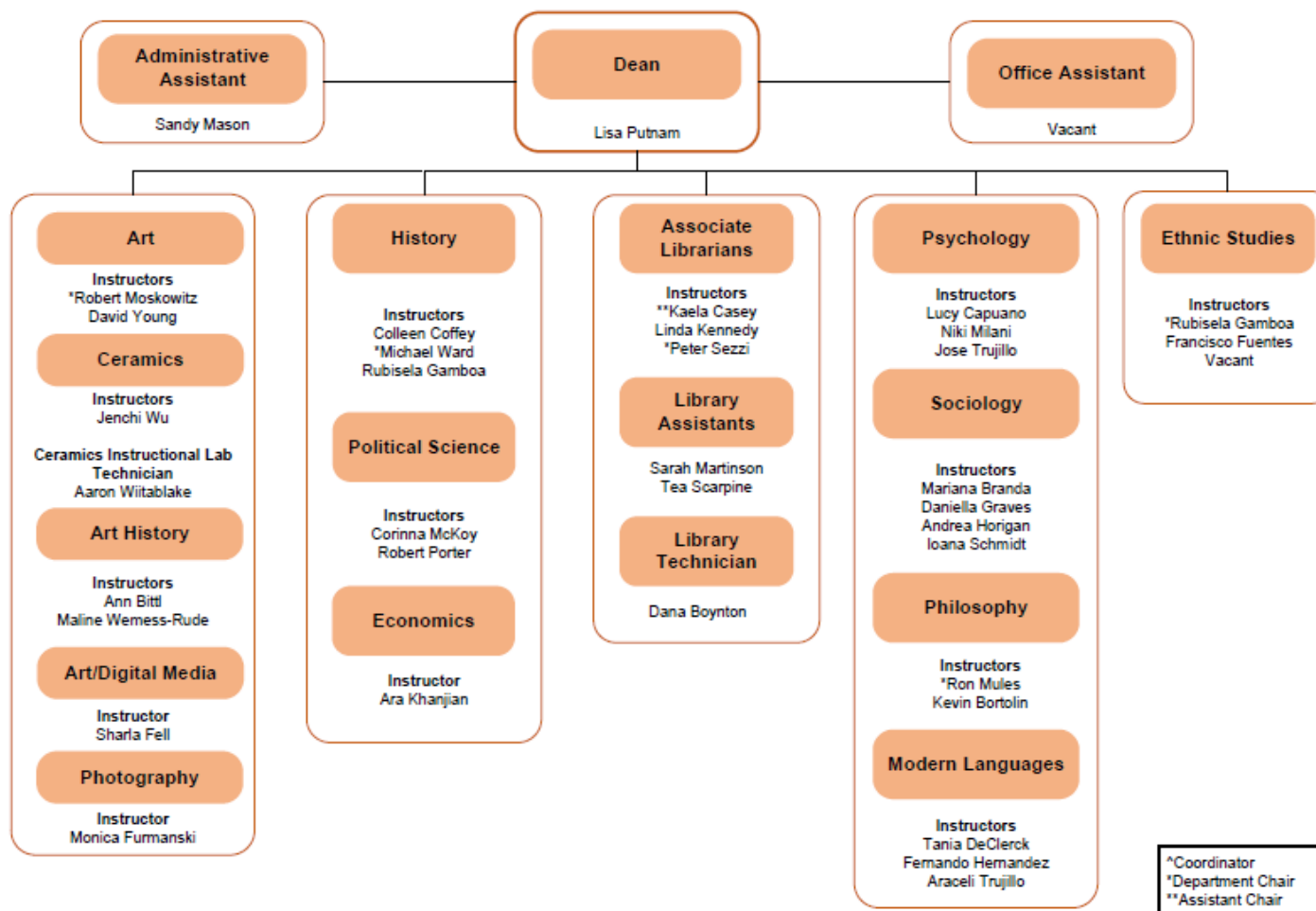
# Ventura College – Sciences



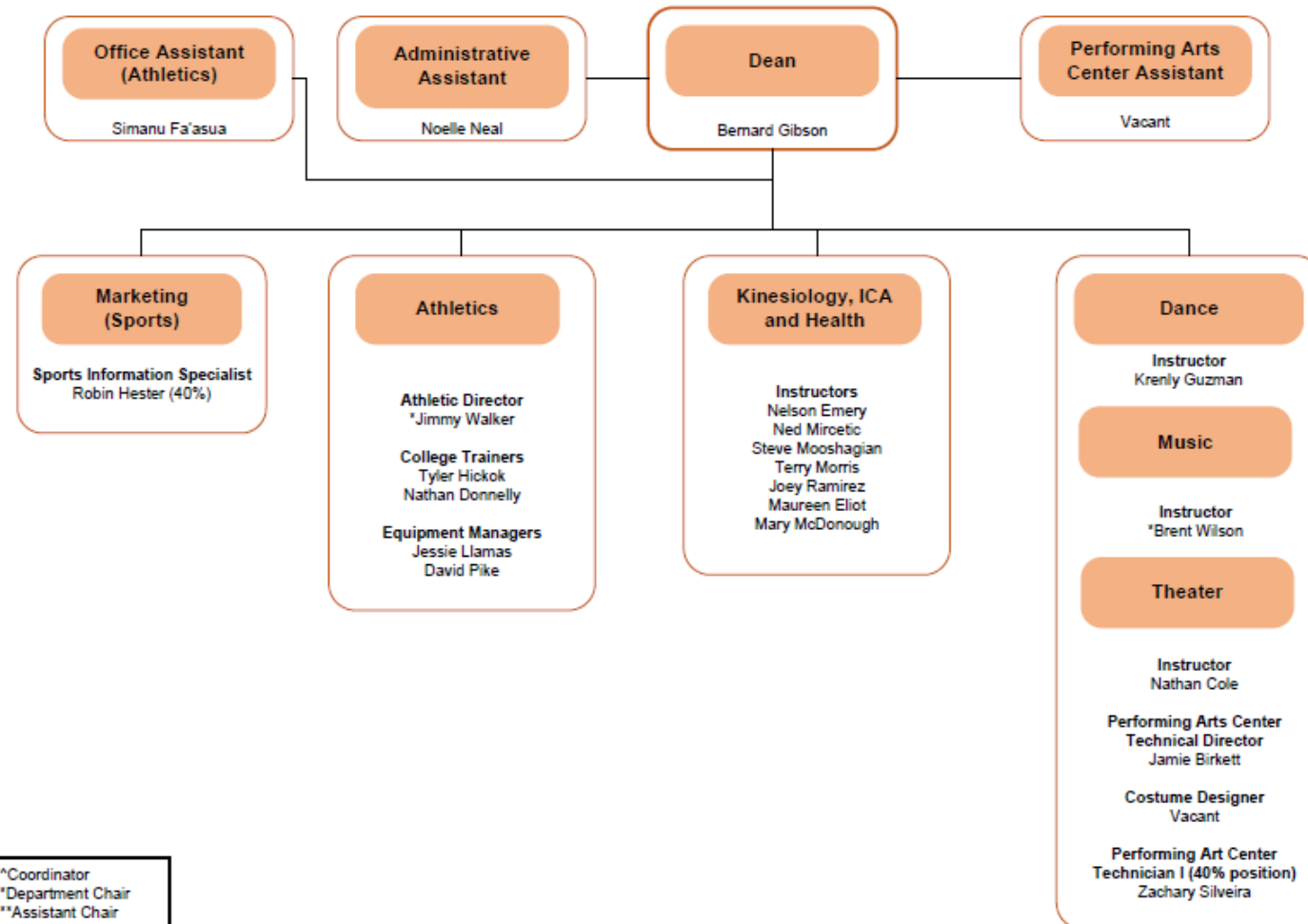
\*Coordinator  
\*Department Chair  
\*\*Assistant Chair

July 2022

# Ventura College – Library, Languages, Behavioral & Social Sciences, Visual Arts

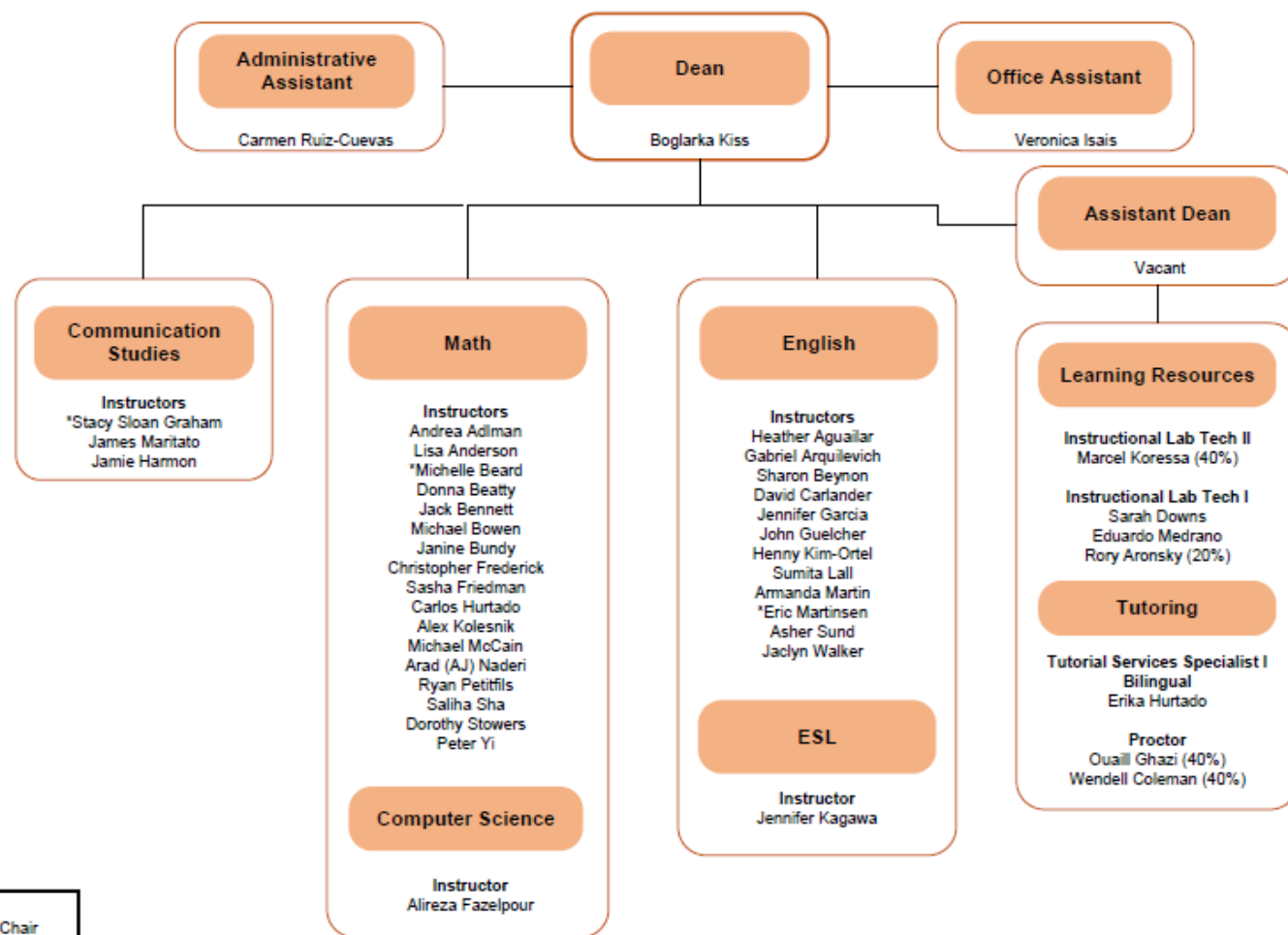


# Ventura College – Health, Kinesiology, Athletics, and Performing Arts



May 2022

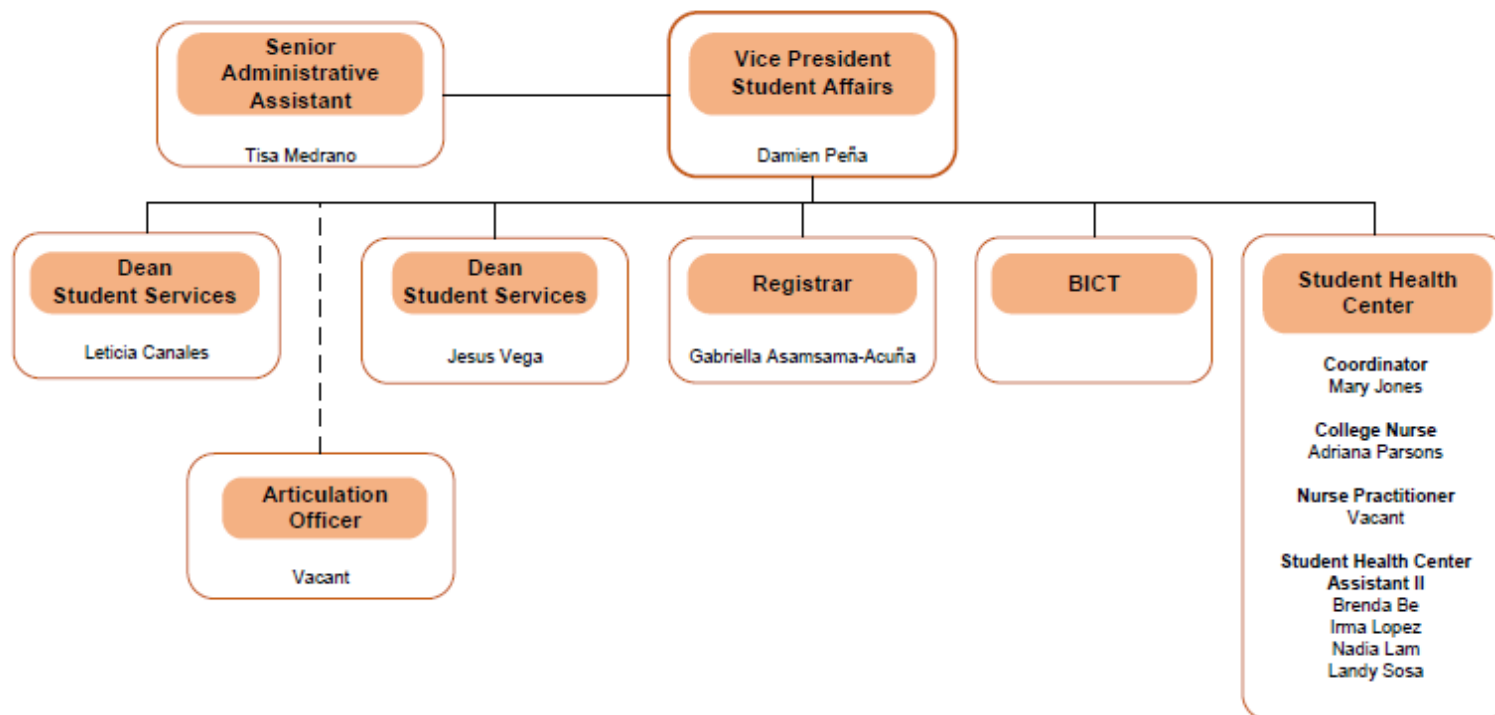
# Ventura College – English, Math, and Communication



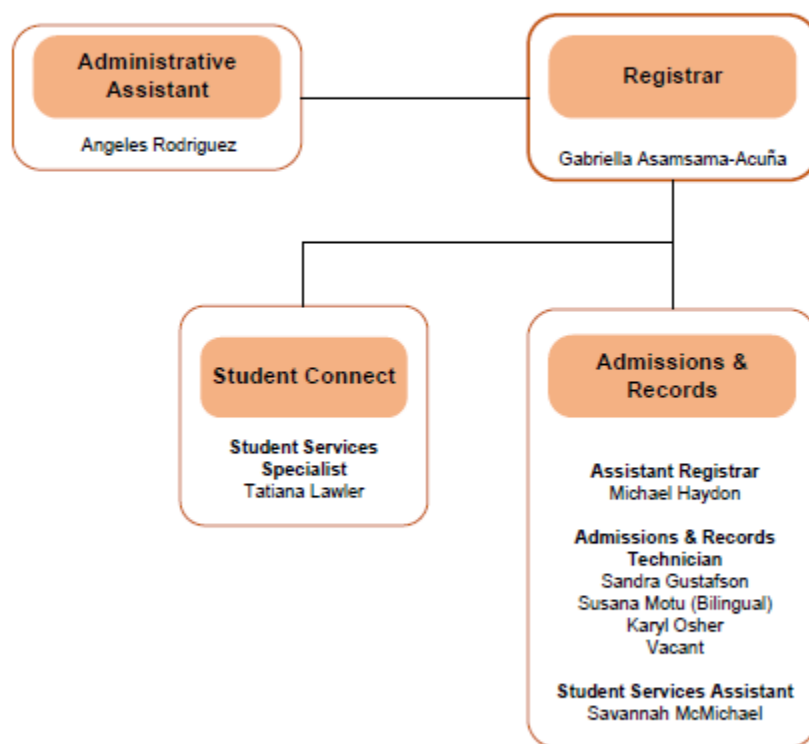
\*Coordinator  
\*Department Chair  
\*\*Assistant Chair

May 2022

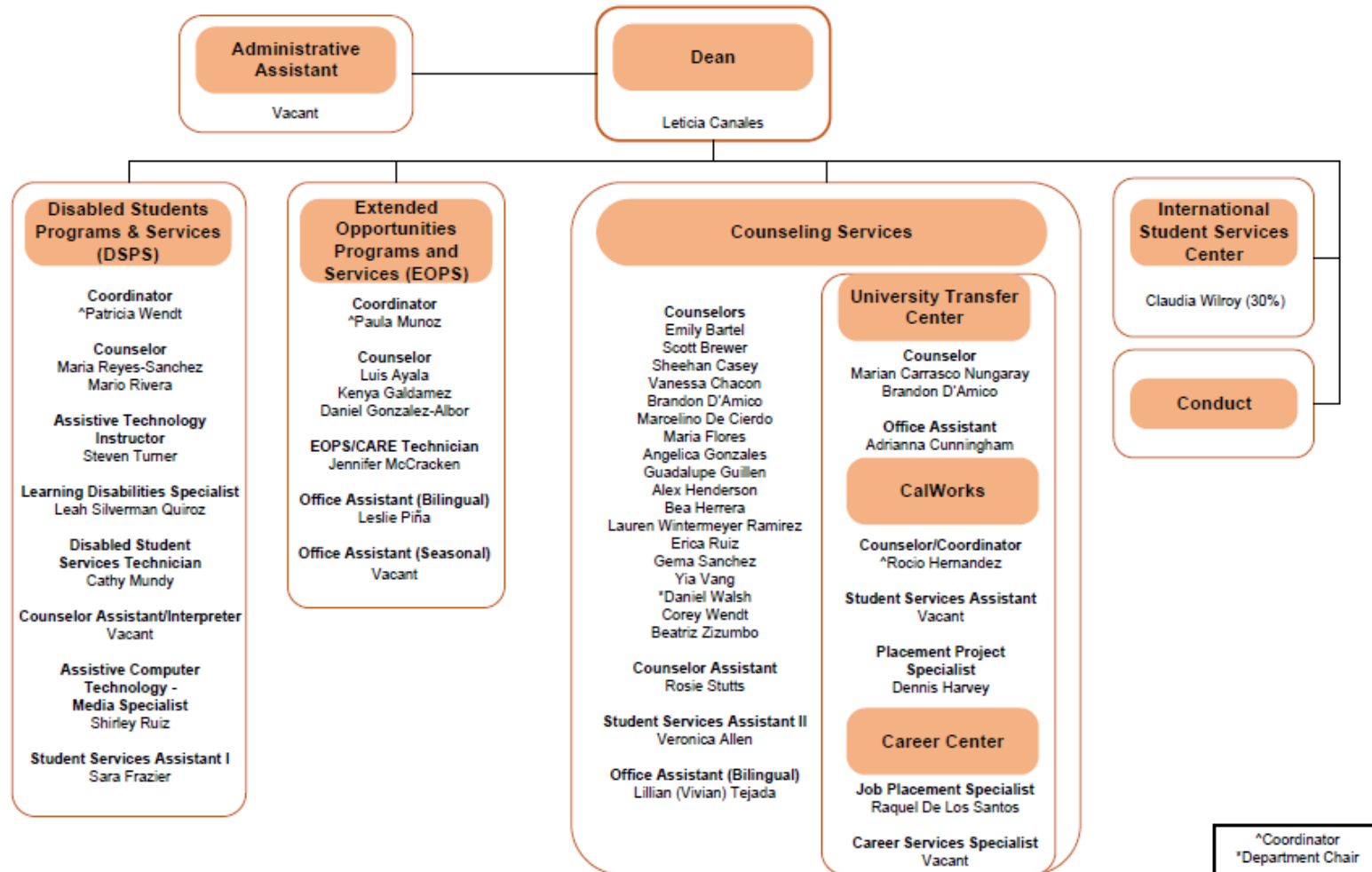
## Ventura College – VP Student Affairs



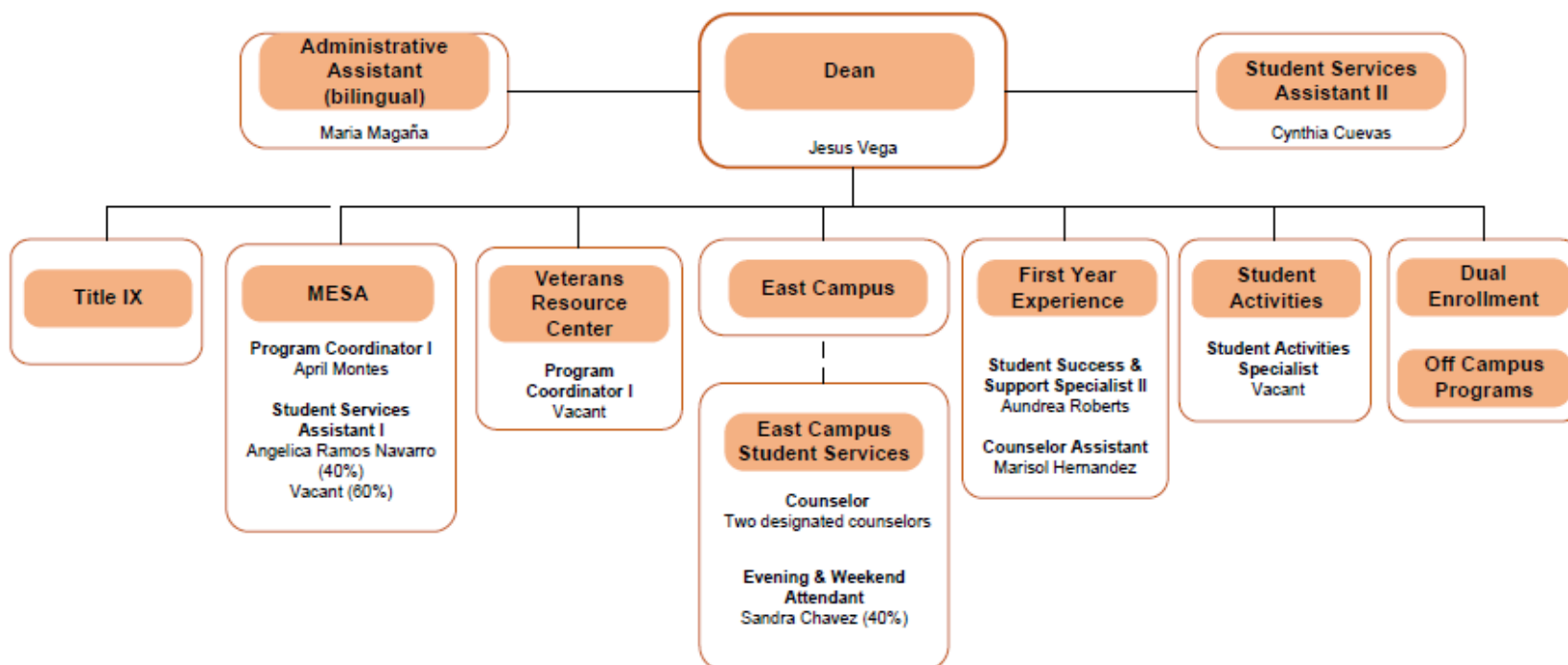
## Ventura College – Admissions and Records



# Ventura College – Counseling and Student Engagement

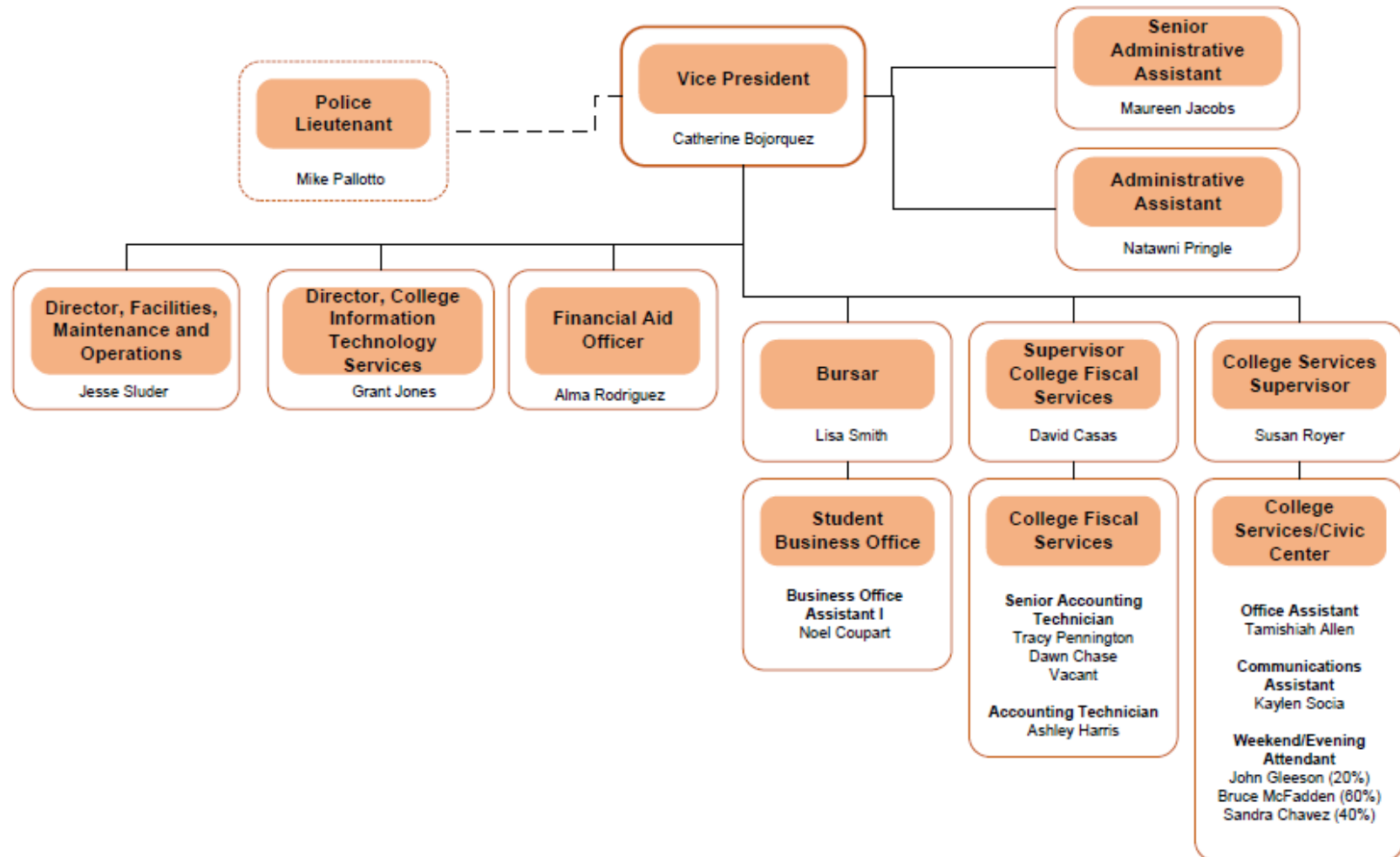


# Ventura College – East Campus and Student Engagement

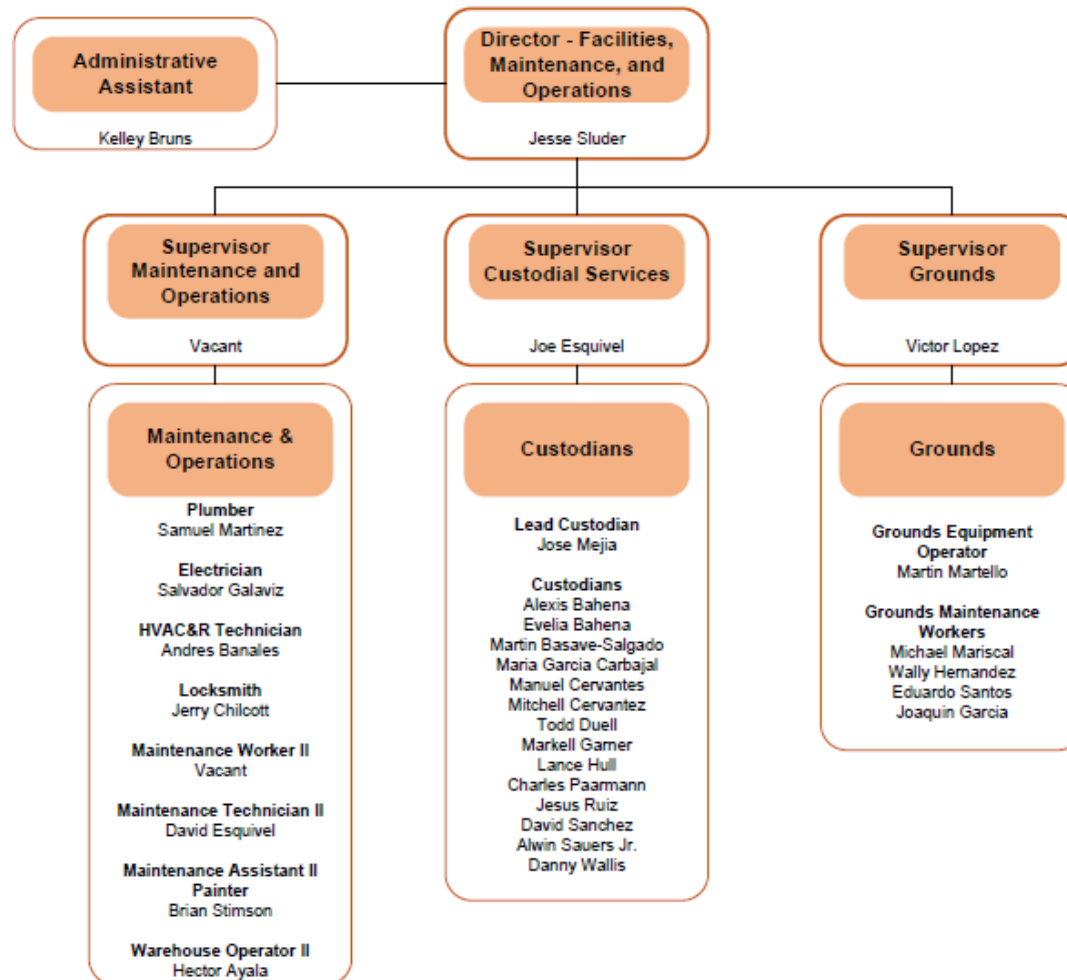




# Ventura College – VP Business and Administrative Services

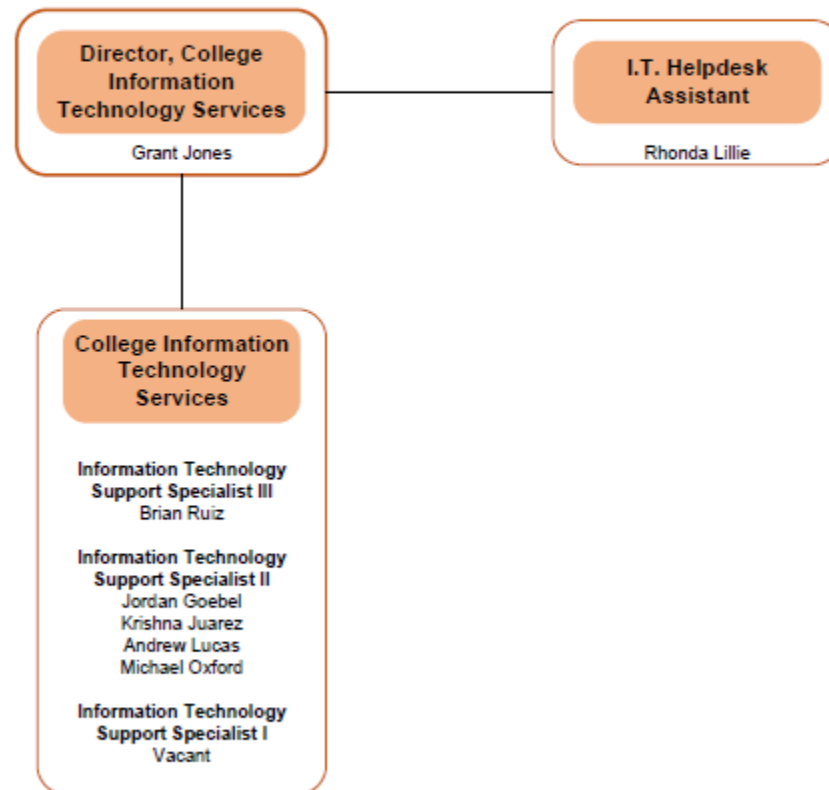


# Ventura College – Facilities, Maintenance, and Operations

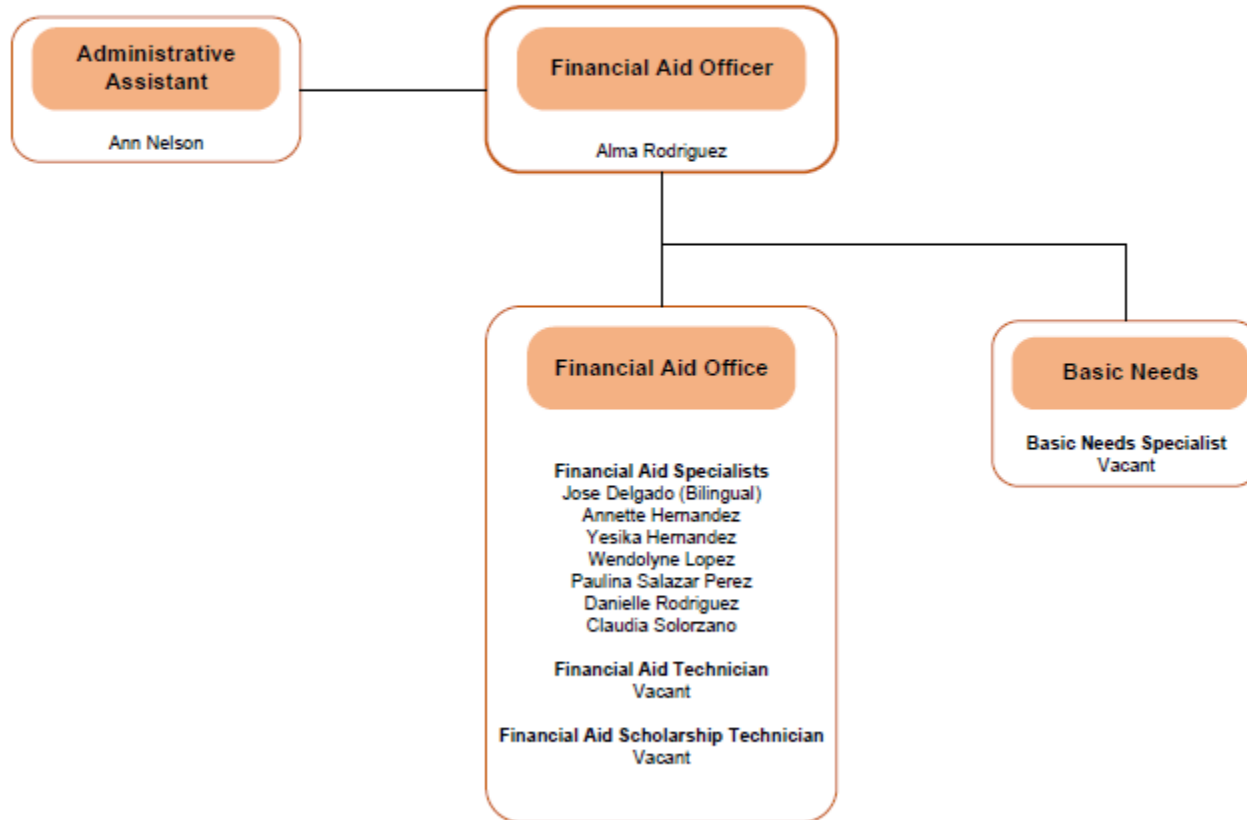


January 2022

# Ventura College – College Information Technology Services



# Ventura College – Financial Aid



## Functional Map of Responsibility

P = Primary Responsibility	Leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement
S = Secondary Responsibility	Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
B = Both	The District and the College are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – District and College Mission Statements

<b>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</b>			
The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.			
		College	District
<b>A.</b>	<b>Mission</b>		
1.	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER6)	P	S
2.	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
3.	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
4.	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S
<b>B.</b>	<b>Assuring Academic Quality and Institutional Effectiveness</b>		
	<b>Academic Quality</b>		
1.	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
2.	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
3.	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	<b>Institutional Effectiveness</b>		
5.	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
6.	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7.	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
8.	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

9.	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short-and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S
C.	<b>Institutional Integrity</b>		
1.	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
2.	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
3.	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
4.	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
5.	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	B	B
6.	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
7.	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	B	B
8.	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	B	B
9.	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
10.	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	B	B
11.	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	B	B
12.	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	B	B
13.	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	B	B
14.	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	B	B

<b>Standard II: Student Learning Programs and Support Services</b>			
The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.			
		College	District
<b>A.</b>	<b>Instructional Programs</b>		
1.	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
2.	Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses, and programs, thereby ensuring program currency, improve teaching and learning strategies, and promoting student success.	P	S
3.	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
4.	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5.	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
6.	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
7.	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
8.	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
9.	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
10.	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
11.	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S

12.	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
13.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
14.	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
15.	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
16.	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
<b>B. Library and Learning Support Services</b>			
1.	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
2.	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
3.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
4.	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	B	B
<b>C. Student Support Services</b>			
1.	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
2.	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3.	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S
4.	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including	P	S



	their finances.		
5.	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
6.	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
7.	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
8.	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	B	B
<b>Standard III: Resources</b> The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).			
		College	District
A.	<b>Human Resources</b>		
1.	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	B	B
2.	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
3.	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	B	B
4.	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5.	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	B	B
6.	Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete this standard during its January 2018 Board of Directors Meeting.	N/A	N/A
7.	The institution maintains a sufficient number of qualified faculty, which includes full time faculty <b>and</b> may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S
8.	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
9.	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	B	B

10.	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	B	B
11.	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitable and consistently administered.	S	P
12.	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	B	B
13.	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	B	B
14.	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	B	B
15.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
<b>B.</b>	<b>Physical Resources</b>		
1.	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	B	B
2.	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	B	B
3.	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	B	B
4.	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	B	B
<b>C.</b>	<b>Technology Resources</b>		
1.	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	S	P
2.	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3.	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	S	P
4.	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5.	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	P	S
<b>D.</b>	<b>Financial Resources</b>		
	<b>Planning</b>		
1.	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	B	B
2.	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	B	B
3.	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	B	B

	<b>Fiscal Responsibility and Stability</b>		
4.	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	B	B
5.	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
6.	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	B	B
7.	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
8.	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	S	P
9.	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
10.	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
	<b>Liabilities</b>		
11.	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12.	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
13.	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
14.	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
15.	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	B	B
	<b>Contractual Agreements</b>		
16.	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	B	B
<b>Standard IV: Leadership and Governance</b> The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.			
		College	District
A.	<b>Decision-Making Roles and Processes</b>		
1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	B	B

2.	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	B	B
3.	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
4.	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5.	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	B	B
6.	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	B	B
7.	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	B	B
<b>B. Chief Executive Officer</b>			
1.	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2.	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3.	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring the college sets institutional performance standards for student achievement;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>• ensuring that the allocation of resources supports and improves achievement and learning; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</li> </ul>	P	S
4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5.	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6.	The CEO works and communicates effectively with the communities served by the institution.	P	S
<b>C. Governing Board</b>			
1.	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
2.	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		P
3.	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		P

4.	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		P
5.	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
6.	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		P
7.	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		P
8.	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
9.	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		P
10.	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.		P
11.	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)		P
12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		P
13.	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.		P
D.	<b>Multi-College Districts or Systems</b>		
1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
2.	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
3.	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
4.	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
5.	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P

6.	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	B	B
7.	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P
<b>Catalog Requirements</b>			
		College	District
	<p>The following list of required information must be included in the college catalog.</p> <p><b>1. General Information</b></p> <ul style="list-style-type: none"> <li>• Official Name, Address(es), Telephone Number(s), and Website Address of the Institution</li> <li>• Educational Mission</li> <li>• Representation of accredited status with ACCJC, and with programmatic accreditors if any</li> <li>• Course, Program, and Degree Offerings</li> <li>• Student Learning Outcomes for Programs and Degrees</li> <li>• Academic Calendar and Program Length,</li> <li>• Academic Freedom Statement</li> <li>• Available Student Financial Aid</li> <li>• Available Learning Resources</li> <li>• Names and Degrees of Administrators and Faculty</li> <li>• Names of Governing Board Members</li> </ul> <p><b>2. Requirements</b></p> <ul style="list-style-type: none"> <li>• Admissions</li> <li>• Student Tuition, Fees, and Other Financial Obligations</li> <li>• Degrees, Certificates, Graduation and Transfer</li> </ul> <p><b>3. Major Policies and Procedures Affecting Students</b></p> <ul style="list-style-type: none"> <li>• Academic Regulations, including Academic Honesty</li> <li>• Nondiscrimination</li> <li>• Acceptance and Transfer of Credits</li> <li>• Transcripts</li> <li>• Grievance and Complaint Procedures</li> <li>• Sexual Harassment</li> <li>• Refund of Fees</li> </ul> <p><b>4. Locations or Publications Where Other Policies may be Found</b></p>	P	S

## E. Certification of Continued Compliance with Eligibility Requirements

### Eligibility Requirement 1: Authority

**The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.**

Ventura College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Ventura Community College District (VCCCD). This authority has existed continuously since 1925 with accreditation status regularly renewed by the Accrediting Commission for Community and Junior Colleges, WASC ([ER.01](#)).

### Eligibility Requirement 2: Operational Status

**The institution is operational, with students actively pursuing its degree programs.**

Ventura College is a comprehensive college that has been in continuous operation since 1925. Over 13,000 students actively pursue a wide range of academic opportunities for degrees, certificate, proficiency awards, and basic skills for transfer to four-year colleges and universities, as evidenced by our Institutional Data in this report ([ER.02](#)).

### Eligibility Requirement 3: Degrees

**A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.**

Ventura College offers programs leading to Associate in Arts (AA) degrees, Associate in Science (AS) degrees, and Associate Degrees for Transfer (ADTs), in addition to a variety of Certificates of Achievement and Proficiency Awards ([ER.03](#)). Please see Student Completion data provided in this report for more detail.

### Eligibility Requirement 4: Chief Executive Officer

**The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.**

Dr. Kimberly Hoffmans has been Ventura College's president since July 2019 ([ER.04a](#)). Her full-time responsibility is to serve as the chief executive office of the College. Authority for her to administer board policies is given by the Board of Trustees. She does not serve on the District governing board. Please see Standard IV.B for greater detail ([ER.04b](#)).

### **Eligibility Requirement 5: Financial Accountability**

**The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.**

Annual financial audits are conducted by externally contracted certified public accountants ([ER.05a](#), [ER.05b](#), [ER.05c](#), [ER.05d](#)). The Board of Trustees reviews these audit reports annually. Financial audit and management responses to any exceptions are reviewed and discussed in the Board's public sessions. Additional detail is provided in Standard III.D.5.

#### **Evidence:**

- ER.01 ACCJC Reaffirmation of Accreditation Certificate
- ER.02 Ventura College Schedule of Classes
- ER.03 Ventura College Catalog
- ER.04a Dr. Hoffmans' Biography
- ER.04b VCCCD Participatory Governance Handbook
- ER.05a BP 6400 Audits
- ER.05b AP 6400 Audits
- ER.05c Board Agenda
- ER.05d Budget Workshop



## F. Certification of Continued Institutional Compliance with Commission Policies

Ventura College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### Public Notification of an Evaluation Team Visit and Third-Party Comment

*Regulation citation: 602.23(b).*

- ☐ Ventura College informs the public of its accreditation status and activity, and inviting the public to submit comments on our accreditation by posting notification on the College webpage and through alerts sent via social media outlets ([CP.01](#), [CP.02](#)).
- ☐ The College looks forward to hosting the ACCJC visiting evaluation team, and will cooperate and assist the team and the Commission as requested.

#### Evidence:

CP.01 Accreditation Web Page

CP.02 Social Media Announcement

### Standards and Performance with Respect to Student Achievement

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

- ☐ The College has established and continues to monitor progress in achieving its institution-set standards. These standards reflect the college's overall effectiveness in supporting students as they pursue their educational goals. Course completion, retention rates, degree and transfer achievement, and licensure rates are included in these data. Detailed data are provided as part of this self evaluation report and are reported annually to ACCJC ([CP.03](#)).
- ☐ Since 2015, student achievement analysis has been incorporated into program review. Instructional programs analyze course success rates and WSCH/FTEF data relative to the College's institution-set standards ([CP.04](#)). In addition, program specific standards have been set for job placement and licensure exam passage rates for relevant career-technical education programs. Through the College's program review process, each program is able to use the institution-set standards as benchmarks against which to compare their own performance ([CP.05](#)).
- ☐ During the program review process, each program is provided with a link to data dashboards that display comprehensive student achievement data for review and analysis ([CP.06](#)). For instructional programs, this includes data on course enrollment, successful course completion, numbers of degrees and certificates conferred, percentage of courses taught by full-time faculty, productivity, and course fill rates. Student services programs and administrative services departments collect, present, and analyze data in accordance with the service

provided. Program faculty and staff include analyses of these data in their program review reports, and use the results in developing improvement plans and initiatives, and as a measurement of need when requesting resources.

- ☐ Data tracking the degree to which the College has met or exceeded its baseline targets for its Institution-Set Standards are reported to the College Planning Committee (CPC), and shortfalls provide institutional committees with insight into areas in need of additional attention. Data-driven planning is central to the development of the College's Educational Master Plan, as well as operational plans such as the Student Success and Equity Plan, Guided Pathways, and Program Review Plans ([CP.07a](#), [CP.07b](#), [CP.07c](#), [CP.07d](#), [CP.07e](#)).

### Evidence:

Weblinks provided below, where appropriate.

- CP.03 Institution-Set Standards Data (ACCJC Annual Report)
- CP.04 [Student Achievement Data](#) (Online Dashboards)
- CP.05 [Enrollment](#) (Online Dashboards)
- CP.06 [Program Review Handbook](#) (see page 4 for list of Data Metrics used in Program Review)
- CP.07 Ventura College [Educational Master Plan](#), [Facilities Master Plan](#), [Student Success and Equity Plan](#), and [Guided Pathways SOA](#)

### Credits, Program Length, and Tuition

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2;668.9.*

Ventura College complies with state and federal law for awarding credits and degrees. Course credit hours and units are included in every course outline of record. The College's Curriculum technical review process ensures the correct relationship between units awarded and lecture or lab hours, as specified in the Program and Course Approval Handbook (PCAH).

- ☐ The Curriculum Committee is responsible for verifying credit hours and degree program lengths as part of the review process for courses and programs. Credit Hour and Degree requirements as well as their calculations are documented in the Curriculum Handbook and BP/AP 4020 ([CP.08](#), [CP.09](#), [CP.10a](#), [CP.10b](#)).
- ☐ Tuition is set by the State of California and is consistent for all courses throughout the California Community College system. Tuition and all college and/or district specific fees are identified and explained online on Paying for College webpage (link to this webpage is provided in [online catalog](#) as well as on the [Apply and Enroll webpage](#)) ([CP.11](#)).
- ☐ Ventura College does not offer any clock hour programs.
- ☐ Transfer degrees are strictly limited to a maximum of 60 units; the College Curriculum Committee and CCCC ensures this by not approving degrees less than 60 units ([CP.10a](#), [CP.10b](#), [CP.12](#)).

### Evidence:

- CP.08 Ventura College Participatory Governance Handbook (p24)
- CP.09 Curriculum Handbook

- CP.10 BP/AP 4020
- CP.11 Paying for College (Link to Live [Webpage](#))
- CP.12 Planning Your Education (Ventura College Online College Catalog)

## Transfer Policies

*Regulation citations: 602.24(e) and 668.43(a)(11).*

- ☐ Ventura College complies with the Commission Policy on Transfer Credit. The online College Catalog links students to information outlining the process for the acceptance of transfer credit for non-VCCCD courses ([CP.14](#)). This information is also provided on the Academic Counseling's External Coursework Evaluation Process Webpage ([CP.13b](#)). The external coursework evaluation process is detailed online informing students that "all transfer coursework is evaluated based upon the current information and practices specified in the Accredited Institutions of Postsecondary Education by the American Council on Education" ([CP.13b](#), [CP.14](#)).
- ☐ As an accredited institution, transfer-level courses completed at Ventura College are generally accepted by other regionally accredited institutions; students are informed of specific CSU and UC transferable courses via the catalog, as noted on each individual course outline of record ([CP.13a](#)).
- ☐ The online College Catalog links students to information outlining the regional accrediting agencies that cover the institutions from which credits will be accepted. Foreign transcripts are accepted once they have been evaluated by one of the member agencies of the National Association of Credentials Evaluation Services or one approved by the California Commission on Teacher Credentialing. The College Catalog publicly communicates this process a criterion for acceptance of transfer credits ([CP.13a](#)).
- ☐ The VCCCD Governing Board Policies and Administrative Procedures outline the criteria used to evaluate and award credit for prior learning experience, allowing for the granting of course credit for prior learning based on the principle that previous experience, training, and/or instruction is the equivalent of a specific course taught by the college. Course credit can be obtained through the credit for External Examinations process (AP/IB/CLEP), Internal Department Examinations process, High School to College Articulation process, Evaluation of Military Service/Training using Joint Services Transcripts (JST), Student-Created Portfolios, and Industry-Recognized Documentation, Credentials or Licensure ([CP.16a](#), [CP.16b](#)).

## Evidence:

- CP.13a Transfer Information, Ventura College Online College Catalog ([WebPage](#))
- CP.13b Acceptance of Transfer Coursework ([Webpage](#))
- CP.14 Academic Counseling, External Coursework Evaluation Process ([Webpage](#))
- CP.15 BP/AP 4100: Graduation Requirements for Degree and Certificates
- CP.16 BP/AP 4235: Credit for Prior Learning

## Distance Education and Correspondence Education

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

- ☐ AP 4105 defines Distance Education as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology ([CP.17](#)). This definition includes both hybrid and fully online courses. The Ventura College Curriculum Handbook also stipulates that all courses offered by distance education must be approved separately by the curriculum committee ([CP.18](#)).
- ☐ The College's Curriculum Committee reviews proposed distance education courses on an individual basis. Any instructor wishing to offer a course through distance education must complete the Distance Education request information on the Course Outline Proposal Template in CourseLeaf ([CP.19](#)), identifying the modes of contact that will be used to conduct the course and certifying that regular and effective interaction between faculty and students is achieved through the use of assignments and discussions.
- ☐ Ventura College verifies the identity of a student who participates in a distance education course, ensuring that student information is protected, through the use of assigned unique IDs for each student and through the use of password-protected user accounts. The College uses Canvas as its Learning Management System, and students access this system through the College Portal. Additionally, students are forced to change passwords at regular intervals to further protect user accounts.
- ☐ The technology infrastructure needed to maintain and sustain distance education offerings is provided by the Ventura County Community College District (VCCCD) under the direction of the Associate Vice Chancellor of Information Technology. Additional details on the College's evaluation of the technology infrastructure is provided in Standard III of this ISER.

### Evidence:

CP.17 AP 4105: Distance Education

CP.18 Curriculum Handbook (p. 14)

CP.19 Sample Course Outline of Record (COR) - Distance Education Section begins p. 8

## Student Complaints

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

- ☐ Ventura College has clear policies and procedures for handling student complaints, as publicly communicated through the College Catalog and online. Appendix III addresses Sexual Harassment Complaint Procedures and Appendix V provides guidelines on Student Rights and Grievances ([CP.20a](#), [CP.20b](#)). In addition, the VCCCD Unlawful Harassment/Discrimination Policy is published on the Student Conduct, Complaint & Grievance Web Page ([CP.21](#)).
- ☐ All student complaint files are maintained in the Vice President, Student Affairs Office.
- ☐ The Student Conduct, Complaint & Grievance Web Page also provides weblinks for students who wish to file a complaint or concern with ACCJC, Office of Civil Rights, or the State Chancellor's Office ([CP.21](#)).
- ☐ Finally, in accordance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions, the College publishes the following statement on its Accreditation Web Page ([CP.22](#)):

*Ventura College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at [www.accjc.org](http://www.accjc.org).*

#### **Evidence:**

- CP.20 College Catalog (Appendix III and Appendix V)
- CP.21 Student Conduct, Complaint & Grievance Web Page
- CP.22 Ventura College Accreditation Web Page

#### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

- ☐ Information about programs, locations, and policies is published in the online College Catalog ([CP.23](#)) and on the college website. The Schedule of Classes ([CP.24](#)) is available online, and it is updated instantly when changes are made, ensuring accuracy and timeliness of information. The College Catalog has been revised on an annual basis; however, the District has just implemented (in fall 2022) the use of CourseLeaf's dynamic catalog, which allows for immediate update to course information once it has been fully approved through the Curriculum Approval process. Due to the newness of this online, dynamic catalog, the College web sites may change between the publishing of this report and the visiting team's visit; however, the web links provided will (should) remain the same.
- ☐ Ventura College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. The previous static, and the new dynamic, College Catalog (CP.23) has, and continues to provide all required elements as identified in the Commission Policy through the use of the navigational weblinks which are provided on the right-hand side of the College Catalog Web page.
- ☐ The College provides required information concerning its accredited status as described above in the section on Student Complaints.

#### **Evidence:**

- CP.23 [College Catalog](#)
- CP.24 [Online Schedule of Classes](#)

#### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

- ☐ Ventura College does not have any outstanding or recent findings from the USDE.
- ☐ As detailed in Standard IIID (section 15), the College is in compliance with Federal Title IV regulations and requirements for managing federal financial aid. The College financial aid office and District fiscal services monitor financial aid funds and disbursements on a regular basis. The annual audit performed by an external auditor includes a federal compliance audit opinion on Title IV funds. The annual audit includes testing the federal Title IV program against

the compliance supplement published by the Office of Management and Budget (OMB). Financial aid personnel prepare yearly close-out of COD, Pell, and Direct Loans, along with monthly reconciliations for these programs, and conduct verification and updates of student applications when changes become necessary through student or agency-initiated change. Additionally, the College demonstrates compliance with the Title IV program through the timely annual submission of the Fiscal Operations Report and Application to Participate (FISAP) and Federal Student Aid (FSA) EZ audit reports ([CP.25](#), [CP.26](#)).

- ☐ The FSA Audit Report regularly returns without any outstanding or recent findings from USDE, as evidenced by the Notifications History on page 7 in the 2020-21 Audit Report ([CP.26](#)).
- ☐ Ventura College's loan default rates are within the acceptable range defined by the USDE ([CP.27](#)).
- ☐ Ventura College's contracts to offer or receive educational, library, and support services meet Accreditation Standards. Please refer to Standards II.B and III.D for details.
- ☐ Ventura College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV by designating college personnel who have the authority to sign contracts. Contracts include details regarding work to be performed or services to be rendered, the period of agreement, and delineation of responsibilities for the college and contracted organizations. Each contract agreement is submitted to the Vice President of Business and Administrative Services for review, and then forwarded to the Vice Chancellor of Business and Administrative Services for review and approval. Additional details are provided in Standard III.D.

**Evidence:**

- CP.25 2021-22 FISAP Submission Email
- CP.26 2020-21 FSA EZ Audit Report
- CP.27 2022 Annual Fiscal Report (also see III.D.15)

## G. Institutional Analysis

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

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

#### I.A. Mission

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

#### **Evidence of Meeting the Standard**

Continuing to serve as the beacon of education for the community, Ventura College established a shared governance workgroup to undertake the work of updating the institution's mission statement in 2021-22 ([I.A.1.01](#)). Designees from the Academic and Classified Senates and an Administrator led the group, which also comprised faculty, classified staff and representatives from the Associated Student Government.

The group commenced their work in early 2021 to discuss initial steps. Deciding to incorporate the voice of the campus community, the group administered a survey on what the Ventura College's mission statement should include and reflect as a campus community ([I.A.1.02a](#), [I.A.1.02b](#)). In April, the workgroup held a town hall meeting to share the results of the survey with the campus. The workgroup met afterward to draft a mission statement and presented the revised statement to the campus via a second survey, as well as at large campus events for feedback ([I.A.1.03a](#), [I.A.1.03b](#)). The final version of the statement was then reviewed and approved by the Academic Senate, Classified Senate, Associated Student Government (opted to review only), and Board of Trustees ([I.A.1.04](#), [I.A.1.05](#), [I.A.1.06](#), [I.A.1.07](#)). The workgroup will now begin work on the Vision and Guiding Principles for Ventura College.

Ventura College's (VC's) updated mission reads:

*Ventura College places students at the center of their learning experience, supporting them in achieving their personal, academic, and career goals in an anti-racist, liberating, and inclusive environment. The College is an open access educational institution that supports our diverse community helping them transform their own lives by offering degrees, certificates, transfer, and workforce preparation opportunities.*

*Broad Educational Purposes:* VC’s mission statement identifies its broad educational purposes as developing human potential and creating an informed citizenry through providing instruction and support services related to degree and certificate completion, transfer, career preparation, and basic skills improvement. In addition, the mission statement declares that the College aspires to support students as an “antiracist, liberating, and inclusive educational environment.”

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

*Types of Degrees Offered and other credentials:* The mission statement identifies VC as a degree- and certificate-granting institution. As a California community college, VC confers Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer to the California State University (CSU) system, Certificates of Achievement, and Proficiency Awards. The mission statement also identifies other offerings supporting “workforce preparation opportunities.” All degrees, certificates, and other course offerings are listed in the College Catalog ([I.A.1.08a](#), [I.A.1.08b](#)).

*Commitment to Student Learning and Achievement:* VC’s focus on student learning and achievement is reflected in its mission statement through the affirmations that the institution is committed to “placing students at the center of their learning” and focused on “empowering [students] to achieve their personal, academic, and career goals.”

### **Analysis and Evaluation**

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

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

#### **Evidence of Meeting the Standard**

VC’s Institutional Effectiveness (IE) Office generates and organizes data to assess achievement of the mission. The College mission is operationalized through the college’s major planning documents, each of which includes extensive data analysis. These major planning documents are the Educational Master Plan ([I.A.2.01](#)), the Strategic Implementation Plan ([I.A.2.02](#)), the Facilities Master Plan ([I.A.2.03](#)), and the Technology Plan ([I.A.2.04](#)). Each year, the College Planning Committee reviews data on the



progress made toward the Educational Master Plan Goals, and if necessary, makes recommendations to the College President on potential ways to improve outcomes. At the program level, each instructional, student service, and administrative service program reviews key mission-aligned data metrics each year during the program review process.

The VC IE Office also provides data to inform and monitor progress on all major college initiatives. Recently, these included the Guided Pathways initiative ([I.A.2.05](#)), the state AB 705 initiative ([I.A.2.06a](#), [I.A.2.6b](#)), as well as the Student Equity and Achievement Plan ([I.A.2.07](#)). College committees regularly use data to make recommendations about where to direct institutional priorities to meet the educational needs of students. Each time a major initiative is developed, the IE Office also provides an extensive amount of data to direct the priorities of the initiative.

To ensure that data is widely available and accessible, the IE Office has also developed web-based interactive data dashboards on 14 key metrics that align directly with our mission and Educational Plan ([I.A.2.08](#)). These dashboards are publicly accessible and provide all campus constituents with data and information on key Educational Plan metrics to determine areas in which the college is doing well and those that could use improvement. In addition, the IE Office has developed multiple enrollment dashboards to analyze and project enrollment. These dashboards are updated each morning, and access is limited to department chairs, deans, vice presidents, and the college president.

### **Analysis and Evaluation**

Ventura College faculty, staff, and administration review data to determine whether the College is accomplishing its mission. To develop the 2017-2023 Educational Master Plan, the College analyzed an extensive amount of data. To assess how well the College is progressing toward the goals in the plan, the College Planning Committee conducts an annual review of data on key metrics ([I.A.2.09](#), [I.A.2.10](#)). Unfortunately, this review did not occur in 2019-2020 due to changes in the state data system. Several goals and metrics of the plan were selected to directly align the State of California's Student Success Scorecard (e.g., Goal 1, Objective 1: Increase the 6-Year Completion Rate to be within the top five in the state). The data for these metrics in the Educational Master Plan came directly from this Scorecard. However, in 2019, the state discontinued this system. As a result, the College Planning Committee did not have key Educational Master Plan metric data to review in 2019-2020. A new state system was developed in its place in 2020, but it included different metrics, and only includes total student completions instead of completion rates. The state has indicated that this new system would be updated in the 2020-2021 year to include completion rates. Thus, in 2020-2021, and 2021-2022, the College Planning Committee reviewed a modified set of metrics to determine progress made toward the Educational Master Plan ([I.A.2.10](#), [I.A.2.11](#)). Updates to the state system would allow the committee to fully assess VC's goals and objectives in 2022-2023. However, if updates are not available the College Planning Committee will update the goals and objectives as part of our 2023-2029 Education Master Plan.

All major College initiatives use data extensively to develop goals and objectives and to monitor progress toward those goals and objectives. At the program level, the annual program review process

entails comprehensive data analysis. Programs review key data metrics that align with VC's mission; identify areas where they are doing well and areas that can be improved; and request resources for improvement. College committees then use data-based rubrics to prioritize and rank resource requests. The College President and Executive Team develop a final list of ranked priorities for funding. Thus, the program review process uses data to drive decisions made about the allocation of dollars for new personnel and program improvement. These processes are described in more detail in Sections I.B.2 and I.B.5.

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

**Evidence of Meeting the Standard**

VC's programs and services align with its mission to support associate degree and certificate completion, transfer, workforce preparation, and basic skills. VC offers Associate of Arts (AA) and Associate of Science AS degrees in 38 majors and 28 AA/AS degrees for transfer. The College also offers Certificates of Completion and Proficiency Awards in 46 areas of study and maintains Transfer Agreements with California State University Channel Islands, California State University Irvine, California State University Northridge, and the University of California at Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. In addition, public school students can earn dual high school and college enrollment credit by working with their own high schools and middle schools, or by enrolling with the College's onsite middle college, El Camino High School.

The mission statement serves as the guiding force behind all College programs, services, planning, and initiatives. It is operationalized into a set of long-term goals and objectives in the College's Educational Master Plan. Specific strategies for achieving these goals are then developed every three years through the College's Strategic Implementation Plan. Each fall semester, the president and the three vice presidents release for discussion and review their Planning Parameters for the coming academic year ([I.A.3.01](#)). The Planning Parameters are informed by the Strategic Plan, and they serve to guide development of the annual department and division program reviews and other planning documents. In addition, the Planning Parameters identify the considerations that are likely to influence the administration's resource decisions. Through the program review process that takes place each year, program purpose is analyzed in relationship to the College mission and data are analyzed relative to program viability. Academic and service programs are identified for growth, reduction, or discontinuance, and recommendations are made for resource allocation to support new initiatives. This integrated planning and program review structure thus infuses the College mission throughout all long-term and short-term decision-making, planning, and resource allocation ([I.A.3.02](#)).

**Analysis and Evaluation**

To guide institutional decision-making, College programs and services conduct data-driven self-analysis through the program review process. The interconnectedness of the mission statement, the Educational, Facilities, and Technology Master Plans, the Strategic Plan, program review cycle are

described for College personnel in the VC Educational Master Plan ([I.A.3.03](#)).

During the program review process, departments request resources to support the development of initiatives. These requests are then prioritized by college leads at the area level (i.e., Academic Affairs, Student Affairs, Business and Administrative Service). Next, the Academic Senate, the Classified Senate, the Facilities Oversight Group, Budget Resource Committee, and the Technology Advisory Group each prioritize requests for their specific category. Each committee uses a rubric to prioritize the requests ([I.A.3.04](#)). After the committees complete their prioritization, the requests are sent to the College President and Executive Team, who develop the final ranked list, and present it to the College Planning Committee. Requests are then funded in order of the list until funding is exhausted. High priority unfunded resource requests are tracked for implementation as future funds become available.

VC also aligns its course offerings with the mission, Educational Master Plan, and the State of California's new Student-Centered Funding Formula. In 2020-2021, the College developed an instructional full-time equivalent faculty (FTEF) allocation model. In this model, each department receives an annual FTES target, FTEF allocation, and productivity target. FTEF is allocated to departments using a formula that incorporates student completion of ADTs, AA/AS Degrees, Certificates of Achievement, and transfers to the CSU and UC systems. After analysis of the enrollment history of students who completed a degree, certificate, or transfer, points are assigned to each department based on the number of units that students completed in each department. This model thus aligns the allocation of instructional resources with the metrics in the Educational Master Plan and the State of California's new Student-Centered Funding Formula.

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

### **Evidence of Meeting the Standard**

The mission statement is published widely through links found on the Online College Catalog site ([I.A.4.01](#)), the About Ventura College website ([I.A.4.02](#)), and on posters displayed throughout the campus ([I.A.4.03](#)). The mission is reviewed and revised through an inclusive process that initiates with the CPC, includes review and comment by the campus community, and culminates in approval by the Board of Trustees.

In accordance with the timeline in the Educational Master Plan, the mission statement is reviewed every six years ([I.A.4.04](#)). Before 2016, this review occurred every three years. However, the CPC modified this in response to the modification of the Educational Master Plan timeline. Given that the Educational Master Plan is the operationalization of the mission statement, it seemed logical to review the mission each six years, which is when the Educational Master Plan is also reviewed and updated. The previous mission statement was approved by the Board of Trustees on July 14, 2015, which was just before the development of the 2017-2023 Educational Master Plan. Thus, the mission statement was planned to be reviewed when the next Educational Master Plan was developed (i.e., 2023). However, in response to the 2020 nationwide protests and discussions about equity and equality, the College decided to review the mission statement in 2021. This was done to ensure that the mission

placed a primary focus on inclusion and equitable outcomes for students and will help inform the development of the 2023-2029 Educational Master Plan ([I.A.4.05a](#), [I.A.4.05b](#), [I.A.4.05c](#)).

### **Analysis and Evaluation**

The College reviews its mission statement every six years, and if necessary, updates it to better reflect the purpose of the College, to confirm continuing compliance with accreditation standards and to address emerging changes in the mix of programs and services offered and the student populations served. The mission statement is approved by the Board of Trustees and is widely published.

### **Conclusions on Standard I.A. Mission**

Ventura College (VC) meets all components of this Standard. VC's mission focuses on student learning and achievement, and it was recently updated to emphasize inclusion and equity. The mission is infused throughout all levels of the College. At the broad college level, long-term master plans operationalize the mission into long-term goals and objectives, as well as strategies and activities to meet those goals. The College Planning Committee reviews data annually to determine progress made toward the goals of the Educational Master Plan. At the program level, faculty and staff review data on key metrics that align with the mission and master plans. They develop three-year objectives to improve upon these metrics and request resources needed to meet those objectives. College committees prioritize resource requests to ensure that they align with the mission and Educational Master Plan. Thus, the mission guides institutional decision-making, planning and resource allocation at all levels of the College.

### **Improvement Plan(s)**

As noted in I.A.2, VC's 2017-2023 Educational Master Plan was developed to directly align with the state of California's Student Success Scorecard. This Scorecard was then discontinued during the CCCCO Data mart upgrade. To date, the CCCCO Data mart does not include the data that is required for VC to fully assess its goals and objectives related to student success. Thus, the College will likely need to update its Educational Master Plan objectives to align with the tools provided in the new data system.

### **Evidence List**

- I.A.1.01: [Thank You Email to Workgroup Members; April 2022 VCCCD Board Meeting Approval](#)
- I.A.1.02: Survey on Mission Statement Sent to [Employees](#) and [Students](#)
- I.A.1.03: [President's Captain's Chat Presentation](#)
- I.A.1.04: [Academic Senate Minutes, March 3, 2022](#)
- I.A.1.05: [Classified Senate Minutes, December 2, 2021](#)
- I.A.1.06: [Associated Students Minutes, November 15, 2021](#)
- I.A.1.07: [VCCCD Board of Trustees Minutes, April 12, 2022](#)
- I.A.1.08: [College Programs Webpage](#) (link provided on [Online Catalog Webpage](#))
- I.A.2.01: [2017-2023 Educational Master Plan](#)
- I.A.2.02: [Strategic Implementation Plan](#)
- I.A.2.03: [Facilities Master Plan](#)

- I.A.2.04: [Technology Plan](#)
- I.A.2.05: [Guided Pathways Initiative Dashboard \(Online Dashboard\)](#)
- I.A.2.06: [AB 705 Initiative Data Report, Feb 13, 2020](#)
- I.A.2.07: [Student Equity and Achievement \(SEA\) Plan](#)
- I.A.2.08: [VC Institutional Effectiveness \(IE\) Office Data Dashboards \(Online IE Website\)](#)
- I.A.2.09: [College Planning Committee Minutes, September 26, 2018](#)
- I.A.2.10: [College Planning Committee Minutes, April 28, 2021](#)
- I.A.2.11: [College Planning Committee Minutes, April 27, 2022](#)
- I.A.3.01: [2019-2020: Planning Parameters](#)
- I.A.3.02: [Integrated Planning Diagram](#)
- I.A.3.03: [VC Educational Master Plan](#)
- I.A.3.04: [2021 Faculty Staffing Priorities Rubric](#)
- I.A.4.01: [Mission Statement, College Catalog](#)
- I.A.4.02: [Mission Statement Screenshot from College Website](#)
- I.A.4.03: [Mission Poster](#)
- I.A.4.04: [Educational Master Plan Timeline](#)
- I.A.4.05a: Survey on Mission Statement Sent to [Employees](#) and [Students](#)
- I.A.4.05b: [President's Chat Presentation](#)

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### ***Academic Quality***

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

#### **Evidence of Meeting the Standard**

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

*Student Outcomes:* Sustained, substantive, and collegial dialog about student outcomes is conducted through both established and informal processes. Course, program, and service outcomes are discussed and analyzed during VC's annual program review process, during open campus forums, and at regular department and division meetings where faculty and staff discuss their established Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs), evaluation rubrics, and the data derived from the assessment of student learning ([I.B.1.01](#), [I.B.1.02](#), [I.B.1.03](#)). Department faculty also discuss student outcomes during course scheduling, curriculum development and revision, and other routine interactions.

*Student Equity:* VC engages in ongoing dialog about student equity at all levels of the institution. While student equity has always been included in campus discussions of student outcomes, the 2020 nationwide protests spurred the College to place equity and antiracism at the forefront of these discussions. These discussions were guided by the book, "How to be an Antiracist" by Dr. Ibram X. Kendi. All employees were given the opportunity to receive a free copy this book through the College's "One Book, One Campus" initiative. At each 2020-2021 meeting of the Administrative Council, an attendee gave a presentation on a chapter, and the group spent time discussing how it applied to their own lives and the College. Members of the "One Book, One Campus" committee also created Canvas modules on different topics from the book and provided them to instructors to incorporate into their classes.

The College also held a series of equity summits in spring 2021. As part of Black History Month, the District hosted a virtual discussion with Dr. Cornel West. Over 700 faculty, staff, and students attended the discussion with Dr. West, who answered student questions about racism, equity, and overcoming historical barriers to education access. The first summit focused on addressing equity gaps through a cultural curriculum audit. This generated tremendous interest from faculty that the College decided to move forward with a cultural curriculum audit of participants' classes ([I.B.1.04](#)).

Each year, the College holds an annual Diversity in Culture Festival. Open to faculty, staff, and the community at large, the festival includes lectures, panel discussions, performances, and a poetry slam.

The festival is committed to recognizing, celebrating, and promoting awareness and appreciation of the value of diversity at Ventura County District colleges and in local communities. Faculty members are also encouraged to bring their classes to the sessions, and to provide students with extra credit for attending.

Analysis and discussion of student equity also takes place in Ventura College's Faculty Academy, an intensive two-semester pedagogical training program. As of spring 2021, four cohorts of faculty have completed the academy. As part of the academy, participating faculty review data on course success rates and equity gaps in their own classes. Faculty participants spend one semester reviewing data and learning about culturally responsive teaching practices and the second semester implementing these practices. The academy has been extensively evaluated and found to have a statistically significant impact in increasing overall course success rates in participants classes, as well as increasing course success rates among Hispanic, low-income, male, and disabled students. Faculty Academy was honored with the California Community Colleges Board of Governors 2020-2021 Exemplary Program Award for Equitable Practices in a Virtual Educational Environment. Portions of the faculty academy have since been extended to all faculty members. For example, the Institutional Effectiveness Office has developed a dashboard that allows faculty members to view disaggregated course success rates in their own classes. The dashboard is tied to the faculty member's login credentials, so that they can review their own data but nobody else can see it, unless they choose to share it ([I.B.1.05](#)).

In addition, the College has developed a Student Equity and Achievement Plan in compliance with state mandates. To develop this plan, data on key metrics was provided by the state of California. Disproportionately impacted student groups were identified, and activities were developed to close equity gaps. The Student Success Committee meets regularly to develop, implement, and monitor the activities identified in the Student Equity and Achievement Plan. Agendas and minutes from this group are available on the college website ([I.B.1.06](#)). The IE division has also developed online data dashboards, which display disaggregated data on several student success metrics ([I.B.1.07](#)). Plans to address gaps in student achievement among student groups are documented in the Strategic Implementation Plan, the Student Equity Plan, as well as in program plans ([I.B.1.08](#)).

*Academic Quality:* Program review and the Educational Master Plan are two institutional mechanisms for dialog about academic quality. Program review provides the most comprehensive opportunity for individual programs to discuss all factors that support academic quality, including the review of student learning and student achievement data, program curricula, student support, instructional equipment, staffing, technology, facilities, and budgets ([I.B.1.09](#), [I.B.1.10](#)).

The Educational Master Plan provides a broader look at the total institutional environment, reviewing student learning and achievement in the context of long-range trends, community and industry needs, external pressures and resources, service area demographics, student enrollment trends, public school enrollment and projected graduation rates, and other factors ([I.B.1.11](#)). The Educational Master Plan is operationalized through the three-year Strategic Plan and the annual program review process.

*Institutional Effectiveness and Continuous Improvement:* VC regularly monitors institutional

effectiveness through a number of College committees and councils. The annual program review process is the primary location for dialog on continuous program improvement, and the College Planning Committee (CPC) is the primary location for dialog on continuous institutional improvement ([I.B.1.12](#)). The CPC is a participatory governance committee that makes recommendations on the viability of programs and the relevance of new improvement initiatives to the college president. Comprising members from every constituent group at the College, the CPC is co-chaired by a faculty member, a classified staff member, and the Dean of IE.

The College Outcomes Group (COG) is another important venue for dialog about continuous improvement ([I.B.1.13](#)). COG is charged with overseeing the process of developing, assessing, and refining program, course and institutional SLOs and SUOs. The committee also provides vision and leadership for outcomes-based assessment, establishes a plan and timeline for the development and assessment of SLOs, and monitors and evaluates the process of assessing SLOs for courses, programs, and services.

The Distance Education Advisory Group (DEAG) meets monthly to discuss student outcomes and institutional effectiveness in distance education. The committee includes instructional faculty representatives from the Learning Resource Center, EAC, and Counseling, instructional technologists/designers, and a student representative. The group is co-chaired by the Dean of Distance Education and an instructional faculty member.

DEAG reviews and discusses distance education training, ongoing best practices in Distance Education delivery, and student success in Distance Education at VC. This group regularly surveys faculty regarding the services provided. Survey results are reviewed at group meetings and the discussions are noted in the minutes of these meetings ([I.B.1.14](#)). The advisory group also regularly reviews and updates the Faculty Distance Education Handbook and web pages ([I.B.1.15](#)). Handbooks are displayed on the Distance Education web page and circulated to Distance Education faculty through emails with links to the online handbooks and in a variety of our training lessons and tools ([I.B.1.16](#)).

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

### **Analysis and Evaluation**

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

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

- Academic Senate



- Classified Senate
- Guided Pathways Committee
- Professional Development Advisory Group
- College Planning Committee
- Curriculum Committee
- Distance Education Advisory Group
- College Outcomes Group
- Department Chair and Coordinator Council
- Dean and Directors Council
- Administrative Council
- Student and Faculty Equity Summit Sessions
- Library and Learning Resources Committee
- Student Affairs Leadership Team ([I.B.1.17](#))

*Student Equity:* As noted above, the College engages in extensive and ongoing dialogue about student equity. These discussions have been amplified and accelerated by the 2020 nationwide protests. Dialog has occurred across the college in multiple venues, guided by Dr. Ibram X. Kendi's book, "How to be an Antiracist." This book and another by Dr. Kendi, "Stamped: Racism, Antiracism, and You," have been the focus of the Administrative Council and resourced by several faculty members to develop Canvas modules incorporating anti-racism discussions in classes. In addition, the College has held multiple equity summits, which included a District wide discussion with Dr. Cornel West. In addition, these summits have led to establishing the Cultural Curriculum Audit and Revision (CCAR) program, in which cohorts of faculty participants engaged in an audit and revision of their course curriculum. The College's pedagogical training program, Faculty Academy, has also been a venue for in-depth discussions and implementation. Further, all faculty members can now view disaggregated course success rates in their own classes via a login-based dashboard.

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

Beyond this, the College offers a robust professional development program focused on the improvement of instruction and service to students. During "Flex Week," held before the start of each fall and spring semester, the Professional Development Advisory Group organizes a series of presentations and trainings for faculty and staff. On average, over 500 faculty and staff attend these Flex Week sessions each semester. The presentations deal with a myriad of topics including SLO development and assessment, teaching and classroom management strategies, student services,

campus safety, and effective utilization of instructional technologies ([I.B.1.18](#)). In addition to the Flex Week program, the Distance Education staff conducts training sessions each academic year for faculty teaching online or web-enhanced courses ([I.B.1.19](#)). During the coronavirus pandemic in 2020-2021, the college's online schedule was greatly increased, and as a result, these DE training sessions were greatly expanded. Faculty are also encouraged to apply to the Faculty Travel Fund Pool to secure the resources that allow them to attend conferences and training in their professional area.

The faculty evaluation process, as negotiated between the faculty union (American Federation of Teachers) and the District, is a peer-review process designed “to provide a genuinely useful and substantive assessment of faculty performance, to recognize and acknowledge good performance, to enhance performance, and to help employees further their own growth. The evaluation process should be implemented in a positive, supportive manner that encourages self-improvement and excellence in the faculty members' areas, promotes professionalism and enhances performance.” ([I.B.1.20](#)) This evaluation process combines classroom observation with frequent feedback and coaching meetings intended to foster instructional and service excellence.

*Institutional Effectiveness and Continuous Improvement:* VC regularly monitors institutional effectiveness through numerous college committees and councils. The annual program review process is the primary location for dialog on continuous program improvement, and the College Planning Committee (CPC) is the primary location for dialog on continuous institutional improvement. Each year, the CPC conducts a review of the program review process, making adjustments and refinements as needed ([I.B.1.21](#)). More targeted discussions on student outcomes and distance education occur at the College Outcomes Group and Distance Education Advisory Group, respectively.

The College will continue to evaluate and refine its program review process to ensure that it maximizes collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

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

### **Evidence of Meeting the Standard**

VC defines and assesses SLOs and SUOs for all programs of the College, including instructional programs, student and learning support services, and administrative support services. SLOs/SUOs have been established for each course, program, certificate, and degree ([I.B.2.01](#)).

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

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

- training individuals and/or departments in the development of SLOs/SUOs, in the entering of data into TracDat, and in the use of data for meaningful improvement of courses, programs, and services
- monitoring compliance by all departments and service units with SLO/SUO responsibilities
- providing SLO/SUO status reports to the vice presidents, deans, and department chairs ([I.B.2.02](#))

The College Outcomes Group (COG) is charged with overseeing the campus wide process of developing, assessing, and refining program, course and institutional SLOs and SUOs. The committee also provides vision and leadership for outcomes-based assessment and evaluates the process of assessing SLOs/SUOs for courses, programs, and services. COG recommends improvements to the SLO/SUO process, and documents SLO/SUO efforts and results for accreditation. COG membership comprises the IE dean, two faculty SLO facilitators, six faculty members drawn from all academic divisions (appointed by the Academic Senate), two student services faculty, one library faculty, one academic dean, two classified staff members (appointed by the Classified Senate), three classified supervisors, one Business Services representative, one Distance Education representative, one student representative (appointed by the Associated Student Body) ([I.B.2.03](#)).

Programs, departments, and services adhere to a five-year rotational plan, in which all outcomes are assessed twice within a five-year period ([I.B.2.04](#)). Modifications to instructional techniques and revisions to course content are made based on the conclusions drawn from these assessments.

### Analysis and Evaluation

All instructional and service programs have established SLOs/SUOs for existing courses, programs, degrees, certificates, and services. In the 2019-2020 academic year, the college overhauled its SLO/SUO assessment process to make it more streamlined and efficient. Discussions began in earnest in the Department Chair and Coordinator Council in fall 2019. The Department Chairs expressed concerns about the amount of data entry and tracking needed to remain current with SLO/SUO assessments (Dept Chair Position Statement). To respond to these concerns, the IE Office and SLO Facilitators began a complete evaluation and analysis of the process. The changes created to the process are as follows:

(1) Improving access to SLO/SUO information. SLO/SUO information is housed in the Tracdat software system, which is login based. Due to the difficulty of creating and maintaining unique logins for every faculty and staff member on campus, the only people with access to Tracdat are department chairs, coordinators, and deans. To improve access, the IE Office created a publicly accessible webpage that displays SLOs and SUOs for all courses, programs, and services, as well as when they are scheduled for assessment. This “Find an Outcome” page includes an interactive Tableau dashboard that allows faculty and staff to easily search for any outcome on campus. In addition, at the beginning of each semester, SLO Facilitators email department chairs and coordinators with a list of courses that are scheduled for assessment. They also follow up with monthly reminder emails.

(2) Streamlining the Course SLO (CSLO) assessment reporting process. Department chairs had been

relying on email and word documents to collect and aggregate SLO results from their faculty. This labor- and time-intensive process made it difficult to track which faculty members had submitted SLO results and which ones had not. To address this issue, the IE Office created an online Qualtrics form for faculty to submit their CSLO results. After submitting the form, the information is sent to a Tableau dashboard that aggregates the data across all instructors who are teaching the same course. It also produces a list of faculty members who submitted results, so that department chairs can easily identify and reach out to instructors who still need to submit. The information from this dashboard is then entered into Tracdat by a student worker in the IE Office. Thus, department chairs and coordinators no longer need to compile or enter CSLO data directly. Instead, they can simply facilitate the process by using the CSLO results dashboard to display and discuss CSLO results during department meetings. These changes have shifted the focus of SLO assessments away from compliance and toward a more meaningful discussion of assessment results.

(3) Reducing the number of direct SLO/SUO assessments. Prior to this overhaul, course, program, and institutional SLOs were assessed using separate instruments and methods. This meant that a single capstone course would need to directly assess two Course SLOs (CSLOs), one or more Program SLOs (PSLOs), as well as one Institutional/GE SLO (ISLO). While this model worked well for some programs, others had difficulty ensuring that each type of assessment was completed for each course. To address this issue, the SLO Facilitators, College Outcome Group, and IE Office analyzed models at different community colleges. As a result of this analysis, the decision was made to shift to a mapping model. Under this model, capstone courses for each program are identified, and a CSLO from that course is mapped to a PSLO. Then, the capstone course CSLO assessment results are used for both the CSLO and the PSLO. The same process is also used for ISLOs. Under the previous model, all courses already had an ISLO associated with them. So, CSLO assessment results were mapped to that previously associated ISLO and were used for both the CSLO and ISLO. The assessment results for the mapped PSLOs and ISLOs are both housed in interactive Tableau dashboards that can be easily accessed by department chairs and coordinators to display and discuss in department meetings. The same mapping process was then applied to SUOs and Institutional SUOs. Thus, this new model reduced the number of direct SLO/SUO assessments, and improved access to PSLO and ISLO/SUO assessment results, all while maintaining the fidelity of the assessment data.

(4) Creating a stronger link between SLO/SUO assessment results, program plans, and resource requests. After the above changes were made to the SLO/SUO process, the IE Office and SLO Facilitators updated the annual program review process to match assessment results with improvement plans and requests for any resources needed to improve results. Programs now provide a brief summary of their assessment results and the impact of past initiatives on improving results. They develop objectives for improvement and request any resources needed to meet those objectives. Resource requests are then prioritized by committees using rubrics and go to the College President and Executive Team for final funding decisions.

As noted earlier, all Course SLOs and Service SUOs map to one or more of the college's ISLOs or ISUOs. The five ISLOs are:

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

The two ISUOs are:

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

As noted above, the College has recently overhauled its assessment process to make it more streamlined and efficient. As these changes are implemented, we will continue to evaluate the process to determine if additional refinements need to be made.

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

### **Evidence of Meeting the Standard**

Ventura College first established institution-set standards over a decade ago. In spring 2012 (a year before the ACCJC required that colleges establish institution-set standards), the College Planning Committee (CPC) developed and approved VC's first "Core Indicators of Effectiveness." These metrics were then supplemented by the ACCJC's Institution-Set Standards. One of the issues that arose from this process was that the terms of the Core Indicators were slightly different than the terms used in the ACCJC's Institution-Set Standards. Thus, one of the recommendations of the 2016 visiting team

was to evaluate and revise them.

This was done as part of the process of developing and finalizing the 2017-2023 Educational Master Plan. This plan was developed to align directly with the ACCJC Institution-Set Standards, the CCCC Institutional Effectiveness Partnership Initiative, and the CCCC Student Success Scorecard. 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 ([I.B.3.01](#)). These objectives have replaced the previous Core Indicators.

In addition, the college’s Institution-Set Standards were also revised to align with the objectives of the 2017-2023 Educational Master Plan. The primary goals of this plan are to improve each of these metrics. Thus, the college’s Institution-Set Standards were set to be the actual values during the year prior to the plan.

Each year, performance on the Educational Master Plan is discussed at the College Planning Committee. Further, data are posted on the College website ([I.B.3.02](#)), for the dual purpose of celebrating accomplishments and identifying areas needing additional support.

### Analysis and Evaluation

The College has established institution-set standards for student achievement, systematically assesses how well it is achieving these standards, and publishes this information. In 2015, selected institution-set standards were incorporated into program review. Instructional programs analyzed their course success rate relative to the College’s institution-set standards. Faculty and staff responded to questions about how they are contributing to the College’s institution-set standard of degrees and certificates awarded ([I.B.3.03](#), [I.B.3.04](#)). Through this process, each program can use the institution-set standards as benchmarks against which to compare their performance.

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

### Evidence of Meeting the Standard

Through the Educational Master Plan, Strategic Implementation Plan, and the integrated program review and planning model, VC systematically assesses the effectiveness of programs and services, using multiple sources of assessment data to inform decision-making and direct resources to initiatives designed to improve student learning. During the program review process, each program is provided with comprehensive student achievement data spanning five years. For instructional programs, this includes data on course enrollment, successful course completion, numbers of degrees and certificates conferred, UC/CSU transfers, SLO assessment results, and labor market data (CE programs only). Student services programs and administrative services departments are provided with data on student service usage, student and employee survey data, and SUO assessment results. Program faculty and staff include analyses of these data in their program review reports and use the results to develop improvement plans and resource requests. Data on the progress made toward the goals and objectives of the Educational Master Plan to the CPC each year, as well as shortfalls, provide institutional

committees with insight into areas in need of additional attention ([I.B.4.01](#), [I.B.4.02](#)).

### **Analysis and Evaluation**

Assessment data is used to organize institutional processes at all levels of the college.

### ***Institutional Effectiveness***

**I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

### **Evidence of Meeting the Standard**

As described and documented in I.A.2, I.B.1, I.B.2, and I.B.3, Ventura College assesses accomplishment of its mission through the annual program review process, through a five-year cycle of SLO/SUO review, and through an annual report on the seven measurable objectives that replaced the 13 Core Indicators of Effectiveness. Programs are provided with disaggregated data for analysis and discussion for purposes of developing program review initiatives. The College Planning Committee, Student Success Committee, and Guided Pathways Committee review disaggregated data to assess progress made toward the College's Educational Master Plan, Student Equity and Achievement Plan, and the Guided Pathways Scale of Adoption Assessment ([I.B.5.01](#)).

As described in I.B.1, dozens of faculty members have completed the VC Faculty Academy, a two-semester pedagogical training program. Faculty Academy was honored with the California Community Colleges Board of Governors 2020-2021 Exemplary Program Award for Equitable Practices in a Virtual Educational Environment. Faculty participants spend the first semester of Academy reviewing data on course success rates and equity gaps in their own classes, as well as learning about culturally responsive teaching practices. In the second semester, faculty participants implement these practices in their classes. The Academy has been extensively evaluated and found to have a statistically significant impact in increasing overall course success rates in participants' classes, as well as increasing course success rates among Hispanic, low-income, male, and disabled students ([I.B.5.02](#)).

In addition, the VC IE Office publishes 14 publicly accessible data dashboards on its website ([I.B.5.03](#)). Two of these dashboards are specific to success by method of instruction. They include data on classes offered, enrollment, and course success for face-to-face, hybrid, and online classes. Data is further disaggregated by method of instruction and student demographics.

### **Analysis and Evaluation**

As previously described and documented, under the leadership of IE, the College assesses accomplishment of its mission through program review and evaluation of goals and objectives, SLOs/SUOs, and student achievement. Quantitative data are disaggregated for analysis by program type and mode of delivery. Collected qualitative data are used to inform committee discussions and institutional plans.

Program review at Ventura College includes a thorough and systematic assessment of multiple data metrics. Program review is conducted at multiple levels, including at the division and Executive Team level. The metrics used at each level vary, but they are all derived directly from the College mission and Educational Master Plan. They are as follows:

- Instructional Programs
  - Enrollment – 5-year trend, disaggregated by ethnicity and gender
  - Course success rate – 5-year trend, disaggregated by ethnicity and gender
  - Student Completion
    - Degrees, certificates awarded – 5-year trend, disaggregated by ethnicity and gender
    - UC/CSU transfers – 5-year trend, disaggregated by ethnicity and gender
  - Labor Market Data (CE Programs Only)
  - Course SLO Assessments
  - Program SLO Assessments
  - Program Currency
    - Percentage of active courses not offered in the past 5 years
    - Percentage of active courses that do not have up-to-date course outlines of record
- Instructional Divisions
  - FTES Targets
  - FTEF Allocations
  - Productivity (WSCH/FTEF) Targets
- Student Services
  - Student usage of service – 5-year trend, disaggregated by ethnicity and gender
  - Student perception of service (as measured through annual point-of-service surveys)
  - SUO assessments
- Administrative Services
  - Employee survey data
  - Student survey data
  - SUOs
- Executive Team
  - College Enrollment – 5-year trend, disaggregated by ethnicity and gender
  - College Course Success Rate – 5-year trend, disaggregated by ethnicity and gender
  - Student Completion
    - Degrees, certificates awarded – 5-year trend, disaggregated by ethnicity and gender
    - UC/CSU transfers – 5-year trend, disaggregated by ethnicity and gender
    - Employee survey results
    - ISLOs
    - ISUOs

In 2017-18, Ventura College's program review system underwent a major overhaul. The primary change was to move to a three-year staggered program review model. Every instructional, student service, and administrative service program now completes a comprehensive review of the data metrics listed above once every three years. Data is displayed in Tableau dashboards through an online program review software system. Programs identify areas for improvement and set three-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 toward their objectives and they also update resource requests.

The other component that was overhauled in 2017-2018 was the student service program review. Prior to 2017-2018, student service data collection was not systematic or consistent across services. To improve this, systematic data collection began in three areas: 1) student usage and demographics through the Starfish (and previously GradesFirst), Accudemia, and SARS software systems, 2) student survey data through point-of-service surveys, and 3) SUO assessment results through Tracdat/Nuventive.

The most recent update to the system was the addition of the Executive Team program review in 2020-2021. The Executive Team comprises the College President and Vice Presidents. This component was added to improve the transparency and documentation of college-level data analysis and resource requests. For example, after a detailed review of data, the Executive Team identified a need to hire a college Public Information Officer. They included this request in their program review, and it went through the committee prioritization process along with all other resource requests. This college-level request is one that would not have been identified or included in any program-level review because those reviews focus on program-level data and resource needs.

All program review resource requests then go through a data-based prioritization process to determine which resources will be funded in the subsequent year. The requests are first prioritized by each program, then by the area (Academic Affairs, Student Affairs, Business and Administrative Services). After that, they are sent to relevant committees, each of which uses a data-based rubric to score the requests. Finally, the requests are sent to the Executive Team along with the program, area, and committee rankings. The Executive Team then evaluates that information, along with budget restrictions and constraints, and develops a final ranked list of resource requests, which are funded in rank order until funding is no longer available.

The program review process itself is evaluated annually by the College Planning Committee (CPC). Each year, the CPC reviews the process, and develops refinements and changes to be made for the coming year. In 2021-2022, this evaluation included surveys of those who completed a program review, as well as those who served on committees that ranked program review resource requests. The results of these surveys were discussed in multiple CPC meetings, and resulted in a number of improvements to the process ([I.B.5.04](#), [I.B.5.05](#)).

One recent refinement that arose out of this review was the addition of an out-of-cycle resource request process in 2020-2021. As noted earlier, resource requests that arise out of program review go through a multi-step prioritization process. This takes months to complete and does not work well for immediate or unforeseen resource needs. This type of need was reviewed by the Executive Team, but the process was not systematic or very transparent. To address this, the College Planning Committee convened a taskforce to develop an out-of-cycle resource request process. Programs complete an

online form, which goes to their VP for review. Notifications are also sent to the Academic Senate President, Classified Senate President, and Budget Resource Committee chairs, depending on the type of request. The VP then advances the request to the Executive Team, or requests more information from the requestor. The President and Executive Team then bring the request to the relevant committee for feedback and input. Then, within 30 days of the committee meeting, the President decides to fund it or not, and sends their decision to the requestor, VP, and the relevant committee chair. All decisions are also posted on the publicly accessible program review webpage.

Regarding data on method of instruction, the VC IE Office publishes 14 publicly accessible data dashboards on its website. Two of these dashboards are specific to success by method of instruction. They include data on classes offered, enrollment, and course success for face-to-face, hybrid, and online classes. Data is further disaggregated by method of instruction and student demographics. These dashboards thus provide longitudinal success data for use by deans, department chairs, instructional designers, and faculty for the purposes of assessing the efficacy of the distance education instructional mode.

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

### **Evidence of Meeting the Standard**

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

The College mission, Educational Master Plan, and Strategic Plan are the guiding documents for all college analysis and planning. In addition to these documents, the College's Student Equity and Achievement Plan also focuses specifically on identifying gaps in student outcomes between student groups, and then developing and implementing interventions specifically designed to close those gaps ([I.B.6.01](#)). To document progress, and to provide disaggregated data to the entire campus community, the IE Office has also developed a series of interactive dashboards with disaggregated student access and outcome data. These dashboards are posted on the IE Division's web page and are publicly accessible ([I.B.6.02](#)). Further, all faculty members have access to disaggregated course success rates in their own classes through a login-based dashboard ([I.B.6.03](#)).

To integrate fully the College's efforts in implementing strategies to improve student outcomes, the College created an overarching Student Success Committee (SSC) in the 2015- 2016 academic year. The original charge of this committee was to integrate the efforts and resources of the College's Student Equity Plan, SSSP Plan, and Basic Skills Plan. As the state's planning requirements have changed (e.g. the SSSP Plan no longer exists, but there is now an AB 705 Implementation Plan), this committee has evolved into the Student Equity and Achievement Committee, and continues to focus on integration of

large-scale success efforts.

The College also regularly examines data by instructional mode ([I.B.6.04](#)). The VC IE Office publishes 14 publicly accessible data dashboards on its website. Two of these dashboards are specific to success by method of instruction. They include data on classes offered, enrollment, and course success for face-to-face, hybrid, and online classes. Data is further disaggregated by method of instruction and student demographics. These dashboards thus provide longitudinal success data for use by deans, department chairs, instructional designers, and faculty for the purposes of assessing the efficacy of courses taught via all instructional modalities.

### Analysis and Evaluation

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

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

### Evidence of Meeting the Standard

Policies and practices are evaluated and discussed regularly through the College's participatory governance process. This process and its associated committee structure are described in the 2019-2025 Participatory Governance Handbook ([I.B.7.01](#)). Through this system, committees and advisory groups have been formed, each of which has a specific charge and focus. In committee meetings, ideas are discussed at length, voted upon, and ultimately recommended to the College President, who then makes a final decision.

The handbook also describes the process by which governance processes are evaluated for effectiveness. A committee chair training session is held each year to ensure that committee chairs are aware of their responsibilities and best practices for committee meetings. Each committee also engages in a purposeful goal setting and evaluation process. In the first meeting of the year, each committee reviews their charge and sets goals for the coming year. These goals are then collected by the IE Office via an electronic form. At the end of the spring semester, the IE Office sends an online survey to all committee members to assess progress made toward each goal. In the last meeting of the year, the committee discusses the results and uses them to inform goals for the next year.

The Participatory Governance Handbook itself is reviewed once every six years. However, if a change is needed prior to the six-year review, it requires approval by the Academic Senate, Classified Senate, College Planning Committee, and the College President. Approval is required for changes to any of the following elements of the participatory governance system:

- Changing the charge of a committee
- Changing the constituent membership of a committee
- Adding a new committee
- Disbanding an existing committee
- Changing the location of a committee in the governance diagram
- Changing regularly scheduled meeting days/times

### Analysis and Evaluation

During the 2018-2019 year, a CPC taskforce of faculty, classified staff, administrators, and students thoroughly evaluated our committee and decision-making system with the goal of clarifying and streamlining both. The group met regularly and presented updates and drafts to the College Planning Committee for feedback and input. After completing a full draft of the plan, it was sent to the Academic Senate, Classified Senate, College Planning Committee, Associated Students of Ventura College, and College Executive Team for feedback. Their feedback was incorporated into the plan, and the final version was approved by all constituencies in June 2019 ([I.B.7.01](#)).

The 2019-2025 Participatory Governance Handbook reiterates the College's commitment to its mission, vision, and core commitments and clearly defines the roles of the College's constituent groups. The document classifies campus committees as either governance, operational or advisory, defines what is meant by each term, and lists each committee with a description of its membership make-up and charge. As noted above, all committees complete an annual goal setting and self-evaluation. The handbook itself is reviewed and updated every six years.

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

### Evidence of Meeting the Standard

As described and documented in I.A.2, I.B.1, I.B.2, I.B.3, I.B.4, and I.B.6, each College department or program receives a multitude of disaggregated student enrollment and achievement data to review and to analyze as part of their annual program reviews

To ensure that data is widely available and accessible, the IE Office has also developed web-based interactive data dashboards on 14 key metrics that align directly with our mission and Educational Plan. These dashboards are publicly accessible and provide all campus constituents with data and information. In addition, the IE Office has developed multiple enrollment dashboards to analyze and project enrollment. These dashboards are updated each morning. Access to these enrollment dashboards is limited to department chairs, deans, vice presidents, and the college president. The IE Office webpage also includes more detailed PDF reports on specific topics, as well as an archive of PDF reports that go back a decade ([I.B.8.01](#)).

In addition, as described earlier, the College administration and faculty hold regular campus forums focused on student equity and specific topics throughout the year.

### Analysis and Evaluation

Under the leadership of the IE Office, the College is provided with a wide variety of data and statistics. The IE makes this data easily accessible to College personnel, students, and members of the public by posting relevant reports and dashboards to its webpage.

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

### Evidence of Meeting the Standard

As described in section I.B.5, the College engages in a continuous, cohesive, integrated, systematic, and holistic approach to planning, assessment, and resource allocation designed to support its mission and improve institutional effectiveness and academic quality. The College mission underlies all efforts in this area and frames the creation of the Educational, Facilities, and Technology Master Plans. Each of these longer-range plans provides the context for the development by the CPC of the three-year Strategic Plan with its Strategic Goals and specific Action Steps outlined with a timeline for completion. Each spring the College administration publishes its Planning Parameters to provide direction and context for the formulation of the following year's program reviews ([I.B.9.01](#)).

### Analysis and Evaluation

As part of the program review process, faculty, staff, and administrators analyze pertinent student learning and achievement data and develop three-year objectives for improvement. Each subsequent year, they review progress made toward those objectives and request appropriate resources needed to meet them. All program review resource requests then go through a data-based prioritization process to determine which resources will be funded in the subsequent year. The requests are first prioritized by each program, then by the area (Academic Affairs, Student Affairs, Business and Administrative Services). Afterward, they are sent to relevant committees, each of which uses a data-based rubric to score the requests. Finally, the requests are sent to the Executive Team along with the program, area, and committee rankings. The Executive Team then evaluates that information, along with budget restrictions and constraints, and develops a final ranked list of resource requests, which are funded in rank order until funding is exhausted ([I.B.9.02](#)).

### Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

The College meets all components of this Standard. All instructional, student service, and administrative service programs have defined SLOs/SUOs, which are regularly assessed. Institutional-set standards have also been established and are incorporated into program review. This program review process itself is regularly evaluated and has been modified and updated to improve its effectiveness. The SLO/SUO assessment process was also recently updated to be more streamlined and transparent. Data is analyzed at multiple levels of the college and by multiple constituencies. Over a dozen publicly accessible data dashboards are also available on the IE website. Continuous, broad

based, and systemic evaluation and planning occurs at all levels of the college.

### Improvement Plan(s)

None.

### Evidence List

- I.B.1.01: [Fall 2018 Building Better Rubrics Materials](#)
- I.B.1.02: [Fall 2018 All-College Day SLO Presentation](#)
- I.B.1.03: [Department Minutes with SLO Discussion](#)
- I.B.1.04: [Cultural Curriculum Audit & Revision \(CCAR\) Canvas Shell](#)
- I.B.1.05: [Screenshot of Faculty Course Success Rate Dashboard](#)
- I.B.1.06: [Screenshot of Student Equity and Achievement Committee Webpage](#)
- I.B.1.07: [IE Dashboard Screenshots \(IE WebSite\)](#)
- I.B.1.08: [2019-2023 Student Equity Plan](#)
- I.B.1.09: [Program Review Data Dashboard Screenshot](#)
- I.B.1.10: [Program Review Handbook \(Program Review WebSite\)](#)
- I.B.1.11: [2017-2023 Educational Master Plan](#)
- I.B.1.12: [2019-2025 Participatory Governance Handbook](#)
- I.B.1.13: [College Outcome Group Webpage Screenshot](#)
- I.B.1.14: [Distance Education Advisory Group Minutes, September 9, 2021](#)
- I.B.1.15: [Faculty Distance Education Handbook](#)
- I.B.1.16: [Screenshot of Distance Education Webpage](#)
- I.B.1.17: [2019-2025 Participatory Governance Handbook \(Link to WebPage\)](#)
- I.B.1.18: [Fall 2021 Flex Week Schedule \(SharePoint Link\)](#)
- I.B.1.19: [Distance Education Training Webpage \(Link to WebSite\)](#)
- I.B.1.20: [2019-2022 VCCCD/AFT Agreement, Article 12.1](#)
- I.B.1.21: [College Planning Committee Minutes, April 27, 2022](#)
- I.B.2.01: [Screenshot of Find-an-Outcome Dashboard \(SLO WebSite\)](#)
- I.B.2.02: [SLO Facilitator Job Description Posting](#)
- I.B.2.03: [2019-2025 Participatory Governance Handbook](#)
- I.B.2.04a: [Screenshot of Find-an-Outcome Dashboard \(SLO WebSite\)](#)
- I.B.2.04b: [Completed SLO Assessments WebSite](#)
- I.B.3.01: [2017-2023 Educational Master Plan](#)
- I.B.3.02: [College Planning Committee Minutes, April 28, 2021](#)
- I.B.3.03: [Program Review Course Success Rate Dashboard Screenshot](#)
- I.B.3.04: [Program Review Handbook](#)
- I.B.4.01: [Student Services Program Review Data Dashboard Screenshot](#)
- I.B.4.02: [College Planning Committee Minutes, April 28, 2021](#)
- I.B.5.01: [Guided Pathways Scale of Adoption Assessment](#)
- I.B.5.02: [Faculty Academy Evaluation Report](#)
- I.B.5.03: [Screenshot of Institutional Effectiveness Webpage \(IE WebSite\)](#)
- I.B.5.04: [College Planning Committee Minutes, March 23, 2022](#)

- I.B.5.05: [College Planning Committee Minutes, April 27, 2022](#)
- I.B.6.01: [2019-2023 Student Equity Plan](#)
- I.B.6.02: [Screenshot of Equity Dashboards](#)
- I.B.6.03: [Screenshot of Faculty Course Success Rate Dashboard](#)
- I.B.6.04: [Screenshot of Distance Education Success Rate Dashboard](#)
- I.B.7.01: [2019-2025 Participatory Governance Handbook \(Link to WebPage\)](#)
- I.B.8.01: [Screenshot of Institutional Effectiveness College Report Archive Webpage](#)
- I.B.9.01: [2017-2023 Educational Master Plan](#)
- I.B.9.02: [2021-2022 ranked lists of program review resource requests](#)

## **I.C. Institutional Integrity**

**I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

### **Evidence of Meeting the Standard**

The College mission statement is readily available and accessible on the Ventura College webpage under the “About” menu as “Our Mission, Vision, and Guiding Principles” ([I.C.1.01](#)) and in the Online College Catalog ([I.C.1.02](#)). Information regarding SLOs and SUOs are available on the VC webpage by clicking Menu > About > Institutional Effectiveness, Data and Statistics > SLOs/SUOs. The SLO and SUO webpage includes a “Find an Outcome” link for users to find any SLO or SUO. Additionally, an Institutional/GE SLO and SUO page displays the ISLOs and ISUOs. The ISLOs and ISUOs are also listed in the College catalog on page 9 ([I.C.1.03](#)). Program SLOs are posted for academic and occupational programs in the College Catalog.

Classroom faculty are advised to place SLOs on their course syllabi and to discuss the SLO’s with their students. Faculty submit syllabi to their Division Office each semester for reference. The Faculty Handbook specifies, on page 22, that individual faculty will be expected to include SLOs on all syllabi and provides a link to the webpage SLOs and SUOs > Resources showing a model for SLO inclusion on course syllabi ([I.C.1.04](#)).

A comprehensive list of all academic programs offered at the College is available on the College website at <http://www.venturacollege.edu/departments/academic> and on page 50 of the College Catalog. This list is updated annually by curriculum technician and the Curriculum Committee faculty co-chair and then reviewed for accuracy by the College articulation officer, the College administrative team, and department chairs.

Information regarding available student support services is provided on the College webpage under the “Students” menu’s “Student Services” link ([I.C.1.05](#)), as well as in the College catalog on pages 32-39. This information is updated annually by the Dean of student services and reviewed for accuracy by the Vice President of Student Affairs, as well as the College’s administrative team and department coordinators.

Information regarding the College’s accreditation by the ACCJC is available from a link at the bottom of the College homepage ([I.C.1.06](#)) and in the College Catalog on page 7.

### **Analysis and Evaluation**

The College provides accurate and relevant information to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services.



**I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)**

### **Evidence of Meeting the Standard**

The College Catalog provides current and prospective students with an accurate, up-to-date, and comprehensive description of services, programs, policies, and procedures. The College Catalog is produced and is reviewed for accuracy and currency through an established process that includes a review of all course and program descriptions by the articulation officer and by each respective department chair and dean. All remaining content regarding district policies, College procedures, and student services is reviewed for accuracy by the offices most closely associated with each policy, procedure, or service. The catalog is available online. Approximately 250 hard copies are printed each year and are distributed to key personnel and services. The online version of the catalog can be viewed on screen or downloaded and saved as a PDF file. Catalogs for ten prior years are also available online ([I.C.2.01](#)).

The College Catalog is supplemented three times per year by the fall, spring, and summer Schedules of Classes. The Schedule of Classes contains additional information about enrollment policies and procedures, assessments, orientations, educational planning services, financial aid, how to add or drop courses, and more. Included in each Schedule of Classes is a chart that explains where to go for assistance on a variety of concerns. The schedule of classes is available on the College website in both a real-time searchable format and as a downloadable PDF or text version that can be viewed and printed ([I.C.2.02](#)).

### **Analysis and Evaluation**

An online College Catalog is available for students and prospective students that contains precise, accurate information on requirements, policies and procedures. Approximately 250 hard copies are printed each year and are distributed to key personnel and services. This Catalog is supplemented by the Schedule of Classes, which contains additional accurate information about District policies and College procedures.

**I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

### **Evidence of Meeting the Standard**

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

- The College's current Accreditation status and ACCJC correspondence ([I.C.3.01](#))
- All program reviews and program-level student achievement data (access is limited to department chairs, coordinators, and administrators) ([I.C.3.02](#))
- SLO's, course outcomes, program outcomes, and institutional/GE outcomes ([I.C.3.03](#))
- Publicly accessible, web-based interactive data dashboards on 14 key metrics that align directly with our mission and Educational Plan.
- Enrollment dashboards to analyze and project enrollment (access is limited to department chairs, coordinators, and administrators).
- A variety of detailed PDF data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information ([I.C.3.04](#))

### Analysis and Evaluation

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

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

### Evidence of Meeting the Standard

VC describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes through its College Catalog. The Catalog is available online and may be downloaded in a PDF format. Each program listing states the program purpose, course requirements, recommended additional courses (when applicable), and program SLOs ([I.C.4.01](#))

The College website contains program web pages. These web pages contain information about the program purpose, description, program, and College SLOs, career opportunities, degrees and/or certificates awarded, and links to the program's listing in the College Catalog. Academic counselors (and, in the case of occupational programs, department chairs) also advise students regarding the courses needed to complete a degree or certificate ([I.C.4.02](#)).

An additional source of information available to students are program information handouts for all programs in the Career Education Division. These handouts are included on each CE program's webpage. In addition, the CE Division also publishes a comprehensive online career education program e-book that describes the purpose and program requirements for all career education programs ([I.C.4.03](#)).

### Analysis and Evaluation

Online resources are available to describe Ventura College's certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

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

### **Evidence of Meeting the Standard**

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

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

- The Academic Senate leads the campus on academic and professional matters and addresses all matters either directly or through its designated committees. Actions and minutes are posted on their website ([I.C.5.01](#)).
- The Classified Senate supports and advocates for all classified staff on matters of participatory governance. The Senate interfaces with the College management in the implementation of College goals and objectives, and collects, evaluates, and disseminates information to and from classified staff as appropriate. Actions and minutes from each meeting are posted on their website ([I.C.5.02](#)).
- The ASVC (Associated Students of Ventura College) assumes responsibility for expressing student concerns, interests, and viewpoints to the administration and College community. The ASVC constitution and by-laws are posted on the College website ([I.C.5.03](#)).

At the District level, Board Policies (BPs) and Administrative Policies (APs) are updated on a two-year cycle or as necessary. All institutional policies and procedures are available on the Ventura Community College District website ([I.C.5.04](#)). The District has a Decision-Making Handbook that outlines how employees are involved in the processes that lead to recommendations in their respective areas of responsibility and the accountability they have in decision-making ([I.C.5.05](#)).

### **Analysis and Evaluation**

The College's Participatory Governance Handbook is updated every six years, and as needed. The District Decision-Making Handbook is updated every three years, or as needed. The Academic, Classified, and Student Senates review procedures as appropriate to their role in the governance process.

**I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

### **Evidence of Meeting the Standard**

VC provides current and prospective students with information about the total cost of their education both in the College catalog and on the College website. The College Catalog explains all fees on pages 19 to 20 ([I.C.6.01](#)). Although the catalog does not include specific information about the costs of textbooks, students can use the Bookstore's website to locate required texts and their cost ([I.C.6.02](#)). The College homepage includes an easy-to-find link to the College's Financial Aid page, which includes

information for students on fees, financial aid, payment plans, scholarships and grants, and the Ventura College Promise program ([I.C.6.03](#)).

The Financial Aid Office's webpage includes a link to descriptive information about the total costs of attendance (COA), estimated family contribution (EFC), and financial need (FN) ([I.C.6.04](#)). Students who are awarded financial aid receive an interactive electronic award letter that includes their cost of attendance, EFC, lists all of their financial aid, and includes helpful videos and links.

The college also maintains a Consumer Information webpage in accordance with federal regulations ([I.C.6.05](#)). This page includes links to many topics, including cost of attendance, fees, and textbook information. The online orientation for new students includes a module on "Paying for College." This module includes information on the cost of attendance, types of financial aid, and how to apply for financial aid. It also includes links and contacts for students to get in touch with the Financial Aid Office.

The College also offers several classes that have no textbook-related costs. These Zero Textbook Cost (ZTC) classes use Open Educational Resources (OER) created under a Creative Commons (a public copyright license) that gives people the ability to share, use, and build upon a work that has been created. Several VC faculty members have adopted and created OER to provide high quality educational materials in no-cost online or low-cost print versions. In the online course schedule, ZTC classes are clearly denoted with a special symbol.

Ventura College is supported by the Ventura College Foundation, which provides a wide range of programs and services that assist students in meeting the financial obligations associated with obtaining a post-secondary education. These programs and services include the Ventura College Promise, the Scholarship Program, the Textbook Lending Library, student scholarships, and the development and fostering of public/private partnerships to create career education programs with industry leaders who share a commitment to ensuring that all students have access to a high-quality and affordable post-secondary education.

*Ventura College Promise (VC Promise):* The Foundation's first-year VC Promise, established in 2006, was the first program of its kind in the state of California and a model program for other California community colleges. In fact, the success of the VC Promise was referenced in State Assembly Bill 19 that was signed into law in 2017 and established the California Promise Program that waives tuition fees for qualified first-year, full-time community college students throughout the state of California. With the combined public-private funding from the California Promise Program and community support, the foundation's VC Promise expanded in 2019, and qualified full-time students could begin to attend two consecutive school years at Ventura College tuition-free. During the first eleven years of program implementation, approximately 1,000 first-year students, who graduated from Ventura County high schools, had all educational fees (not covered by state and federal financial aid) paid by the foundation's private donations each year. Currently, the Ventura College Promise pays enrollment fees for approximately 1,500 first-year students and approximately 200 second-year students at Ventura College each year. In 2020, as a result of the significant commitment by the State of California

to increase its support for the VC Promise through the California Promise Program funding, the Ventura College Foundation largely redirected its private donations to support student success through other priority programs on campus. To date, the Ventura College Promise has provided over \$3 million in enrollment fee support to more than 14,000 students ([I.C.6.06](#)).

*Scholarship Program:* The Scholarship Program provides more than 400 scholarships totaling more than \$700,000 to continuing and transferring Ventura College students each year as an award for academic excellence. During the 2019-2020 school year, 427 scholarships totaling \$683,747 were awarded to Ventura College students – the largest annual scholarship distribution in the history of the Ventura College Foundation. These scholarships are funded by corporations, foundations, and service groups, as well as individual donors from throughout Ventura County. The established criteria for awarding individual scholarships are varied (i.e., geographic area of residency, graduation from local high school, planned career field, specific major, etc.). This ensures that there are ongoing scholarship opportunities for the widest array of students. To date, the Scholarship Program has provided over \$11 million in scholarships. Examples of available scholarships include:

*Phoenix Scholarships:* Established in 1999, the *Phoenix Scholarships* are designed to meet the unique needs of Ventura College re-entry students. These re-entry students are individuals who must learn new skills (i.e., individuals who have jobs that are becoming increasingly reliant on developing technology, etc.) and return to school to do so; or individuals who have chosen to return to school after a break in education.

*Ventura College Foundation Veterans Scholarships:* These scholarships are provided to second- or subsequent-year veteran students at Ventura College.

*Ventura College Foundation Diesel Mechanics Program Scholarships:* These scholarships are provided to continuing Ventura College students who are enrolled in the Ventura College Diesel Mechanics Program. The program is designed to prepare students for immediate employment in the Ventura County diesel engine repair workforce.

*Ventura College Foundation Allied Health Scholarships:* These scholarships are provided to continuing and transferring Ventura College students who are enrolled in the college's allied health programs: Holistic Studies Program, Certified Nursing Assistant Program, Nursing Program, and/or Paramedic Program. The allied health programs are designed to prepare students for immediate employment in Ventura County or for successful transfer to a four-year college/university program.

*Textbook Lending Library:* Established in 2008, the Textbook Lending Library enables students to check-out (on a first-come, first-served basis) up to three textbooks each semester at no cost to the student. These textbooks can be used for an entire semester. Students can also access the Textbook Lending Library's reserve textbook collection, which enables students to check-out needed textbooks for short periods of time (from two hours to overnight). As the cost of textbooks often exceeds the cost of tuition at Ventura College, the Textbook Lending Library is vitally important and has been utilized by more than 50,000 students since its inception. In 2019, the Ventura College Foundation (textbook

support funding) began to support Zero Textbook Cost (ZTC) classes at Ventura College ([I.C.6.07](#)).

### Analysis and Evaluation

Ventura College provides extensive, accurate information to current and prospective students regarding the total cost of education, including tuition, fees, textbooks, and other expenses. Information is communicated through multiple media, such as the College Catalog, online orientation, and a variety of webpages on the College website. Students can also access a variety of financial aid resources on the College website to assist them in planning for their educational needs.

**I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

### Evidence of Meeting the Standard

VC is guided by published District Board policies on academic freedom and responsibility. Board Policy (BP) 4030 states that academic freedom is the “cornerstone of a college” and that freedom in teaching is “fundamental for the protection of both faculty and students in teaching and learning” ([I.C.7.01](#)). An administrative procedure supports this policy, AP 4030 ([I.C.7.02](#)). Links to these policies are provided on the District website. The BP and AP are supported by both the Office of Academic Affairs and the Academic Senate. A statement of academic freedom is provided in the appendices of the Online College Catalog ([Appendix XI](#)), as well as in the Faculty Handbook ([I.C.7.03](#) and [I.C.7.04](#)).

### Analysis and Evaluation

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

**I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.**

### Evidence of Meeting the Standard

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

- BP 5500 and AP 5500 Standards of Conduct ([I.C.8.01](#))
- BP 5520 and AP 5520 Student Discipline Procedures ([I.C.8.02](#))
- BP 5530 and AP 5530 Student Rights and Grievances ([I.C.8.03](#))
- BP 3900 and AP 3900 Speech: Time, Place, and Manner ([I.C.8.04](#))

These policies ensure that the College is a safe, respectful, and productive learning environment for all constituents, including students, staff, faculty, and administrators. BP 5500 states that “Student conduct that negatively impacts the ability of students to meet their educational goals or employees to carry out their professional job responsibilities will be subject to the terms of this procedure.” Conduct that is subject to discipline and potential disciplinary actions is described in AP5520.

The College website includes a web page that clearly explains the policies and procedures regarding student conduct ([I.C.8.05](#)). The College Catalog also includes the student Code of Conduct ([I.C.8.06](#)). Clear and consistent explanations of plagiarism, cheating, and fabrication are provided for students, faculty, and staff. All faculty have access to the Turnitin plagiarism detection tool through Canvas course management system ([I.C.8.07](#)). The appropriate use of Turnitin helps faculty decide how to assist students and add significant value to student learning.

### **Analysis and Evaluation**

Formal policies and procedures regarding academic honesty, responsibility, and integrity are published on the College website and in the College Catalog. Faculty are directed in these policies in the Faculty Handbook. District BPs and APs regarding academic honesty are published on the District website.

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

### **Evidence of Meeting the Standard**

College faculty are guided in their work by the charge of the BP 4030 (Academic Freedom), which states that “Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter which has no relation to their subject.”

The Academic Senate has adopted the AAUP (American Association of University Professors) Statement on Professional Ethics ([I.C.9.01](#)). This code is included in the Faculty Handbook and on the College website. Classified staff have also adopted their own Code of Ethics ([I.C.9.02](#)).

### **Analysis and Evaluation**

Both faculty and classified staff have adopted codes of ethics.

**I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

### **Evidence of Meeting the Standard**

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

**I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

#### **Evidence of Meeting the Standard**

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

**I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

#### **Evidence of Meeting the Standard**

The College is committed to complying with and exceeding accreditation Eligibility Requirements, Standards, and Commission policies and to abiding by the required processes. The College and District operate under BP 3200 ([I.C.12.01](#)), which describes the District's policy of compliance with ACCJC standards and processes. Per ACCJC requirements, the District website includes a webpage explaining the accreditation status of the Colleges and links to all accreditation reports and letters, in the interest of full disclosure to the public ([I.C.12.02](#)).

The College further complies with public disclosure requirements. The VC website hosts an accreditation page documenting the current accreditation status ([I.C.12.03](#)). It also has links to accreditation evaluations, reports, and ACCJC action letters. The College's midterm report from October 2020, as well as ACCJC's action letter, are posted on this webpage. The College's Accreditation status is also documented in the College Catalog.

The College has an Accreditation Steering Advisory Group that monitors the status of the College's compliance with accreditation standards and is responsible for the coordination of the effort to prepare the institutional self-evaluation and mid-term reports. All recommendations from the College self-evaluation and directives from the Accrediting Commission are referred to the College Planning Committee for incorporation into the College plan. Interval reports delineating actions taken are prepared as required and posted on the College's website. The College Planning Committee monitors the College's compliance with Accreditation Standard I.

#### **Analysis and Evaluation**

The College meets this Standard by fully participating in the accreditation requirements and processes. All required reports are submitted to ACCJC in a timely manner. The Accreditation Steering Advisory Group and College Planning Committee are tasked with ensuring compliance with the accreditation standards and procedures. Substantive changes are reported to ACCJC by the Accreditation Liaison Officer (ALO).



**I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

### **Evidence of Meeting the Standard**

As described in I.C.1 and I.C.12, the College communicates its accreditation status on the College website and in the College Catalog to all constituencies, including external accrediting agencies, students, the Commission, and the public. The College complies with the regulations and statutes of several external agencies and maintains positive relationships with these. Examples of the relationship of College programs and external agencies are listed below:

- Career Education programs are approved by the South Central Regional Consortium and are reviewed regularly by advisory committees ([I.C.13.01](#)).
- POST Certified Regular Basic Course (Academy) is offered by the Criminal Justice Program and is certified by the California Commission on POST (Peace Officers Standards and Training) ([I.C.13.02](#)).
- The Nursing program is approved by the California Board of Registered Nursing (BRN) and received national accreditation from the Accreditation Commission for Education in Nursing (ACEN) ([I.C.13.03](#)).
- The Paramedic Studies program is fully accredited by the Commission on Accreditation of Allied Health Education Programs ([I.C.13.04](#)).
- The Automotive Program is fully accredited by the National Automotive Technicians Education Foundation ([I.C.13.05](#)).

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

All Career Education programs have advisory boards consisting of members from local businesses and industry. Advisory boards review and approve curriculum proposals and provide updates on current needs in their respective industries. Career Education programs meet with their advisory boards at least once a year.

Intercollegiate sports are guided under district BP 5700/AP 5700, which states that athletic programs must comply with the laws, rules, and regulations established by the State of California and the California Community College Athletic Association (CCCCAA) ([I.C.13.06](#)). The athletics webpage (<http://www.vcweplayhard.com/>) contains a link to the compliance page on the CCCCCAA webpage. The athletics programs are also complying with Title IX regulations, to provide equal opportunity for both men and women student athletes and coaches through addressing and working to prevent gender-based (sex) discrimination in athletic programs and activities.

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

program, to acquire a vocational certificate or degree to prepare them for successful transition into the workforce.

### **Analysis and Evaluation**

Ventura College complies with external regulations, and it communicates any changes in its accredited status to the Commission, students, and the public.

**I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

### **Evidence of Meeting the Standard**

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

### **Conclusions on Standard I.C. Institutional Integrity**

Ventura College meets all applicable components of this Standard. VC provides students, prospective students, and the community with clear and accurate information about the college in multiple venues. This information includes ACCJC-required facts, requirements, policies, and procedures in the college catalog, as well as information on the total cost of education. Policies have also been developed to assure institutional and academic integrity, academic freedom, honesty, student behavior, and to ensure that data and information are presented fairly and objectively.

### **Improvement Plan(s)**

None.

### **Evidence List**

[I.C.1.01](#): Our Mission, Vision, and Guiding Principles Webpage ([Link to WebPage](#))

[I.C.1.02](#): Online College Catalog

[I.C.1.03](#): SLO/SUO Webpage

[I.C.1.04](#): 2019 Faculty Handbook

[I.C.1.05](#): Student Services Webpage

[I.C.1.06](#): Accreditation Webpage

[I.C.2.01](#): College Catalog Webpage

[I.C.2.02](#): Schedule of Classes

[I.C.3.01](#): VC Accreditation Webpage

[I.C.3.02](#): VC Program Review Webpage

[I.C.3.03](#): VC SLO Webpage

[I.C.3.04](#): VC OIE Webpage

[I.C.4.01](#): Automotive Program Page from College Catalog

[I.C.4.02](#): Accounting Program Webpage

[I.C.4.03](#): CE Division Career Program E-Book

[I.C.5.01](#): Academic Senate Website  
[I.C.5.02](#): Classified Senate Website  
[I.C.5.03](#): ASVC Website  
[I.C.5.04](#): District Policies and Procedures Website  
[I.C.5.05](#): 2022 VCCCD Decision-Making Handbook,  
[I.C.6.01](#): Fees Information, College Catalog, pages 19-20  
[I.C.6.02](#): Bookstore Website  
[I.C.6.03](#): Types of Financial Aid Webpage  
[I.C.6.04](#): Financial Aid Website  
[I.C.6.05](#): Consumer Information Webpage  
[I.C.6.06](#): VC Promise Webpage  
[I.C.6.07](#): Textbook Lending Library Webpage  
[I.C.7.01](#): BP 4030 Academic Freedom  
[I.C.7.02](#): AP 4030 Academic Freedom  
[I.C.7.03](#): Academic Freedom Statement, link in Online College Catalog Appendices  
[I.C.7.04](#): Academic Freedom, Faculty Handbook, page 17  
[I.C.8.01](#): BP 5500 and AP 5500, Standards of Conduct  
[I.C.8.02](#): BP 5520 and AP 5520, Student Discipline Procedures  
[I.C.8.03](#): BP 5530 and AP 5530, Student Rights and Grievances  
[I.C.8.04](#): BP 3900 and AP 3900, Speech: Time, Place, and Manner  
[I.C.8.05](#): Student Conduct Webpage  
[I.C.8.06](#): Student Code of Conduct, College Catalog, Appendix VII, pages 320-321  
[I.C.8.07](#): Turnitin Webpage  
[I.C.9.01](#): AAUP Statement on Professional Ethics  
[I.C.9.02](#): Classified Code of Ethics  
[I.C.12.01](#): BP 3200 (Accreditation)  
[I.C.12.02](#): District Accreditation Webpage  
[I.C.12.03](#): VC Accreditation Webpage  
[I.C.13.01](#): [South Central Coast Regional Consortium](#); [CTE Advisory Committees List](#)  
[I.C.13.02](#): POST Certification Information  
[I.C.13.03](#): BRN and ACEN Accreditation Information  
[I.C.13.04](#): Commission on Accreditation of Allied Health Education Program  
[I.C.13.05](#): National Automotive Technicians Education Foundation Accreditation  
[I.C.13.06](#): BP 5700 and AP 5700, Athletics

## **Standard II: Student Learning Programs and Support Services**

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

### **II.A Instructional Programs**

**II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

#### **Evidence of Meeting the Standard**

*Instructional Programs Overview:* Through the multiphase curriculum review process, Ventura College ensures that instructional offerings align with the College mission, are appropriate for higher education, possess relevant and clearly outlined student learning outcomes, and support the attainment of competencies, certificates, and degrees that support university transfer and career goals. All courses, certificates, and degree programs engage in a rigorous curriculum approval process from the point of initial development through all stages of the review process and eventually to the point in which a course is offered to students. Credit and noncredit courses and programs, as well as programs offered in a traditional, in-person format and/or via distance education, are subject to the College's rigorous curriculum review process. To remain compliant with all legal mandates and accreditation requirements, and to remain current in the various fields of study, all course offerings and programs are formally reviewed and updated regularly and systematically.

*Curriculum Development and Approval:* Newly proposed Ventura College curriculum is reviewed and approved by the Curriculum Committee, a sub-committee of the Academic Senate. Through the College's Curriculum Committee review processes, which includes a technical review process and an overall curriculum review process, it is the responsibility of the Committee members to ensure that courses and instructional programs offered at all locations and in all modalities are consistent with the College mission; are feasible for and sustainable by the college; meet all state mandates and regional and specialized accreditation requirements; and are of a quality and rigor appropriate to higher education.

Members of the committee are trained on state requirements for community college curriculum, using

the state's Program and Course Approval Handbook and are provided a Ventura College Curriculum Committee Handbook ([II.A.1.01](#)). The committee's processes and practices adhere to the Ventura County Community College District's (VCCCD) Administrative Procedures on Curriculum Development ([II.A.1.02](#)), Program Discontinuance ([II.A.1.03](#)), Course Approval ([II.A.1.04](#)), and Philosophy and Criteria for Associate Degree and General Education ([II.A.1.05](#)).

*Curriculum Review and Approval:* New and modified courses and programs approved by the Curriculum Committee are submitted to the VCCCD's [District Council on Curriculum and Instruction \(DCCI\)](#), previously known as the Technical Review Workgroup for Instruction ([II.A.1.06](#)), the Board of Trustees, and the California Community Colleges Chancellor's Office for further approvals. Upon conferral of a new course or program by the Chancellor's Office, the College enters the new curriculum into its course catalog. When relevant, after receiving Chancellor's Office approval, new courses are submitted to the California State University and/or to the University of California system/s for review related to fulfillment of articulation and University General Education (GE) requirements. Additionally, many courses are also submitted for approval to the state's [Course Identification Numbering System \(II.A.1.07\)](#) to tie VC courses to specific course descriptions that are commonly assigned statewide among community colleges.

In 2018-19, Ventura College transitioned systems for curriculum development, tracking, and review; the college shifted from using CurricuNET to CourseLeaf. Prior to approval, newly proposed programs engage in an Extended Technical (ET) review process, which aligns and gathers the same information as needed for an ACCJC Substantive Change request, assessing the operational feasibility of proposed programs, including input from the college Facilities and Maintenance, IT, Admissions and Records, Financial Aid, Academic Counseling, and Instructional Design offices. ET review is prompted by the Curriculum Committee co-chairs upon submission of program curriculum and before the curriculum has been reviewed by the college Curriculum Committee as a whole. For example, when the Registered Veterinary Technician (RVT) program was submitted for review and approval in 2019, the ET review process afforded the program faculty and the College the opportunity to assess what resources would be needed to successfully offer an RVT program if approved by the College, including supplies for animal labs, obtaining specialized accreditation, and materials to market and cohort the program.

*Distance Education (DE):* Courses approved for Distance Education include courses that are taught fully online, partially online, and partially in-person, as well as courses that are taught synchronously (live) and asynchronously online. Upon course submission, proposing faculty members include a Distance Education Addendum as part of the Course Outline of Record. The DE Addendum is reviewed and approved by the Curriculum Committee, including Instructional Technologist/Designer, to ensure that methods of instruction align with standards for regular and substantive contact, student authentication, attendance, and ADA/accessibility. Ventura College is also a participant in the California Virtual Campus-Online Education Initiative (CVC-OEI). The College has adopted the course quality guidelines and rubric from the CVC which was endorsed by the Academic Senate and integrated into our faculty development and distance education training in 2016 ([II.A.1.08](#)).

*Ventura College Instructional Programs:* The College's instructional programs include local associate degrees, associate degrees for transfer, credit and noncredit certificates, and noncredit courses and programs. The College currently offers 28 Associate Degrees for Transfer which articulate with the CSU system, 46 associate degrees, 43 Certificates of Achievement (credit), 8 proficiency awards (credit), and 5 non-credit certificates of competency ([II.A.1.09](#)).

Student Learning Outcomes (SLOs) for each course are outlined in the Course Outline of Record (COR), stored, and maintained in the CourseLeaf system. Curriculum proposals are developed by subject matter experts who are also faculty members, and are then reviewed by the Curriculum Committee, which ensures rigorous and appropriate content. Catalog program descriptions include narrative statements regarding transfer and career opportunities for students. Program SLOs are also published in the Catalog as part of each program description. College policies ensure that degrees and certificates conform to accepted practices in higher education, including standards for General Education, major core area of emphasis requirements, and the correct calculation of credit hours.

### **Analysis and Evaluation**

Ventura College regularly evaluates the extent to which students successfully attain their educational goals. All programs are consistent with the college mission and engage in an annual program review process and a comprehensive program review processes every three years. Institution-set standards, program review documents, student success and equity data, and SLO data are accessible to the campus community and the public on Ventura College's Institutional Effectiveness website ([II.A.1.10](#)).

**II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

### **Evidence of Meeting the Standard**

Full-time and part-time faculty drive the curriculum development and review process. This is the primary method the College uses to ensure that all courses and programs offered meet accepted academic and professional standards, as outlined in the California Code of Regulations Title 5 and the California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (PCAH). Under the leadership of their department chairs, full- and part-time faculty ensure that the content of their courses and the method and mode of their instruction meet academic and professional standards and expectations through two systematic methods: content review of the curriculum and the assessment of student attainment of student learning outcomes (SLOs).

Each academic program is required to assess and, where necessary, update its curriculum through a five-year content review calendar (except for non-career education programs, which are on a three-year calendar) administered by the Curriculum Committee ([II.A.2.01](#)). Faculty members are required to

identify the variety of teaching methodologies employed and provide a list of representative assignments, textbooks, and supplementary materials ([II.A.2.02](#)). The Curriculum Committee also reviews all proposed distance education (DE) addenda to ensure online courses meet the same standards and rigor as traditional, in-person courses ([II.A.2.03](#)).

SLOs are assessed at the course level, program level, and institutional level. Faculty members collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs on a rotating basis, such that all courses are assessed within a five-year period. In fact, VC has two faculty SLO coordinators who support faculty in developing, understanding, tracking, and updating SLO data in their courses. SLO assessment data are regularly and systematically entered into TracDat, Ventura College's assessments management system. Assessment reports are generated, and the results are used by individual departments to create initiatives to improve student success in the courses and programs that are defined as part of their comprehensive Program Reviews. Once the initiatives are implemented, faculty reassess the SLOs to determine the extent to which the initiatives brought a higher level of student attainment.

The annual and comprehensive program review processes include assessment of student learning outcomes and review and analysis of student success. The program review addresses program enrollment and success trends, strengths and opportunities for change and improvement, course demand, student success disaggregated by course subject area, mode of delivery, degrees and certificates awarded, and course completion. Other program data assessed in the regular program review process includes specialized, state and/or national certification/licensure exam results and workforce/employment data. Faculty document improvements that have been implemented in the previous year as a direct result of learning outcomes assessment. Program review processes also include forecasting for the next academic year.

Through the College's professional development program and committee, driven by faculty leads, Ventura College offers training opportunities for all faculty in effective teaching practices that support student success, retention, persistence, and equity. The primary professional development priority for the College is to assist faculty in addressing and closing equity gaps in the classroom and beyond. For example, VC has offered the award-winning Faculty Academy since 2017 ([II.A.2.04](#)). Faculty Academy assists instructors in promoting student engagement in a culturally inclusive manner and directly works with faculty participants to address equity gaps and misperceptions around students' technology abilities. The transition to online learning during the COVID-19 pandemic introduced a host of equity and access concerns, misperceptions around students' technology abilities, and unique challenges for some student populations. Faculty Academy allowed participants to engage with these issues and experiment with ways to better serve students online.

Other examples of equity-driven professional development embraced at the College are listed on the Professional Development Events calendar ([II.A.2.05](#)), which include events such as an annual Equity Institute and the college's long-standing yearly Diversity in Culture Festival ([II.A.2.06](#)). New equity



projects have recently been begun, including the ZEN project (which supports faculty in developing relevant and high-quality Zero Textbook Cost (ZTC) courses) and the VC Cultural Curriculum Audit and Revision project (CCAR) – which supports part- and full-time faculty through an audit of their content and teaching strategy, thereby allowing for reflection and modifying of content and practices to support student success and equity ([II.A.2.07a](#), [b](#), [c](#)). Many professional development events have been recorded and archived on a professional development SharePoint site ([II.A.2.08](#)).

The College follows a systematic, standardized evaluation schedule and procedure for all full-time and part-time faculty as outlined and defined by the Collective Bargaining Agreement between the District and the American Federation of Teachers (AFT). Tenure-track faculty are evaluated by a committee of four peers and their dean or designee during their first four years of full-time employment and once every three years following the granting of tenure. Part-time faculty are evaluated by a committee of two faculty peers and their dean or designee during their probationary period, which consists of the first four regular semesters of teaching at the college and then every three years following the end of their probationary period ([II.A.2.09](#)).

### **Analysis and Evaluation**

Ventura College meets the Standard through substantive engagement: in a robust curriculum review and approval process; a systematic and regular program review process; faculty-driven, student-centered professional development activities; and a thoughtful and thorough faculty evaluation process.

**II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.**

### **Evidence of Meeting the Standard**

Ventura College has identified student learning outcomes (SLOs) for all of its courses, programs, certificates, and degrees. Faculty members develop course learning outcomes to articulate the knowledge, skills, and abilities students will have as a result of successfully completing a particular course.

The College Outcomes Group (COG) is charged with overseeing the campus wide process of developing, assessing, and refining program, course, and institutional SLOs ([II.A.3.01](#)), and TracDat serves as the College’s online repository for learning outcomes, assessments, and learning outcomes assessment rotational schedule. COG and the College’s two SLO coordinators provide active support to faculty with regularly scheduled training on how to use TracDat and write SLOs, in addition to SLO assessment workshops, as well as individualized support upon request. Course learning outcomes have been mapped to program outcomes (PSLOs) and to institutional outcomes (ISLOs). Department chairs work with the SLO coordinators to ensure that outcomes are being assessed, results are reviewed, changes based on the findings are implemented, and all this information is maintained in TracDat.



As described in detail in Standard I.B.2, the College recently overhauled its SLO assessment process to improve access to SLO/SUO information, streamline the Course SLO assessment process, and map CSLOs to PSLOs and ISLOs. All SLOs and SUOs are publicly accessible on the “Find an Outcome” webpage. All courses are assessed twice within a five-year period. The SLO Facilitators email department chairs and coordinators with a list of classes that are up for assessment each semester. Assessment data is now submitted by faculty via an online Qualtrics form. The data submitted through this form is then compiled in a Tableau dashboard that aggregates data across all instructors who are teaching the same course. This information is then entered into Tracdat by a student worker in the IE Office. To ensure compliance with the SLO assessment process, the College has instituted a “No SLO, No Dough” policy. Under this policy, program review resource requests are not prioritized for funding unless the program is actively participating in the SLO assessment process.

Official course outlines of record (CORs) are submitted as part of the curriculum approval process ([II.A.3.02](#)). A master set of course outlines is maintained in the Office of Academic Affairs and Student Learning and available for faculty use through CourseLeaf, an online curriculum content management system accessed through the district’s secure portal, MyVCCCD ([II.A.3.03](#)). The identification of SLOs is a required component on the template used for the submission of new and revised CORs ([II.A.3.04](#)). In the 2019 Faculty Handbook ([II.A.3.05](#)), faculty are informed of the institutional expectation that they will provide their students with a syllabus that contains SLOs; division offices collect and review faculty syllabi to verify compliance.

### Analysis and Evaluation

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

**II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

### Evidence of Meeting the Standard

Ventura College offers predominantly collegiate-level courses and programs while also offering some pre-collegiate (basic skills and pre-transfer level courses) courses when relevant and appropriate. The Curriculum Committee reviews and approves both pre-collegiate and collegiate courses through a comprehensive curriculum review process, ensuring that every pre-collegiate course offered supports appropriate basic-skills development to enable students to transition to collegiate courses successfully.

and efficiently. The few courses offered by the College that are not applicable for degree credit are so noted following the course description with the statement “Not applicable for degree credit” in the Catalog ([II.A.4.01](#)).

Determinations of the appropriate level for courses are made in accordance with applicable Board Policy 4022 and Administrative Procedure 4022 ([II.A.4.02](#)) for Course Approval. Through a collaboration with English and math faculty and following California Assembly Bill 705 ([II.A.4.03](#)) guidelines, students self-place in both English and math as part of the College’s multiple measures assessment process ([II.A.4.04](#)). Since 2018, the English and math departments have redesigned their pre-collegiate curriculum so that students can move more efficiently through noncredit pre-college level courses or enroll directly in transfer-level courses and co-listed support courses, if needed or desired. Support courses for first-level, transfer-level math classes (referred to as Just-in-time courses or “J courses”) have been designed by way of the curriculum development and approval process to ensure student success and to serve as optional courses that students can take simultaneously with their first-level, transfer-level math classes ([II.A.4.05a](#), [b](#)). Instead of creating support courses in first-level, transfer-level English, the English department integrated support strategies into the College’s V01A English Composition course and gained approval of this course modification through the curriculum development and approval process. In 2021-2022, English and ESL faculty revised ESL curriculum to offer noncredit courses in ESL for community members interested in “ESL for life” as opposed to ESL for transfer. The department also created noncredit classes mirroring credit classes to support students enrolling in credit-based ESL classes or noncredit (free of charge) concurrently, achieving the same SLOs in the co-listed classes. At the time of this writing, the department was in the process of re-designing and gaining approval for noncredit certificates of competency in ESL, as well as re-numbering all ESL courses for ease of understanding for prospective and enrolled students.

### **Analysis and Evaluation**

Ventura College offers predominantly collegiate level courses and programs while also offering some pre-collegiate (basic skills and pre-transfer level courses) courses when relevant and appropriate. The Curriculum Committee reviews and approves both pre-collegiate and collegiate courses through the College’s comprehensive curriculum review process, ensuring any pre-collegiate courses offered supports appropriate basic skills development to enable successful and efficient transition to collegiate courses. Ventura College clearly identifies pre-collegiate and collegiate-level curriculum for students in both print and online versions of the College Catalog.

**II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

### **Evidence of Meeting the Standard**

Each of the College’s AA/AS degrees are vetted through a rigorous, multi-tiered process, ensuring that

the degrees and programs meet the professional standards of length, breadth, depth, and rigor, as well as follow practices common to American higher education. The process begins at the departmental level, where discipline faculty develop courses and/or degree/certificate programs. These courses and programs are based on transfer requirements and local employment needs. Once developed, the courses or degree/certificate programs go to the Technical Review Committee (a subset of the Curriculum Committee), where the submitted material is reviewed for accuracy of proposed unit load, appropriateness of instructional delivery format, logic of placement of the course within the program sequence, similarity in content to existing courses, and other relevant issues ([II.A.5.01](#)). Proposals for programs that are substantively new to the College are also reviewed by way of the Extended Technical review process to assess feasibility and sustainability of the program offering.

After the technical review process has been completed, the College's Curriculum Committee examines the courses or degree/certificate programs. Committee members thoroughly and thoughtfully evaluate each proposal to ensure it is rigorous and appropriate to higher education. The Curriculum Committee can choose to accept, reject, or suggest modifications to proposals. Following College approvals, proposals for course or degree/certificate programs move to the District Technical Review Workgroup-Instruction review. The DTRW-I does not have the authority to approve or disapprove curriculum but instead serves as a second set of committee "eyes" to review the proposed curriculum for technical and other substantive issues that may be considered for revision when deemed appropriate by the proposing college. After the DTRW-I group reviews proposed curriculum, the courses and/or degree/certificate programs are forwarded to the Board of Trustees for final review and approval. Once approved at the District level, the courses and/or degree/certificate programs are submitted to the state Chancellor's Office for final approval. This multiphase vetting process ensures that the courses and degree/certificate programs offered by the College meet accepted standards for length, breadth, depth, and rigor ([II.A.5.02](#)).

An AA or AS degree requires the completion of 60 units, including courses in general education areas as well as in the specified majors. Ventura College also offers a General Studies degree that allows students to choose an area of emphasis in Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education/Kinesiology, and Ethnic/Gender Studies ([II.A.5.03](#)).

Ventura College does not offer any baccalaureate degrees at this time.

### **Analysis and Evaluation**

Ventra College policies and the Curriculum Committee ensure that all courses, degrees, and programs at the College follow practices that are in alignment with the standards of higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level.

#### **II.A.6. The institution schedules courses in a manner that allows students to complete certificate and**

**degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

### **Evidence of Meeting the Standard**

Ventura College schedules courses in a manner that enables all students to complete their program of study within a reasonable timeframe. The undertaking of course scheduling for degrees and certificates requires thoughtful and strategic planning on the part of department faculty, department Chairs, and division Deans. The procedure for scheduling courses at the College is informed by data provided by reports and projections developed by the office of Institutional Effectiveness ([II.A.6.01](#)).

The College schedules courses based on student demand, course offering and successful completing data, and program completion patterns. VC is committed to offering any course required for a program no less often than once every two years to ensure timely graduation for all students. One of the pilot colleges to be selected to join the California Virtual Campus-Online Education Initiative (CVC-OEI) in its development stages in 2016-2017, Ventura College has also invested in a robust set of distance education offerings. Over the years, online courses have provided options for flexible scheduling for VC students who are often maintaining work, family, and other life commitments while attending college. Nearly all subject areas at the College are offered in fully or partially online formats, and fill rates in online classes are the highest on average.

In addition to tracking demand and past enrollment patterns, at the time of schedule development for a new academic year, departments are allocated faculty budgets for the upcoming academic year. Budget allocations are based on previous allocations, full-time faculty employed in a department in need of a full teaching load, past semester enrollment trends, and other factors that may influence course demand. For example, disciplines that offer courses directly linked to California's Student Success Funding Formula (SCFF) – which incentivize offerings that accelerate student completion in math, English, CE courses, and overall program completion – are factored into the budgets for schedule development so the college can make relevant, sustainable, and strategic decisions about schedule management.

For all courses, after a schedule is posted and courses are available for registration, division Deans and department Chairs track fill rates and waitlists to measure student demand and to make appropriate adjustments in schedules of courses as needed. The College's scheduling timelines ensure that the schedule is built based on input from faculty, deans, and vice presidents. Scheduling practices are reviewed by the Department Chairs and Coordinators Council. Enrollment updates are provided weekly to the Executive Team and the Deans and Vice President's Council, as well as on a weekly basis to the District's Chancellor's Cabinet during regular registration periods ([II.A.6.02](#)).

In 2021, Ventura College purchased the Program Mapper, which provides students with an online visual representation of degree and certificate programs organized by VC's Career and Majors Communities (CMCs) or areas of study/Meta majors. By Fall 2022, students will be able to use the Mapper to explore college CMCs and their related certificate and degrees programs. By using Program Mapper, students will be able to view a semester-by-semester pathway from program entry to

completion. Students will also be able to select two-, and three-year completion patterns so they may plan their educational journeys realistically to meet their career goals and personal needs ([II.A.6.03](#)).

Prior to the deployment of Program Mapper, each VC student has had, and continues to have, access to Degree Works ([II.A.6.04](#)), a software package that allows students and academic counselors to map and track program completion based on individual student interests. Degree Works allows students to examine how their completed coursework fulfills requirements for any degree or certificate offered at the College and outlined academic requirements, as well as any other requirements needed to complete specified certificates and degrees.

### Analysis and Evaluation

Ventura College engages in strategic student-centered scheduling by analyzing detailed past course schedule data; using student degree plans in Degree Works; budgeting for discipline and departmental schedules based on data-informed metrics; planning course offerings to align with assumptions underlying the state’s Student-Centered Funding Formula; and implementing Program Mapper.

**II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

### Evidence of Meeting the Standard

Ventura College offers many classes using traditional and non-traditional delivery modes, teaching methodologies, and learning support services that support and reflect the diverse and evolving needs of its student body. Although traditional, single-course delivery over a full semester (in a classroom or laboratory setting) remains a common method of course delivery, the College utilizes other delivery modes and methods to meet the varied needs of students, including full-term courses, short-term classes with common start dates in most months of the calendar year, cohorted programs, and distance education courses offered fully online, partially online (hybrid) and via hyflex (some participants meet in-person while some meet online during a common “live” session).

To evaluate and assess student access and success in different course modes, the IE Office has published several publicly accessible dashboards on their website. These interactive dashboards allow faculty and staff to view enrollment, course offerings, and disaggregated student success rates, and to do so by mode of delivery. Data can be drilled down to the discipline and course level to provide further details and information regarding student success and equity metrics in these areas ([II.A.7.01](#)).

Ventura College requires all faculty who teach online or hybrid courses to successfully complete (with an overall score of 90% or higher) the Online Teacher Training Course in CANVAS (OTTCC) ([II.A.7.02](#)). Integrating basic student success and retention put forward by the CVC-OEI, OTTCC covers a variety of effective practices and strategies in online teaching, as well as classroom management techniques, to improve online course design and student success. When the College went “remote” during the COVID-19 pandemic, the College and District mandated that all faculty who wished to teach online or hybrid—the only option for most faculty during the pandemic—would be required to successfully

complete the OTTCC. Nearly 100 percent of eligible faculty members completed the OTTCC over the course of six months, supporting the success of all students taking distance education courses at the College.

Student equity is also analyzed and discussed through VC's Faculty Academy, an intensive two-semester pedagogical training program. As of spring 2021, four cohorts of faculty have completed the academy. As part of the Academy, faculty review data on course success rates and equity gaps in their own classes, spending one semester reviewing data and learning about culturally responsive teaching practices and then the second semester implementing these practices. The Academy has been extensively evaluated as having a statistically significant impact in increasing overall course success rates in participants classes and among Hispanic, low-income, male, and disabled students. Faculty Academy won the California Community Colleges Board of Governors 2020-2021 Exemplary Program Award for Equitable Practices in a Virtual Educational Environment.

Other examples of equity practices adopted at the College include the ZEN project that supports faculty in developing relevant and high-quality Zero Textbook Cost (ZTC) courses ([II.A.7.03a](#)). In fall 2021, nearly 50% of all classes offered were Zero Textbook Classes ([II.A.7.03b](#)). The College has also developed and deployed the VC Cultural Curriculum Audit and Revision project (CCAR), which guides part-time and full-time faculty through an audit of their own course content, teaching styles, and classroom strategies, as well as reflect on and modify content and practices to support student success and equity ([II.A.7.04](#)). Additionally, through support from the California Community Colleges Institutional Effectiveness Partnership Initiative ([II.A.7.05](#)), in 2021 and 2022, Ventura College underwent a substantive review of the ESL program to assess how to better serve the community of English language learners in the region. Through this process, the College re-envisioned the ESL program, shifting the modes and locations for ESL courses. The ESL program is now offering students a variety of course offerings ([II.A.7.06](#)).

To support student success and persistence, as well as attempt to close existing equity gaps, the College offers academic support opportunities, such as the increased integration of embedded tutors in gateway courses (English and math) and highly complex courses in the sciences and computational reasoning. In addition, faculty supporting STEM students engage in STEM harbor, a study and community engagement center where all students taking classes in STEM areas can meet with peers and discipline faculty to study, process problems and questions, and otherwise engage in focused and individualized practice in science, technology, engineering, and math study. The Ventura College Student Equity Plan (SEP) ([II.A.7.07](#)) outlines the College's commitment to supporting equity in success for all students and efforts toward closing equity gaps in the following areas: access; student completion in transfer-level English and math courses; fall to spring retention; university transfer; and completion of programs.

### **Analysis and Evaluation**

In support of equity in success for all students, Ventura College effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of

its students. The College remains committed to the goals and actions outlined in the VC Student Equity Plan for as long as opportunity gaps affecting the success and equity of students from minoritized groups exist.

**II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

#### **Evidence of Meeting the Standard**

Ventura College does not use standardized departmental courses or program exit examinations. In May of 2021, Ventura College and the VCCCD updated Administrative Procedure 4235 Credit for Prior Learning ([II.A.8.01](#)). Granting unit credit for prior learning (CPL) is based on the principle that previous experience, training, or instruction is the equivalent of a specific course taught by the College. Course and unit credit can be obtained through the credit for External Examinations process (AP/IB/CLEP), Internal Departmental Examinations process (locally administered exams), High School to College Articulation process, or Evaluation of Joint Services Transcripts (JST), Student-Created Portfolios, or Industry-Recognized Documentation, Credentials, or Licensure.

Currently, all courses at Ventura College are eligible for Credit for Prior Learning. At the time of this writing, in Spring 2022, Ventura College faculty were in the process of assessing and deciding which courses in each discipline should remain eligible for CPL and which should be listed as ineligible. The College anticipates posting a list of ineligible classes in the catalog, as per AP 4235, by Fall 2023. Until a list of ineligible courses is posted in the catalog, all courses at the college will be eligible for CPL.

#### **Analysis and Evaluation**

The College does not use standardized departmental courses or program exit examinations. VC's administrative policy outlines how credit for prior learning can be granted at the College and the process the College must undertake to remain in compliance with AP 4235 Credit for Prior Learning. Operating in compliance with AP 4235, the College allows courses not listed in the catalog as CPL-ineligible to be eligible for credit for prior learning upon student request.

**II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

#### **Evidence of Meeting the Standard**

Ventura College's criteria for course credit are in line with Title 5 regulations, the ACCJC Policy on Institutional Degrees and Credits, and VCCCD Board Policy and Administrative Procedure 4020 ([II.A.9.01](#)), which align with higher education norms and standards. Student evaluation processes, grading methods, and student learning outcomes are published in the Course Outline of Record (COR) and in the Catalog and appear in course syllabi ([II.A.9.02](#)).



Throughout the curriculum process, faculty develop learning outcomes for courses to reflect the knowledge, skills, and abilities students should have on successfully completing a course. Outcomes published on the COR are supported by the course objectives and topics ([II.A.9.03](#)), and grades are assigned based on a faculty member's assessment of overall course performance. Faculty members conduct ongoing assessment of learning outcomes and enter the SLO data in the TracDat system ([II.A.9.04](#)).

The District's Board Policy and Administrative Procedure 4020 address Credit Hour calculations and adhere to state and federal guidelines for the award of credit. Federal guidelines specify that one credit hour be equivalent to one contact hour and a minimum of two hours of outside of class work, or three total hours of student work, each week. The California Code of Regulations, Title 5, requires a minimum of 48 hours of lecture, study, activity or lab work per semester for each unit of credit (credit hour) awarded. Total contact hours are included on all official course outlines of record, with units awarded subject to the policies for calculation approved by the College.

Ventura College does not have programs that require clock hours.

### Analysis and Evaluation

Ventura College awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements, which are set in board policy. The College provides appropriate information about the awarding of academic credit in the Catalog, course outline of record, and on the College website.

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

### Evidence of Meeting the Standard

Ventura College's Online Catalog links students to a website that describes transfer of credit policies for students ([II.A.10.01](#)). The College offers transfer guarantees to the CSU system and six campuses of the UC system, as well as maintaining articulation agreements with four-year universities that include major preparation, general education, and transferable course agreements. All agreements are available at the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST.org) website.

VCCCD Administrative Procedures Manual, Code AP 4100 ([II.A.10.02](#)), ensures reciprocity for courses applicable to local general education, CSU GE-Breadth, and IGETC that are completed at other regionally accredited institutions. Ventura College evaluates international college transcripts to certify that the expected learning outcomes for transferred courses are aligned with the outcomes of VC's courses. The full procedure is documented in the College's Online Catalog ([II.A.10.03](#)). If alignment of



outcomes is not clear, counselors consult with the discipline faculty.

Policy on the use of upper-division coursework to satisfy IGETC and CSU GE-Breadth requirements is governed by the University of California and California State University systems, as detailed in IGETC Standards ([II.A.10.04](#)) and CSU Executive Order 1100 ([II.A.10.05](#)). The College does not accept coursework that is inconsistent with Title 5 regulations and does not guarantee that coursework accepted by the College will be accepted by another institution.

Articulation is aligned with the statewide Course Identification Numbering System (C-ID), a common system for articulation within the state of California. The College currently has over 250 C-ID approved courses and identifies these in the Catalog ([II.A.10.06](#)). These C-ID approvals assure students that a course with the same C-ID number is comparable to any California Community College system course bearing the same C-ID number and is designed to transfer to any CSU campus.

The college currently offers nearly 30 Associate Degree for Transfer (ADT) majors ([II.A.10.07](#)), which guarantee admittance to the CSU system per SB 1440. With an ADT, students are guaranteed to transfer with 60 semester units to a CSU at a junior level status ([II.A.10.08](#)). The University Transfer Center maintains information for students about university transfer requirements, the university application process, articulation agreements, and transfer admission guarantee programs ([II.A.10.09](#)).

The College's course numbering system does not identify which courses are approved for transfer to the CSU and UC systems except for courses numbered N100–N199, which are noncredit and therefore nontransferable. However, the Catalog description for each course clearly indicates whether it is nondegree-applicable (the default is degree-applicable) and transferable to CSU and/or UC.

### Analysis and Evaluation

The College makes available to its students clearly stated transfer-of credit policies in the Catalog and website. In accepting transfer credits to fulfill degree requirements, the College confirms that the expected learning outcomes for transferred courses are comparable to the learning outcomes of Ventura College courses. The College maintains articulation agreements in accordance with its mission.

**II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### Evidence of Meeting the Standard

As described in I.B.2, instructors at Ventura College have developed five Institutional Student Learning Outcomes (ISLOs). These five ISLOs address communication competency (ISLO #1: Communication), information competency (ISLO #4: Information Literacy), quantitative competency (ISLO #2: Scientific and Quantitative Reasoning), analytic inquiry skills (ISLO #3: Critical Thinking and Problem Solving), and ethical reasoning and the ability to engage diverse perspectives (ISLO # 5: Personal/Community

Awareness and Academic/Career Responsibilities). The College uses a five-year rotational plan for ISLO assessments across the curriculum ([II.A.11.01](#)). Each subject discipline offered at the College has identified its own program-specific learning outcomes (PSLOs), a process that is described more fully in I.B.2. PSLOs are mapped to CSLOs in capstone courses, and they are tracked to ensure that all are assessed at least twice over every five-year period ([II.A.11.02](#)).

The College Outcome Group, with oversight by the Dean of Institutional Effectiveness and two faculty SLO facilitators, monitor the assessment of all learning outcomes (course, program, and institutional) to ensure adherence to the rotational schedule and completion of the assessment, analysis, and revision processes; this information is warehoused in TracDat, the College's SLO assessment software ([II.A.11.03](#)).

### Analysis and Evaluation

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

**II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

### Evidence of Meeting the Standard

VC students are awarded degrees upon completion of general education (GE) requirements and major or area of emphasis program requirements. Board Policy 4025 (Philosophy and Criteria for Associate Degree and General Education) ([II.A.12.01](#)) provides the under lying philosophy and criteria for associate's degrees and general education and reads, in part:

*The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.*

The VC GE Philosophy Statement is included in the College Catalog ([II.A.12.02](#)) and reads, in part:

*General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the college that those who receive our degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated people must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.*

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

Six classifications of GE have been established:

- 1) Natural Sciences
- 2) Social and Behavioral Sciences
- 3) Humanities
- 4) Language and Rationality
- 5) Health and Physical Education/Kinesiology
- 6) Ethnic/Gender Studies

As described in II.A.5, all students pursuing the AA degree in General Studies Pattern I must complete this General Education plan in its entirety as part of their degree requirements. Through the work of the Curriculum Committee, faculty expertise is utilized to determine the appropriateness of each course for inclusion in the GE curriculum. Faculty course authors work closely with the articulation officer, the Faculty Curriculum Committee cochair, and the Technical Review Committee chair during the development of their curriculum to determine the appropriate GE category assignment/s based on VC, CSU and Intersegmental General Education Transfer Curriculum (IGETC) general education requirements. Technical Review Committee recommendations are forwarded to the Curriculum Committee for action. Courses approved by the College Curriculum Committee are then forwarded to the District Technical Review Workgroup on Instruction (DTRW-I) for review and recommendation before being forwarded to the Board of Trustees for final review and approval. Several degree applicable courses fulfill one or more areas of general education, as prescribed by the VC GE categories reviewed and approved by the Curriculum Committee.

### **Analysis and Evaluation**

The College's associate degree GE requirements are based on a carefully considered philosophy for degrees that is clearly stated in its Catalog. Through the Curriculum Committee process, faculty expertise is utilized to determine the appropriateness of courses for inclusion in the GE curriculum. The six categories of GE requirements ensure that students acquire a broad comprehension of the

development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences, as well as an appreciation for cultural, ethnic, and gender diversity.

**II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

### **Evidence of Meeting the Standard**

Ventura College adheres to policies outlining a minimum of 18 units in a major or area of emphasis for the associate degree and ensures that each degree meets clear goals leading to employment, university transfer, or personal growth. Lists of required major courses, specific electives, and areas of focus are clearly outlined in the Catalog for each degree, as well as program outcomes and the transfer and career goals each program of study intends to meet.

Ventura College's associate degree programs include at least one area of study or interdisciplinary emphasis ([II.A.13.01](#)). Completion of an associate degree requires specified coursework in a selected major with grades of "C" or better. The associate degree for transfer requires completion of a minimum of 18 semester credits in specifically outlined coursework in the student's selected major. Degree requirements for each program offered at the College are outlined online in the Catalog and on the "Programs & Courses" page under the "Academic Programs" section of the College website ([II.A.13.02](#)). Programs are organized around the colleges six meta-majors or Career and Major Communities: 1) Arts, Language and Communication, 2) Society and Education, 3) Business, 4) Science and Technology, 5) Health and Wellness, and 6) Exploratory/Undecided ([II.A.13.03](#)).

The Curriculum Committee's curriculum review process ensures that all courses and programs have appropriate learning outcomes as the basis for awarding credit. The Course Outline of Record (COR), which includes Student Learning Outcomes (SLOs), and the curriculum review process ensure that all courses and programs meet regulatory requirements, ACCJC Accreditation Standards, industry requirements, and practices common to United States higher education. Learning outcomes are developed and assessed by subject matter expert faculty members, the Curriculum Committee, and the Student Learning Outcomes Facilitators, and there is a regular and systematic assessment of all learning outcomes ([II.A.13.04](#)).

Course-level student learning outcomes are intentionally and thoughtfully mapped to program learning outcomes which are in turn mapped to institutional learning outcomes to ensure students understand, develop, and master critical theories and practices in the various areas of study. The assessment of SLOs and PLOs provides assurances that the matriculating student has appropriately developed an understanding of theories and practiced the relevant skills expected within each field of study ([II.A.13.05](#)).

Ventura College does not offer baccalaureate degrees.

## Analysis and Evaluation

Ventura College adheres to policies outlining a minimum of 18 units in a major or area of emphasis for the associate degree and ensures that each degree meets clear goals leading to employment, university transfer, or personal growth. Lists of required major courses, specific electives, and areas of focus are clearly outlined in the Catalog for each degree, as well as program outcomes and the transfer and career goals each program of study intends to meet.

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

## Evidence of Meeting the Standard

Ventura College offers a variety of Career Education (CE) programs that encompass in-demand employment opportunities in the County of Ventura and adjacent areas ([II.A.14.01](#)). Students who complete VC's career education (CE) certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The College ensures this through a variety of mechanisms. As part of VC's program review process, comprehensive program reviews are completed on a regular basis ([II.A.14.02](#)). Program reviews include an analysis of success and completion data, as well as a review of labor market information. Student Learning Outcomes (SLOs) are assessed in all CE courses at the course, program, and institutional level ([II.A.14.03](#)). Curriculum is regularly reviewed for currency and appropriateness through the College's curriculum review process ([II.A.14.04](#)).

The Career Education Division is supported by a CE Advisory Committee that includes representatives from all CE programs ([II.A.14.05](#)). CE programs also maintain advisory boards, which meet on an annual basis. Advisory boards include CE program faculty and industry representatives in these fields ([II.A.14.06](#)). At these meetings, CE program faculty ensure that the knowledge and skills that students are gaining are directly aligned with those required by employers and look to advisory members to provide insight on future trends in their fields. To ensure that the information from these meetings is widely distributed, meeting minutes are posted on the webpage of each CE program ([II.A.14.07](#)).

In addition, a number of CE faculty sit on the Ventura County Workforce Development Board. This group includes educators, industry leaders, and government officials who work to develop strategic workforce development plans for the region. Through this group, CE faculty provide updates on program successes and challenges, discuss the alignment between course curriculum and employer-required skills, and gain input from industry leaders on emerging industries and occupations ([II.A.14.08](#), [II.A.14.09](#)).

CE programs have also worked closely with industry partners to build courses and curriculum that directly prepare students for technical/professional competencies and licensure. The Automotive Technology program, for example, has partnered with the Toyota T-TEN program, which provides VC students with state-of-the-art, hands-on automotive diagnosis and repair training in both classroom

and dealership settings. To be a T-TEN certified program, VC completed a two-year certification process under Toyota's leadership and continues to comply with rigorous training standards. In addition, the program is accredited by the Automotive Service Excellence (ASE) Education Foundation. Through this partnership, Toyota donates cars to the college which students use to learn and practice their skills. Upon graduation, students placed directly in careers in regional Toyota, Scion, and Lexus dealerships ([II.A.14.10](#)).

CE programs also align SLOs directly with licensure exams. The Nursing program, for example, creates course SLOs that are based on the national council of state boards test plan and national professional organizations' standards of practice and quality. Through regular assessment and re-assessment of these SLOs, the Nursing program is able to tailor course content to ensure that students are gaining the knowledge and skills necessary to pass the BRN licensure exam. To take this a step further, this process thus ensures that course content is directly aligned with the knowledge and skills that are desired by employers. This ensures both validity and reliability of assessments and their results. The effectiveness of this practice is borne out by the Nursing Program's high licensure pass rates. Over the past five years, 95% of Ventura College graduates have passed the NCLEX exam ([II.A.14.11](#)). This practice of aligning SLOs with external agencies also occurs in several other CE programs, including the Automotive Technology and Paramedic programs.

Ventura College is also actively seeking methods to measure how well our CE students are achieving labor market success after program completion. The CCCCCO Student Success Scorecard provides data on median wages and employment for students in CTE programs. In fact, the 2019 Scorecard reports that 31.4% of respondents had an increase in wages since completion of some CTE courses without a traditional completion of a certificate or degree ([II.A.14.12](#)). VC participates annually in the statewide CTE Outcomes Survey (CTEOS), through which students who either completed a CTE degree/certificate or left a CTE program after completing 9+ units were surveyed after a year to determine if they had gained employment in their field. In 2020, 81% of respondents indicated that they were employed for pay. This is an increase of 8% since the 2013 survey. In addition, 93% of students reported being very satisfied or satisfied with the training they received at VC. This survey will continue to be administered annually to evaluate ongoing efforts designed to improve gainful employment for our graduates ([II.A.14.13](#)). Another measure of program success was documented in the 2018 Strong Workforce Stars program. Our Paramedic and Nursing programs received gold stars for attaining threshold outcomes on all three of the metrics. Our Construction program received a silver star, and six of our other CE programs received bronze stars ([II.A.14.14](#)).

### **Analysis and Evaluation**

Students are prepared for certification or licensure by their coursework, which culminates in external certification or licensure examinations. This is ensured through numerous methods, including curriculum review, advisory committees, workforce development boards, partnerships with external employers, aligning SLO's with licensure examinations, and developing new ways to measure graduate employment.

**II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

#### **Evidence of Meeting the Standard**

BP 4021 and AP 4021 ([II.A.15.01](#)) describe Board policy and administrative procedures related to program discontinuance. This process continues to be refined, and is expected to be completed in the 2022-2023 year. If, as a result of this process, the Board of Trustees takes action to discontinue or eliminate a program, the College President, in consultation with the area dean, department chair, discipline faculty and Academic Senate President, shall develop a plan that must include the following elements:

- a) Timeline and process for curricular and programmatic deletion/discontinuance approval at the local and state level
- b) Provision for students currently in the program for completion and/or transfer
- c) Provision for displaced faculty and staff, where feasible
- d) Provision for impact on budget and facilities
- e) Removal of program from course catalog

#### **Analysis and Evaluation**

While no programs have been discontinued since the College submitted its 2016 Institutional Self Evaluation Report, the College has, and will continue to, adhere to administrative procedures related to program discontinuance.

**II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

#### **Evidence of Meeting the Standard**

All instructional programs are evaluated annually for quality and currency through the program review process that is described in detail in I.B.5 ([IIA.16.01](#)). During the program review process, faculty and staff discuss and evaluate curricula and disaggregated achievement data. The process concludes with the development of 3-year objectives linked to the District and College Strategic Implementation plans, which in turn advance the College's Educational Master Plan.

Program improvements emerging from program review and annual planning include revision of program curricula; improvement of educational pathways through degree, certificate, or transfer programs; identification of areas where program processes or resources can be improved to better facilitate student achievement or learning; processes for outreach and marketing; and improvements to other components of program operations.



Faculty also evaluate and revise course and program curricula outside of the program review cycle as needed to ensure currency with articulation requirements, state and industry standards, and congruence with current discipline scholarship. The breadth and depth of curriculum review is presented in detail in II.A.5.

### Analysis and Evaluation

Through the program review process and the assessment of SLOs and student equity data, faculty and staff regularly evaluate the quality and currency of all instructional programs offered. All instructional programs offered by the College are included in these processes, including collegiate, pre-collegiate, career-technical, and non-credit programs offered both online and on-campus. Three-year objectives designed to improve student success are developed as part of the program review process and are tracked for effectiveness each subsequent year.

### Conclusions on Standard II.A: Instructional Programs

Ventura College meets all components of this Standard.

### Evidence List

- [II.A.1.01](#): Ventura College Curriculum Committee Handbook ([online resources also available](#))
- [II.A.1.02](#): BP/AP 4020
- [II.A.1.03](#): BP/AP 4021
- [II.A.1.04](#): BP/AP 2022
- [II.A.1.05](#): BP/ AP 4025
- [II.A.1.06](#): VCCCD's District Council on Curriculum and Instruction ([Committee WebPage](#))
- [II.A.1.07](#): Course Identification Numbering System ([CI-D WebSite](#))
- [II.A.1.08](#): Online Faculty OTTCC Training and Resources ([WebPage](#))
- [II.A.1.09](#): College Programs Listed in Online Catalog ([Webpage](#))
- [II.A.1.10](#): Institutional Effectiveness Website
- [II.A.2.01](#): Curriculum Review Priorities Reports
- [II.A.2.02](#): Sample Course Outline of Record (COR)
- [II.A.2.03](#): Sample COR Distance Education Addenda
- [II.A.2.04](#): [2020-21 Exemplary Program Award for Faculty Academy](#)
- [II.A.2.05](#): [Faculty Professional Development Upcoming Events](#)
- [II.A.2.06a](#): VC Equity Institute Events
- [II.A.2.06b](#): Diversity in Culture Festival ([Diversity in Culture Festival](#) Committee Materials)
- [II.A.2.07](#): [VC ZEN Project](#) and [Cultural Curriculum Audit and Revision project](#) (CCAR)
- [II.A.2.08](#): Professional Development SharePoint ([link](#))
- [II.A.2.09](#): VCCCD/AFT CBA Article 11 (Tenure) and Article 12 (Evaluation)
- [II.A.3.01](#): College Outcomes Group (COG) ([WebPage](#))
- [II.A.3.02](#): Ventura College Curriculum Committee Handbook ([online resources also available](#))
- [II.A.3.03](#): Screenshot of Portal Location and CourseLeaf Landing Page
- [II.A.3.04](#): Template for Submission of New and Revised CORs
- [II.A.3.05](#): 2019 Faculty Handbook
- [II.A.4.01](#): How to Read Course Descriptions Information from Online Catalog ([WebPage](#))
- [II.A.4.02](#): BP 4022/AP 4022
- [II.A.4.03](#): AB 705 ([WebPage](#))
- [II.A.4.04](#): Know Your Rights AB 705 ([English WebPage](#) & [Math WebPage](#))



[II.A.4.05: "J Courses" in Math \(Course Outlines\)](#)  
[II.A.5.01: VC College Curriculum Committee Training Presentation](#)  
[II.A.5.02: Ventura College Curriculum Committee Handbook \(\[online resources also available\]\(#\)\)](#)  
[II.A.5.03: College Catalog, General Studies Degree \(\[WebPage\]\(#\)\)](#)  
 II.A.6.01: [Enrollment](#) (Online Dashboards)  
[II.A.6.02: Sample Enrollment Updates](#)  
[II.A.6.03: Program Mapper \(\[WebPage\]\(#\)\)](#)  
[II.A.6.04: Degree Works](#)  
 II.A.7.01: [Student Achievement Data](#) and [Enrollment](#) (Online Dashboards)  
 II.A.7.02: [Online Faculty Training](#) and [OTTCC goals](#)  
[II.A.7.03: Zen Project/ZTC courses \(\[WebPage\]\(#\)\)](#)  
[II.A.7.04: CCAR Professional Development \(\[WebPage\]\(#\)\)](#)  
 II.A.7.05: [IEPI Menu of Options](#) and [Summary of Final Visit](#)  
[II.A.7.06: ESL Course Schedules](#)  
[II.A.7.07: 2019-23 Student Equity and Achievement Plan](#)  
[II.A.8.01: AP 4235 Credit for Prior Learning, updated May 2021](#)  
[II.A.9.01: BP 4020; AP 4020](#)  
[II.A.9.02: Sample Syllabi](#)  
[II.A.9.03: Sample COR](#)  
[II.A.9.04: SLO Data Entry WebForm for TracDat \(\[WebPage\]\(#\)\)](#)  
[II.A.10.01: Transfer Information, Ventura College Online College Catalog \(\[WebPage\]\(#\)\)](#)  
[II.A.10.02: AP 4100](#)  
[II.A.10.03: Acceptance of Transfer Coursework, Ventura College Online College Catalog \(\[WebPage\]\(#\)\)](#)  
[II.A.10.04: IGETC Standards, Policies & Procedures, Version 2.2](#)  
[II.A.10.05: CSU Executive Order 1100](#)  
[II.A.10.06: Course Identification Numbering System \(CID\), Online College Catalog \(\[WebPage\]\(#\)\)](#)  
[II.A.10.07: College Programs, Online College Catalog \(\[WebPage\]\(#\)\) and \[Extract from COCI\]\(#\)](#)  
[II.A.10.08: CSU CCC-Associate Degree for Transfer \(\[WebPage\]\(#\)\)](#)  
[II.A.10.09: Ventura College University Transfer Center \(\[WebPage\]\(#\)\)](#)  
[II.A.11.01: Five Years, ISLOs \(\[ISLO WebPage\]\(#\)\)](#)  
[II.A.11.02: P Find-an-Outcome Dashboard Screenshot \(\[Webpage\]\(#\)\)](#)  
[II.A.12.01: BP 4025 Philosophy and Criteria for Associate Degree and General Education](#)  
[II.A.12.02: College Catalog, VC GE Philosophy Statement \(\[Webpage\]\(#\)\)](#)  
[II.A.13.01: Example Interdisciplinary Degree: \[Social Justice: Chicano Studies\]\(#\)](#)  
 II.A.13.02: [Academic Programs](#)  
 II.A.13.03: [Career and Major Communities Webpage](#)  
 II.A.13.04: Ventura College [SLO Handbook](#) and [SLO Webpage](#)  
 II.A.13.05: [Find an Outcome Webpage](#)  
[II.A.14.01: CE Programs Webpage \(\[WebPage\]\(#\)\)](#)  
[II.A.14.02: Ventura College Program Review Handbook \(\[WebPage\]\(#\)\)](#)  
[II.A.14.03: Career Education SLO Assessment Report \(\[SLO Webpage\]\(#\)\)](#)  
[II.A.14.04: Curriculum Committee Meeting Minutes 11.16.21](#)  
[II.A.14.05: CE Advisory Committee Membership](#)  
[II.A.14.06: CE Program Advisory Boards](#)  
[II.A.14.07: Business Program Advisory Board Minutes \(\[Department Archive\]\(#\)\)](#)  
[II.A.14.08: Workforce Development Board Industry Sector Working Groups Webpage](#)  
[II.A.14.09: Workforce Development Board Healthcare Committee Meeting Minutes 05.03.19](#)

[II.A.14.10](#): Ventura College Toyota T-Ten Program ([Webpage](#))  
[II.A.14.11](#): Ventura College [NCLEX Pass Rates](#)  
[II.A.14.12](#): CCCC Student Success Scorecard 2019  
[II.A.14.13](#): CTE Outcomes Survey  
[II.A.14.14](#): CCCC Strong Workforce Stars Notification Letter 04.04.18  
[II.A.15.01](#): BP/AP 4021 Program Discontinuance  
[II.A.16.01](#): Program Review Handbook

## **II.B. Library and Learning Support Services**

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

### **Evidence of Meeting the Standard**

VC supports student learning and achievement through library and other learning support services with designated qualified personnel responsible for working with students. Learning is emphasized and supported with sufficient resources and services at Ventura College. The Library provides a wide variety of academic resources (including access to check-out Chromebook computers, hotspots, and calculators) available to all students, including those attending classes at VC East Campus and online. The Evelyn & Howard Boroughs [Library](#), the [Testing Center](#), the Stan Wiesel [Tutoring Center](#), the [Learning Center](#) (previously called the B.E.A.C.H. Learning Resource Center), as well as their online complements are all advertised and accessible to the student body via the College website ([II.B.1.01](#), [II.B.1.02](#), [II.B.1.03](#), [II.B.1.04](#), [II.B.1.05](#)).

The College utilizes [Starfish Connect](#) to facilitate communication between faculty and students, and to help connect students to helpful support services. This tool increases access to learning support, directly linking students to counselors and learning support services and centers ([II.B.1.06](#)).

In-person and online library research assistance, tutoring, and workshops are advertised at VC's main campus, East Campus, and online. Library services, tutoring and workshops are also promoted through monthly library newsletters ([II.B.1.07](#)) sent to the campus community (and then posted on the library website) as well as through social media, including Instagram, Twitter, and Facebook.

VC's Library and Tutoring centers provide access to materials and programming to support student learning in online as well as face-to-face environments ([II.B.1.08](#), [II.B.1.09](#)). In addition to providing in-person assistance, the Library provides opportunities for online assistance through multiple modalities, including real-time live VC librarian assistance through LibChat and appointment scheduling with a librarian ([II.B.1.10](#), [II.B.1.11](#), [II.B.1.12](#)).

The Tutoring Center likewise provides both in-person services and online services through a variety of services; online tutoring services are provided either as synchronous Zoom-based tutoring sessions with a VC tutor, asynchronous workshops in canvas or as via partnership with the online tutoring resource, NetTutor ([II.B.1.13](#), [II.B.1.14](#)).

The Library also provides comprehensive electronic resources that are available remotely. These resources include online synchronous reference services, booking research appointments with a

librarian, online synchronous librarian-led one-shot information literacy instruction sessions, discipline-specific research guides, databases containing electronic books, journals, and streaming media, and librarian-created, discipline- / instructor-specific learning management system information literacy lesson modules. Students have direct access to library resources via a link in the Canvas LMS, from the MyVCCCD portal and from the Library homepage. Librarians maintain and update print and electronic library collections, as well as the online research guides and information literacy modules, providing direct support of instruction, for on-campus and remote students. A librarian is on duty to provide in-person research assistance during operating hours. Comparable online research assistance chat staffed only by VC librarians is available to students through the Library's "LibChat" service ([II.B.1.15](#)).

VC's library and learning support services provide access to computers, textbooks, scanners, and other materials to support their learning. In addition, the Learning Center computer lab provides access to specialized software for student use ([II.B.1.16](#)). The Learning Center computer lab is equipped with appropriate and course specific software meeting the instructional needs of students with regular support and updates of both software and hardware ([II.B.1.17](#)).

Learning support services offer regular programming throughout the year, including study sessions and academic skills workshops ([II.B.1.18](#)). The library and learning support services are staffed with full-time personnel, as well as peer tutors and student workers. Full-time staff and faculty working in academic success centers receive regular professional development training throughout the year via VC's Flex Day programming, ongoing professional development opportunities hosted throughout the year as well as other training opportunities ([II.B.1.19](#)). Peer tutors receive training prior to starting work and receive regularly scheduled tutor training throughout their employment ([II.B.1.20](#)).

### **Analysis and Evaluation**

Regardless of means of delivery or physical location, the institution supports the work of all students, staff, and faculty in the Library and in learning support services with sufficient resources to promote student learning and achievement. Learning support services are varied in type and function, including academic computing labs, the breadth and depth of library print and online collections, tutoring centers, and instructional activities. Finally, VC distributes these resources through centers across all campus locations and on our website.

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

### **Evidence of Meeting the Standard**

The VC Library and learning support services employ the expertise of credentialed professionals in the oversight and selection of resources, equipment and materials that support student learning and achievement. Staff and faculty work together in each of these areas to evaluate, maintain, and direct the purchase and implementation of equipment, textbooks, and computers, as well as other support services and learning materials.

The Library provides access to semester-length loans of many textbooks through the Lending Library. With support from the VC Foundation, the Library also makes efforts to purchase at least one print copy of all assigned textbooks for its Reserves collection. The Library also works closely with discipline faculty in the creation of OER materials ([II.B.2.01](#), [II.B.2.02](#), [II.B.2.03a](#), [II.B.2.03b](#)).

In addition to textbook collections, librarians maintain the library's collection of approximately 100,000 physical books and materials that directly support the college curriculum, as well as a growing number of eBooks. Librarians review and update resources, including the library catalog, research guides, and databases, making all items searchable, accessible, and relevant ([II.B.2.04](#)). The Library Policy Handbook's collection document section guides the process and prioritization of these resources ([II.B.2.05](#)).

Open-access computer labs are available for student use in VC's Library as well as in many of the learning support centers ([II.B.2.06](#)). Additional equipment including printing, scanners and technology checkout are provided by the Learning Center computer lab. In response to the global pandemic of 2020-22, students were also provided access to Chromebooks and hotspots that could be checked out through our Lending Library; this support service remains available during this post-pandemic time ([II.B.2.07](#)).

The labs are staffed, and student technology needs are supported with appropriate software. Computers and software are continuously updated under an established replacement schedule ([II.B.2.08](#)). In collaboration with DSP&S, the Library and other locations on campus provide access to specialized equipment and software to make library computer labs, resources, and textbooks available for students. As stated on page 10 of the Library Policy Handbook the Library also works to ensure that all database subscriptions and online resources are 508 compliant, as indicated in the Library Policy Handbook.

Finally, services and software to support student learning are purchased under the guidance of faculty, including librarians. Examples of this include Nettutor, the online tutoring service chosen by the Campus Distance Education Committee to provide online learning support to distance education and other students at VC. In addition, it includes access to online databases, including JoVE, Films on Demand and Kanopy streaming media databases, all which were based on faculty recommendation ([II.B.2.09](#)).

### Analysis and Evaluation

The College purchases and maintains appropriate and effective materials and equipment in support of student learning. Oversight of those activities is provided by faculty librarians, discipline faculty, and learning support center staff in alignment with the mission of the College.

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

### Evidence of Meeting the Standard

VC regularly evaluates library and learning support services through the integrated program review planning process. All programs on campus complete the Comprehensive Program Review every three years, which is complemented by each program submitting its Annual Update resource requests are integrated into the College's resource allocation process ([II.B.3.01](#)). The Library, Learning Center, and Tutoring Center all completed Comprehensive Program Reviews in Fall 2021, with annual updates in Fall 2022 ([II.B.3.02](#), [II.B.3.03](#)).

Data is collected on student usage of library and learning support services, as well as through satisfaction surveys for both students and faculty ([II.B.3.04](#), [II.B.3.05](#), [II.B.3.06](#)). Utilizing the integrated program review process, the institution uses these data to inform improvements and request additional resources to support library and learning support services. In the Spring 2021 employee and staff survey of Library satisfaction, 87 percent of respondents indicated satisfied with learning resource services while a similar survey of Library satisfaction sent to students found 76 percent of satisfaction ([II.B.3.07](#)).

Student Learning Outcomes are tracked by librarians who record each interaction that occurs either in person or virtually with students and categorize by competency related to VC's ISLO #4, "Information Literacy" ([II.B.3.08](#)).

Working in close collaboration with discipline faculty, librarians teach information literacy instruction sessions that meet the specific needs of students while applying the ACRL Information Literacy Framework ([II.B.3.09](#)). Some of these close collaborations have been with disciplines not typically aligned with library instruction, such as Microbiology. Librarians additionally partner with other student support programs, such as First Year Experience (FYE), to provide students with opportunities to attend a library orientation workshop ([II.B.3.10](#)).

Student Learning Outcomes are tracked in VC's learning support services through surveys of students and faculty, student attendance and student success data as part of their IDS N100 course SLOs ([II.B.3.11](#)).

### Analysis and Evaluation

The institution evaluates Library and learning support services. The triennial Comprehensive Program Review and Annual Updates constitute the primary methods that the institution uses to assess and review these programs. Annual Update resource requests in each area are produced and integrated into the College's resource allocation process every year. Measures of sufficient resource allocation are defined by identified student needs in those reports. The link between Annual Update reporting and resource allocation processes allows the institution to take into consideration the results of assessment processes on a yearly basis to expedite improvement in library and learning support service programs.

**II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal**

agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

### **Evidence of Meeting the Standard**

VC takes responsibility for and assures the security, maintenance, and reliability of services, and regularly evaluates these services to ensure their effectiveness. The institution has a number of policies and procedures that address security, maintenance, and reliability of services ([II.B.4.01](#), [II.B.4.02](#), [II.B.4.03](#), [II.B.4.04](#)).

The institution utilizes partnerships with proprietary vendors to provide critical services to students through the Library as well as in other learning support services. Many of the subscription-based resources to which the Library provides electronic access are acquired through a consortium, the Community College League of California, while some are acquired through direct contact with the vendor. VC has partnered with NetTutor to ensure access to online tutoring support for distance education and other students ([II.B.4.05](#), [II.B.4.06](#)). Usage data are regularly collected and evaluated for the purpose of ensuring adequate access to all services ([II.B.4.07](#)).

VC engages in a partnership with Hobsons, using the Starfish software product as a platform for VC's early alert system, known as Starfish Connect ([II.B.4.08](#)). Additionally, the VC Library provides a virtual, real-time library chat service that is available to the entire VC community through the LibChat platform ([II.B.4.09](#)).

### **Analysis and Evaluation**

The institution has successfully partnered with external entities to support instructional programming and student learning. Formal agreements ensure that library and learning support services that rely upon these external partnerships are accessible, appropriate, and adequate to deliver intended outcomes.

### **Conclusions on Standard II.B. Library and Learning Support Services**

The College meets all components of this Standard. Ventura College is an open-access institution, offering library services, instructional programs, and learning support services that support instructional activities, enriching the educational experience of students. These services are central to the mission of the College and the success and equity mindset goals central to that mission. Library and learning support services are critical to meeting the needs of VC students and make important contributions to student success, persistence, and achievement. This is evidenced by the large numbers of students who benefit from these services and the success rates of VC's student body. These programs are well-funded, responsive to the needs of students, and integrated with classroom instruction. Oversight for these programs is managed by trained staff who regularly collect and evaluate data for the purpose of improving access, quality of service, and student success outcomes.

## Evidence List

[II.B.1.01](#): About Ventura College Library ([WebSite](#))  
[II.B.1.02](#): About Ventura College Library at East Campus ([WebPage](#))  
[II.B.1.03](#): Learning Center ([WebSite](#))  
[II.B.1.04](#): Testing Center ([WebSite](#))  
[II.B.1.05](#): Tutoring Center ([WebSite](#))  
[II.B.1.06](#): VCCCD Starfish Connect ([WebPage](#))  
[II.B.1.07](#): Library Newsletter ([Archive](#))  
[II.B.1.08](#): About Ventura College Library ([WebSite](#))  
[II.B.1.09](#): Tutoring Center ([WebSite](#))  
[II.B.1.10](#): LibChat Statistics  
[II.B.1.11](#): LibCalendar (Librarian Schedule)  
[II.B.1.12](#): Springshare Usage Stats  
[II.B.1.13](#): Online Tutoring via Zoom: ([WebPage](#))  
[II.B.1.14](#): NetTutor ([WebPage](#))  
[II.B.1.15](#): [LibChat Submission Form](#)  
[II.B.1.16](#): Learning Center ([WebSite](#))  
[II.B.1.17](#): (a) [VC Technology Master Plan](#) (Objectives 1 and 2); (b) [VC Technology Refresh Schedule](#)  
[II.B.1.18](#): Learning Center Workshops ([WebPage](#))  
[II.B.1.19](#): Professional Development ([WebPage](#))  
[II.B.1.20](#): Tutor Training Schedule  
[II.B.2.01](#): Lending Library ([WebPage](#))  
[II.B.2.02](#): List of Lending Library materials  
[II.B.2.03](#): Zen Project  
[II.B.2.04](#): [Database Renewals](#) (CCLC)  
[II.B.2.05](#): Library Policy Handbook  
[II.B.2.06](#): Learning Center ([WebSite](#))  
[II.B.2.07](#): Equipment Lending ([WebPage](#))  
[II.B.2.08](#): VC Technology Refresh Schedule  
[II.B.2.09](#): Library Online Databases List ([WebSite](#))  
[II.B.3.01](#) [Program Review Cycle](#)  
[II.B.3.02](#): 2020-2021 Library Comprehensive Program Review  
[II.B.3.03](#): 2021-22 Library Annual Program Review Update  
[II.B.3.04](#): VC Primo Usage Data  
[II.B.3.05](#): VC Library Database Usage  
[II.B.3.06](#): (a) [Tutoring Satisfaction Survey 2022](#); (b) [Learning Center Satisfaction Survey 2021](#)  
[II.B.3.07](#): Library Survey Spring 2021: (a) [Student Responses](#); (b) [Employee Responses](#)  
[II.B.3.08](#): SLO Assessment  
[II.B.3.09](#): ACRL Information Literacy Framework ([WebPage](#))  
[II.B.3.10](#): FYE Flyer  
[II.B.3.11](#): IDS SLO Assessment ([SLO WebPage](#))  
[II.B.4.01](#): BP/AP 6340 Contracts  
[II.B.4.02](#): BP 3720 Computer and Network Use  
[II.B.4.03](#): AP 3720-A Computer and Network Use  
[II.B.4.04](#): AP 6365 Accessibility of Information Technology  
[II.B.4.05](#): CCLC Databases Renewal  
[II.B.4.06](#): NetTutor ([WebPage](#))  
[II.B.4.07](#): VC Library Database Usage



[II.B.4.08: VCCCD Starfish Connect \(WebPage\)](#)

[II.B.4.09: LibChat Submission Form](#)

## **II.C. Student Support Services**

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

### **Evidence of Meeting the Standard**

Ventura College supports a robust network of services aimed at bolstering student success and accommodating student needs by meeting students where they are regardless of modality. VC's student support services include Enrollment Services (Admissions and Records, First Year Experience, Student Connect, Outreach, Financial Aid), Counseling, Veterans Resource Center, Student Activities and Student Life, Extended Opportunity Programs and Services, Disabled Students Programs and Services, CARE, CalWORKs, Basic Needs, Student Health Center, Mental Health and Wellbeing Counseling, Title IX Office, Wellness Services, Undocumented Resources, MESA, Career and University Transfer Center, and STEM Harbor ([II.C.1.01](#)).

The quality of student support services is evaluated through the College's three-year comprehensive program review process. VC's program review includes a thorough and systematic assessment of multiple data metrics. Student Services review the metrics derived directly from the College mission and Educational Master Plan: Student usage of service (five-year trend, disaggregated by ethnicity and gender) ([II.C.1.02](#)); Student perception of service (as measured through annual point-of-service surveys) ([II.C.1.03](#)); SUO assessments ([II.C.1.04](#)); Student Success Data Dashboards ([II.C.1.05](#)).

The student service SUO assessment schedule mirrors that of instructional programs. Thus, service SUOs are assessed twice every five years to better allow for changes and improvements to be put into place and evaluated for effectiveness. Data is collected and analyzed, helping programs to monitor: 1) student usage and demographics through the Starfish (and previously GradesFirst), Accudemia, and SARS software systems, 2) student survey data through "point-of-service" surveys, and 3) SUO assessment results through Tracdat/Nuventive.

"Point of service" satisfaction surveys, district-sponsored student perception questionnaires, national surveys such as the Community College Survey of Student Engagement (CCSSE), and questionnaires addressing specific Service Unit Outcomes (SUOs) are used as described in I.B.2. Data collected through these instruments are used as a part of the annual assessment of overall effectiveness conducted during the College's annual program review process as described in I.B.5. The "point of service" surveys are conducted each spring semester; all students who visit a service during the survey administration period are asked to complete one. The survey assesses student perceptions of how well the service addresses the six college success factors (Directed, Focused, Nurtured, Engaged, Connected, and Valued) that the California Research and Planning Group has identified as critical to student retention and success. The surveys, commonly known as the Six-Factor Survey, also assess the degree to which students are satisfied with the service they received. In addition, if the service's SUOs

can be assessed with a survey, additional questions are added for that purpose ([II.C.1.06](#)). The tabulated results of the surveys are provided to the service/program and then reviewed and analyzed during the program review process with the goal of improving service delivery in support of the college mission.

During the spring 2020 semester, Ventura College and the Ventura County Community College District moved all instruction and student services support online in response to the COVID19 pandemic and Shelter-In-Place (SIP) Order by the state of California and the county of Ventura. Transitioning 100 percent of services from in-person to online support was a monumental task requiring webpage updates to inform students on how to access support services online, as well as updates to the Student Services remote/online services webpage. As of the completion of this self-evaluation, the college has transitioned into providing both in-person and online student support ([II.C.1.07](#)).

### **Analysis and Evaluation**

The College regularly evaluates the quality of student support services through various surveys and SUO assessments. Student services staff regularly analyze data from the student feedback for use in quality improvement and to support improved student learning.

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

### **Evidence of Meeting the Standard**

As described in sections I.B.2 and II.B.1, service unit (SUO) outcomes are identified and assessed by all student support programs and services at Ventura College. Each SUO is mapped to an Institutional SUO (ISUO), which is a broad institutional service support goal shared across campus. VC has two ISUOs: 1) The Service will support or facilitate a positive learning or service environment for students. 2) The Service will support or facilitate institutional accountability by monitoring and ensuring compliance with statutory mandates, local policy and procedures, and state or federal law.

In 2017-2018, the College overhauled its SLO/SUO assessment process to improve access to SLO/SUO information, streamline the Course SLO assessment process, and map CSLOs to PSLOs and ISLOs. All SLOs and SUOs are publicly accessible on the “Find an Outcome” webpage ([II.C.2.01](#)). All SUOs are assessed twice within a five-year period. SLO Facilitators email department chairs and coordinators with a list of SUOs due for assessment each semester. To ensure compliance with the SUO assessment process, the College has instituted a “No SLO, No Dough” policy, under which program review resource requests are not prioritized for funding unless the program is actively participating in the SLO/SUO assessment process.

After assessments are completed, departments meet to discuss their findings. Discussions focus on whether expectations were met and what can be done to increase student success or satisfaction. After the discussion, program review objectives are planned and prioritized.

## Analysis and Evaluation

The student services area is responsive to student needs. Learning support outcomes are regularly assessed, and programs and services make improvements based on the findings. Student Services also assess SUO results as part of the annual program review process. Outcomes are reviewed, analyzed, and “continuous improvement” efforts are included in planning to ensure support programs and services are responsive to student needs.

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

## Evidence of Meeting the Standard

On the main campus, the College offers a wide array of quality support services that assist students in achieving their goals. These services include Admissions and Records, Assistive Technology, Basic Needs, California Work Opportunities and Responsibility to Kids (CalWORKs), University Transfer Center, Career Development Center, Child Care Center, Counseling, Disabled Students Programs and Services (DSPS) through the Educational Assistance Center (EAC), Extended Opportunities Program & Services (EOPS), Financial Aid, Freshman Year Experience, International Students, Mathematics Engineering Science Achievement (MESA), Mental Health and Personal Wellbeing Counseling, Outreach Services, Student Activities and Clubs, Student Government, Student Health Center, Veteran Resource Services, and the Student Connect/Welcome Center ([II.C.3.01](#))

Most student support services on the main campus are located in a cluster of buildings in the center of campus. On-campus services are available to day and evening students for in-person support from 8:00 a.m. to 7:00 p.m., Monday through Thursday and from 8:00 a.m. to 3:00 p.m. on Friday. Saturday hours are made available during peak registration times. Online access to services is available 24/7 via the student MyVCCCD portal and via the campus Ocelot ChatBot on the VCCCD/Ventura College website.

In March 2020, all student support service programs pivoted entirely to online/virtual services following a statewide shutdown in response to the COVID-19 pandemic. The student services classified professionals and faculty quickly created streamlined processes and forms online and utilized technology to address the needs of our students. Similar services were also made available at our Ventura College East Campus (VCEC) in Santa Paula, California.

Pre-pandemic, the College hosted on-campus events that facilitated the onboarding and matriculation steps for students entering VC. During “Pirate Fridays,” the College hosted neighboring high schools in the spring semester to provide college orientation, counseling, financial aid assistance, educational planning, and registration. The College also hosted “Set Sail Saturdays” ([II.C.3.02](#), [II.C.3.03](#)) for returning students to receive these same services. During the pandemic, the College continued to provide these events virtually for students with Pirate Fridays becoming “Zoom into VC” ([II.C.3.04](#), [II.C.3.05a](#), [II.C.3.05b](#)) Additionally available are a variety of instructional support services as described in II.B and the opportunity to participate in theater, dance, music performances, or on one of 19

athletic teams.

At the VC East Campus location, VC offers a core set of essential support services. These include Admission and Counseling services, Tutoring services, a Learning Resource Center, a small reserve collection of books, courier service for library books from the main campus, and full access to the Library's collection of electronic books and databases. In addition to a bilingual Student Services Assistant and a bilingual counselor assigned to serve students in this East Campus location full-time, Financial Aid, EOPS, DSPS, and other services are provided to all students through remote/online Zoom appointments, as well as being provided on site periodically and on an as-needed basis. Twice a month, a bilingual Financial Aid Office representative visits VCEC to help students process their Free Application for Federal Student Aid (FAFSA) and California Dream Act applications. This onsite service is increased monthly during the periods of greatest demand. Additionally, Pirate Fridays, Cash4College and Set Sail Saturdays all take place at the site. These workshops, designed to orient students to support programs and services, are presented in both English and Spanish and targeted students and parents who meet AB 540 requirements. Marketing is also distributed in both English and Spanish.

All students are provided with a MyVCCCD email and access to a personal "portal" through which they can access their class information, registration services, educational planning services, orientation, and information about ongoing campus events, activities, and important reminders. Distance education students, and students who prefer to access online, are supported through a variety of online services, including the ability to apply, complete a New Student Orientation, register, pay fees, review grades, and gain access to information via the Student Portal, as well as conduct a preliminary degree audit prior to talking to a counselor. All student services are available by telephone or via online communication ([II.C.3.06](#)). VC has been a pilot college for the Online Education Initiative (OEI) since 2016. The College has created videos and tools to assist students in the transition from in-person to online ([II.C.3.07](#)).

Each student services program has a webpage that provides essential information and telephone contact information. All Admissions and Records forms are available for students to download, sign, and email ([II.C.3.08](#)). Students can contact Counseling in person within the Student Services Center and online via the website to ask questions and get general information. Through the MyVCCCD student portal, students have access to real-time financial aid and registration data, including outstanding requirements, financial aid awards, disbursement schedules, and other relevant information. Financial Aid offers comprehensive services for students to complete all transactions and service delivery in-person or online. The Financial Aid website is current and provides a wealth of information and resources such as FATV and "Cash Course" that are easily attainable for students ([II.C.3.09](#)). Student services online are Americans with Disabilities Act (ADA) compliant and include closed captioning of videos and the ability to magnify print.

Most student services departments include employees who are bilingual in Spanish and English. In addition, the ChatBot Assistant can be converted to Spanish language and Chinese language ([II.C.3.10](#)). Many of our outreach and student information brochures are also created in Spanish, providing access

to family members and second language learners.

In fall 2021, the College sent out a student plans and preference survey related to modality of classes and services. The survey's purpose included "meeting students where they're at" by accommodating student preferences. The survey was also sent via text message on Aug 16, 2021, to all students who had previously enrolled in a VC class in spring 2020, fall 2020, or spring 2021, but had not enrolled in a fall 2021 class. The survey was completed by 1,006 currently enrolled students and 255 previously enrolled students. Of students surveyed, 49 percent requested Academic Counseling in-person while 63 percent of students preferred online registration, fee payment, and financial aid services. Regarding tutoring, library services, and mental health counseling, students identified the need for in-person rather than virtual services ([II.C.3.11](#)).

### Analysis and Evaluation

Comprehensive services are available on campus for day and evening students. Students at VC's VC East Campus location also have access to a full complement of services. VC's extensive website, 24/7 Ocelot ChatBot, and phone services accommodate students who do not come to campus.

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

### Evidence of Meeting the Standard

Ventura College provides co-curricular programs and activities to enrich student life experience outside the classroom and contribute to student success in alignment with the College's mission. Through the Office of Student Activities, students have opportunities to gain leadership experience by participating in student organizations and the Associated Students of Ventura College (ASVC). The Office aims to bridge students' classroom experience and activities outside of the classroom, providing sponsored services, programs, on-campus events, and other learning experiences that stimulate and encourage social, cultural, and recreational interactions ([II.C.4.01](#)). Through Student Activities, students have access to tools and resources for their individual and student organization success. The College encourages students to find meaningful experiences to enrich their learning, including opportunities for student club membership, decision-making in the ASVC, participatory governance committee involvement, and leadership training and retreats. The Associated Students of Ventura College (ASVC) consists of up to 14 officers who provide co-curricular programming for the student body and advocate on behalf of students on participatory governance committees.

The ASVC maintains compliance with California Education Code 76060 and Ventura County Community College District Board Policy 5400 & Administrative Procedure 5400 ([II.C.4.02](#)). All funding for the ASVC and student organizations remain in compliance with California Education Code 76063-76065 and Ventura County Community College District Board Policy 5420 & Administrative Procedure 5420 ([II.C.4.03](#)). The Student Activities Specialist & ASVC Treasurer authorize expenditures that are

approved by a majority of the ASVC Board utilizing the appropriate expenditure forms. ASVC budgets are routinely audited to ensure proper adherence to state and federal guidelines, board policy, and funding criteria as outlined in their Constitution and Bylaws ([II.C.4.04](#)). The results of these annual audits are reviewed.

Student clubs and organizations provide opportunities for students to develop their leadership, organization, time-management, and collaborative skills. Students are encouraged to create clubs that are aligned with their interests through the Ventura College club chartering packet ([II.C.4.05](#)), which requires clubs to draft a Constitution and Bylaws that align with the College Mission and Vision. The process is explained thoroughly in the Club Charter Training held both in person and virtually ([II.C.4.06](#)).

The College has 19 athletic teams ([II.C.4.07](#)) and is well regarded in the community, state, and nation for the success of its programs. VC provides a support system for its athletes, including academic advising, athletic training, equipment managers, and indoor and outdoor training and competition facilities. VC is a member of the Western State Conference (WSC) for most sports, the Southern California Football Association (SCFA) for football, and California Community College Athletic Association (CCCCAA). The College abides by the CCCCCAA constitution and bylaws, and WSC and SCFA sports supplements. Athletic eligibility is strictly monitored by the Dean of Health, Kinesiology, Athletics, and Performing Arts; the athletic director; and the admissions and records eligibility clerk. The Athletics budget is maintained by the dean, athletic director, and an office assistant who focuses on all aspects of fiduciary responsibility. Additionally, the department and each team independently raise funds to augment school provided budgets to enhance the experience of the student athletes. All expenditures are audited on an annual basis during the regular fiscal services audit conducted /district wide.

VC Athletics is committed to the development of an informed citizenry ([II.C.4.08a](#), [II.C.4.08b](#)). In fall 2020, the Athletics Department experienced similar success academically despite the obstacles of Covid-19 and online learning with limited interaction on campus with students. VC student athletes had a combined 3.16 GPA that semester with 99 student athletes achieving recognition on the Dean's List and 47 student athletes achieving a 4.0 GPA. Overall, 13 teams posted above a 3.0 team GPA ([II.C.4.09](#)). In 2019-20, VC Athletics had 99 and 107 students honored on the fall and spring Dean's Lists, respectively ([II.C.4.10](#)).

### **Analysis and Evaluation**

Ventura College offers a variety of programs and services to support students and to enrich the campus life experience. ASVC officers and student organization leaders play an active role in heightening student awareness of social issues and educational opportunities. VC's co-curricular programs actively participate in the program review process. The Student Activities Office also ensures that the ASVC and student organizations comply with all District and College policies and procedures, including oversight of the various budgets associated with the programs.

The College offers a successful, competitive, and highly enrolled athletics program. The program

follows state and professional regulations and remains in good standing with CCCAA. Oversight of the athletics budget is maintained at both the College and District levels.

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

### **Evidence of Meeting the Standard**

Ventura College ensures all students have access to in-person and online personal, academic, and career counseling to support student development and success ([II.C.5.01](#)). The College employs 18 full-time faculty counselors in General Counseling and four part-time faculty counselors. An additional nine faculty counselors serve in the following Categorical programs, such as EOPS and CARE, Disabled Students Programs & Services (DSPS), CalWORKs, Veterans Affairs, First Year Experience (FYE), Athletics and the University Transfer Center. One bilingual counselor has been dedicated to Ventura College East Campus (VCEC) in Santa Paula.

In addition to one-on-one counseling, the Counseling Department also offers counseling courses in career exploration and college success to help students explore majors and pathways. Students can also participate in specialized workshops open to all students, such as Transfer Agreement Guarantee (TAG) workshops, CSU/UC Transfer Application workshops, Career Exploration, Probation and Dismissal and Transfer 101 workshops ([II.C.5.02](#)). In terms of transfer support, in 2019-2020, the Transfer Center had 1,952 student contacts with university representatives, 953 students attended transfer related workshops, 897 students attended the Virtual 2020 Transfer Fair, and 150 students were taken on Transfer Center college visits.

Ventura College offers comprehensive counseling support services and programs to assist students through their educational journey both virtually and in person. The College's counseling services encourage students to explore potential career and major pathways through personal, academic, and career counseling. Counseling services ensure students receive timely, useful, and accurate information about academic programs, including graduation and transfer requirements. Counselors support students through the development of electronic abbreviated and comprehensive Student Education Plan (SEPs), which provide guided pathways specific to the student's declared major. Once an SEP has been developed, students are able to view their electronic SEP in Degree works. SEPs can be updated with a counselor in follow-up appointments, as needed. Understanding the importance of each student having an SEP to help guide them through their educational journey to goal completion, the College's goal is to develop SEPs for all new and continuing students.

To continuously improve services to meet students' needs, General Counseling transitioned in 2017-2018 from offering scheduled appointments only to include drop-in counseling and Walk-In Wednesdays, thereby increasing counseling visibility on campus and providing students with opportunities to address quick questions and complete abbreviated SEPs. That same year, General



Counseling migrated from GradesFirst to StarFish Connect, which allows students to schedule appointments online instead of having to telephone or come to campus. StarFish Connect also has an electronic Early Alert tool that collects student academic performance data from faculty and then connects students, counselors, coaches, tutors, and instructional faculty to keep students on track toward successful completion of their courses ([II.C.5.03](#)).

*Counseling Courses:* In Fall 2020, the campus incorporated a counseling course as part of the requirement for eligibility in the FYE program ([II.C.5.04](#)). This meant that students got the benefit of individual attention from this retention program, along with developing a connection with our counseling faculty teaching the course. Ventura College offers three for-credit counseling courses, which focuses on topics such as personal development, college success, career exploration, time management, study skills, critical thinking skills, stress management and finding work life balance ([II.C.5.05](#)). Core counseling courses are offered each semester face-to-face, online, and through Dual Enrollment at our partner high schools. Counseling faculty actively assess student learning outcomes in all counseling courses to provide continuous improvement to course content.

*Categorical Programs:* The College offers students various categorical programs, such as EOPS and CARE, Disabled Students Programs & Services (DSPS), CalWORKs, Veterans Affairs, and First Year Experience (FYE). VC's specialized populations benefit from programming and services through these comprehensive programs, such as CalWORKs, California's welfare reform program designed to help head of households become self-sufficient through a variety of educational and work-related activities, including attending Ventura College.

Certain adults in the program are required to participate in welfare-to-work activities, such as looking for a job, attending job training, working, or furthering their education, which will improve their chances for long term employment and self-sufficiency. As part of the program, students take part in a program orientation ([II.C.5.06](#)) that explains the requirements for participation. Eligible students have access to specialized counseling delivered by the Counselor/Coordinator of the program, must complete specific county requirements, can attend specialized workshops ([II.C.5.07](#)), and receive specific opportunities on campus.

### **Analysis and Evaluation**

Ventura College provides comprehensive counseling and advising services to meet the needs of the students in individual counseling sessions, workshops, and classes, both online and on campus. Faculty in the Counseling Department maintain rigorous continuous training to ensure that students receive accurate and timely information.

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

### **Evidence of Meeting the Standard**

Ventura College adopts and adheres to VCCCD AP 5010 and BP 5010: Admissions and Dual Enrollment

([II.C.6.06a](#), [II.C.6.06b](#)). Specifically, the admissions policies are consistent with its mission to provide the College's diverse community with educational opportunities, promote student success, and transform students' lives. VC is an open-access community college, which applies to the admission of California residents, non-residents, and Dual Enrollment students.

Open access extends to all facilities, services, and courses, other than those with established prerequisites. Admission is open to high school graduates, those possessing a high school proficiency certificate, General Education Development (GED) score, or any adult 18 years of age or older who may benefit from instruction offered. Minors may be permitted to take college courses as High School Dual Enrollment participants. The intent of Dual Enrollment is to provide minors who can benefit from advanced scholastic education the opportunity to take college level courses that are not available through their primary school or other alternatives.

The College has remained consistent in meeting the needs of students using CCCApply, the application process applicable to all three VCCCD colleges. Students may register for classes, pay fees, and access their registration details via VC's student portal, called MyVCCCD ([II.C.6.01](#)) and buy textbooks in person or online through Barnes and Noble, the contracted book support ([II.C.6.02](#)). Students can log into the portal to add or drop classes, check enrollment dates, print unofficial transcripts, order official transcripts, choose P/NP grading options, view their financial aid status, and access the College's academic calendar.

Additionally, general admissions policies and information about certificates, degree programs, and pathways to CSU, UC, and private colleges are accessible on the College's website and in print. Major requirements for certificates and degrees are clearly stated in the Catalog. Students may access counseling support from the student services programs on campus or online.

The College website, College Catalog (updated annually in print and digital format), counseling website, and University Transfer Center website have compiled comprehensive resources for transfer pathways to the University of California (UC), California State Universities (CSU), private colleges, and out-of-state colleges. The University Transfer Center hosts many workshops and fairs, such as the University College Fair ([II.C.6.03](#)), Transfer Agreement Guarantee Workshops, and CSU and UC Application workshops ([II.C.6.04](#)). The Center is consistent in outlining the information that guides students through the General Education Transfer Requirements. Students also have access to a list of all the degrees available at Ventura College. Online DegreeWorks educational plans enable students to view their educational plans and pathways 24 hours a day. New students receive degree, certificate, transfer, and workforce development information and assistance through completion of the onboarding process (formerly 3SP), which include Orientation, math, and English placement, and an abbreviated or comprehensive Educational Plan. Counselors and admissions and records technicians are responsible for assisting the processing of IGETC requests and degree applications in a timely manner to assure the success of the student. All students are eligible to receive a variety of follow-up services, including career interest inventories and career exploration activities, transfer and career workshops, and individualized counseling following the new Guided Pathway framework.

As part of the Guided Pathways framework at Ventura College, the College has integrated a College wide initiative designed to support student outcomes such as course completion, semester-to-semester persistence, annual retention, and completion. The College's Guided Pathways model focuses on the total student experience from entry point through to degree, transfer, credentials, and career. Modeled after the four pillars in earlier Guided Pathways work, the College's Guided Pathways work aims to (1) Clarify the path: create clear curricular pathways to employment and further education; (2) Enter the path: support and help students explore academic and career options from the beginning of their college experience and align their coursework; (3) Stay on the path: help students make informed choices; and (4) Ensure learning: ensure that learning is taking place with intentional outcomes ([II.C.6.05](#)).

The University Transfer Center provides students a variety of services to reach their transfer goals by facilitating the exploration of transfer options, understanding the preparation necessary for transfer, and assistance completing the transfer admissions process. The University Transfer Center provides in person and remote counseling sessions to students, develops educational and transfer plans, hosts admission application workshops for CSU, UC, Independent, and out of state universities, facilitates university representative appointments connecting Ventura College students with university admissions personnel, coordinates workshops for specific majors, and maintains Transfer Admissions Guarantee (TAG) Agreements. Ventura College has Transfer Admission Guarantee (TAG) agreements with several universities, with the requirements listed on the website. The University Transfer Center also offers students a computer lab equipped with College Source software, providing catalogs for many schools to assist students in transfer decisions and planning. The center hosts an annual University/College fair on campus, connecting Ventura College students with representatives from many colleges and universities for easy, timely access to a variety of transfer options and resources.

Ventura College currently offers 28 Associate Degrees for Transfer (ADTs), making it easier for students to transfer to a four-year university and complete their bachelor's degree. A California Community College student who has earned an AA-T or AS-T will benefit from guaranteed admission to the CSU system as a junior, guaranteed admission to a campus in the CSU system, and priority admission consideration to a local CSU, as well as to a "similar" major.

### **Analysis and Evaluation**

The College has adopted and adheres to admission procedures consistent with its mission that specify the qualifications of students appropriate for its programs. Through collaboration with Counseling and Guided Pathways, the institution advises students on clear pathways to matriculate and complete degree, certificate, and transfer goals. Policies and procedures for admission are following state and federal mandates, are offered in online and in-person modes, and are regularly reviewed and revised for timeliness and continued compliance.

The College focuses on a student-centered mission and implements admission procedures that promote student success. All admissions information is published in the College Catalog, and the Admissions and Records Office serves as a guide for prospective and current students. As the College

continues in its Guided Pathways efforts, students will be even more aware of certificate and degree program requirements, through early targeted activities to engage all students on their educational pathways at the College.

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

**Evidence of Meeting the Standard**

The College has adopted and adheres to AB 705 guidelines to support guided self-placement into transfer-level coursework in Math and English. Additionally, the Counseling Department and the Admissions and Records Office regularly assess its admissions processes, as well as placement tools and practices, to validate their effectiveness while minimizing biases.

The District has several Board Policies (BPs) to ensure that admissions and placement practices are institutionalized with minimal bias. BP 5010 describes several categories of admissions requirements, including high school diploma or equivalent, age requirements, high school and other special admit students, and apprenticeships ([II.C.7.01](#)). BP 5015 defines “residency” in alignment with California Education Code and specifies that a student’s residency classification shall be made at the time of application ([II.C.7.02](#)). BP 5052 states that all courses/classes are open to enrollment by any admitted students unless exempted by statute ([II.C.7.03](#)). BP 5055 states that the Chancellor shall detail enrollment priorities ([II.C.7.04](#)). BP 5055 and AP 5055 assist in addressing equity issues ([II.C.7.05](#)). The District evaluates BPs and APs on an ongoing basis primarily as the result of new or changing legislation and changes to Title 5 and CCLC. Updates are listed at the bottom of each BP and AP.

One of the most transformative and challenging legislative items to implement was AB 705, which removed placement tests for English and math and maximized the probability of students completing college level coursework in these areas within one year. In fall 2019, the College implemented AB 705, which included the use of new placement instruments designed to follow default placement rules presented in the guidelines from the California Community Colleges Chancellor’s Office (CCCCO). Prior to the mandated implementation (fall 2019), the District coordinated a series of District wide meetings on this legislation to aid communication, decision making, data review and to standardize implementation where needed. In terms of evaluating assessment tools for effectiveness, while minimizing biases, prior to the implementation of AB 705, the College utilized Assisted Self-Assessment and Placement for English language learners and the four levels of Mathematics Diagnostic Testing Project (MDTP) tests, which are used to assess readiness for Elementary Algebra, Intermediate Algebra, Pre-Calculus, and Calculus, to place matriculating students into their math and English initial course placements.

Counseling faculty also use Advanced Placement (AP) test scores, International Baccalaureate scores, College Board SAT scores, American College Testing (ACT) scores, and CSU’s English Placement Test (EPT), Elementary Level Mathematics (ELM) test, and Early Assessment Program (EAP) to broaden the scope of assessment and provide access to students. In addition, students may have counselors re-evaluate their course placement considering high school transcripts and other information.

## Analysis and Evaluation

The College's admissions and assessment procedures are evaluated on a regular basis to ensure these processes are effective and in compliance with state and federal regulations. In fall 2019, the College began utilizing guided self-placement tools for math and English courses, which follow the default placement rules presented in the guidelines from the CCCC. The District has established sufficient and effective BPs and APs and has a participatory governance process for updating them in a timely manner that demonstrates a command of state legislation and trends.

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

## Evidence of Meeting the Standard

VC adheres to strict regulations and procedures concerning student records. Pursuant to the Family Educational Rights and Privacy Act (FERPA), the California Education Code (76240 et. seq.), the California Administrative Code Title 5, and Board Policy 5040 ([II.C.8.01](#)), student records are maintained in a manner to ensure the privacy of such records. The registrar is the designated custodian of records and is responsible for the custody, maintenance, release, and disposition of district student records. The District Privacy Rights Policy is published Appendix I of the College Catalog ([II.C.8.02](#)).

The Ventura County Community College District has established BPs and APs on the maintenance of student records that ensure privacy. BP 5040 mandates the Chancellor's assurance of privacy, appropriate safeguards, and students' rights to notification. This policy also establishes students' ability to determine release of records to the public. The corresponding AP 5040 details the procedures for collection and retention of student information, release of student records, release of records for military recruitment, and access to student records for immigration enforcement ([II.C.8.03](#)).

Most active student records are stored electronically in Banner and OnBase, the District student information system database and records management software, where access is secured behind the faculty/staff portal with a login that requires the user to establish his or her own private password. Passwords cannot be seen by other staff members and are required to be changed every 180 days (about 6 months). Access to electronic student records is role-based, meaning that only individuals with a legitimate educational reason to see certain student records will be granted access. The registrar at each campus is responsible for assigning Banner access rights to most student records. Access to DSPS/EAC and Financial Aid records is even further restricted and assigned by a District staff member who works specifically within those areas.

The student information system database and records management software systems are backed up nightly by the District, with these records stored off-site. Hard copy student records are secured in a locked storage room and locked file cabinets and are gradually being scanned into the OnBase document imaging system.

Official and unofficial paper transcripts are released only upon written request from the student or in response to legally issued subpoenas and court orders. Current and former students also have the option of ordering their VC transcripts online through the Parchment Transcript Order and Processing system ([II.C.8.04](#)). Access to the order is either through a student's portal and behind their secured login, or through the College website. Requests submitted through the website are validated against District student records before being released.

Admission applications are submitted by students electronically through OpenCCCApply and maintained in the student database. Paper applications, external transcripts, and other hard-copy documents are scanned and stored electronically in OnBase document imaging system.

Counseling appointments are made for students using Starfish. Counseling notes are entered into Starfish and are locked based on access levels to ensure confidentiality of these records. Starfish is backed up by various District servers. All printed documents are stored in a locked storage room in the Counseling Center and only authorized staff have access to these documents.

Student discipline records are maintained in locked file cabinets in the Dean of Student Services office and maintained by the co-chair of the College's Behavioral Intervention and Care Team (BICT). Access to those files is limited to authorized staff and can only be released to third parties with written authorization from the student in question. Maxient software is used to document student conduct and discipline. Users must be authorized, and access is restricted to Campus Administration and members of the BICT.

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

The Student Health Center uses a separate electronic medical records storage system, *Pyramid*, in which access is limited to appropriate personnel. All students are given printed information regarding the Health Insurance Portability and Accountability Act (HIPPA) when visiting the Student Health Center ([II.C.8.05](#)). This act prohibits the release of any medical or psychological records without the written consent of the student. However, the records can be shared between providers within the office to optimize care.

VC staff members adhere to federal and state laws, Board Policies, and FERPA that define maintenance, classification, and disposition/destruction of student records. Online training for new staff and ongoing updates for staff and faculty provided by the Registrar ensure the proper handling of student records. The annual FERPA notification regarding the release of student records is available on the Admissions and Records webpage ([II.C.8.06](#)) and the College Catalog ([II.C.8.07](#)). Security access to edit or change data is assigned by the registrar to employees and monitored to protect data safety.

## Analysis and Evaluation

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records, and observes state and federal regulations regarding privacy, maintenance, release, disposition, and destruction of student records. Electronically stored student records are protected by role-based security and right of access, and students access their own records only through the secure student portal or by submitting a written request. Any in-person requests for release of student records information must be accompanied by a picture ID and the student's signature. Hard-copy student records are secured in a locked storage room located directly behind the Admissions and Records Office or within the Office in locked file cabinets.

The implementation of OnBase Document Imaging by Admissions and Records helps maintain the security and privacy of hard-copy student records. Staff have scanners at their desks so that a document can be handled by immediately scanning into the system. Hard-copy records are kept only as long as is necessary to ensure the quality of the imaged document and where necessary, as long as required in compliance with state and federal laws. They will then be destroyed.

## Conclusions on Standard II.C: Student Support Services

Ventura College meets all components of this Standard. The College provides comprehensive student support services aligned with its mission. Student support services meet the needs of students and ensure success in achieving each student's educational pathway. The College strives to provide equitable access to student services by making policies, information, and services readily available on campus and online. Furthermore, the College continuously evaluates student service programs and services to maintain effectiveness in meeting the needs of students. Finally, the student services division has developed deep collaborations with on-campus and off-campus programs to holistically support students' learning processes.

## Evidence List

- [II.C.1.01](#): Student Services Webpage ([Live WebPage](#))
- [II.C.1.02](#): Student Usage of Service, Five-Year Trend, Disaggregated by Ethnicity and Gender
- [II.C.1.03](#): Student Perception of Service, Annual Point-of-Service Surveys
- [II.C.1.04](#): SUO Assessments
- [II.C.1.05](#): Comprehensive Program Review Data Metrics, [Tableau Dashboard](#)
- [II.C.1.06](#): Sample "Point-of-Service" Survey
- [II.C.1.07](#): Student Services Webpage ([Live WebPage](#))
- [II.C.2.01](#): Screenshot of Find-an-Outcome Dashboard ([SLO WebSite](#))
- [II.C.3.01](#): Directory of Student Support and Success Services
- [II.C.3.02](#): "Set Sail Saturdays" Flyer
- [II.C.3.03](#): "Set Sail Saturdays" WebPage ([Live WebPage](#))
- [II.C.3.04](#): Pirate Fridays Flyer
- [II.C.3.05](#): "Zoom into VC" Flyer ([English](#) and [Spanish](#))
- [II.C.3.06](#): Student Services Webpage ([Live WebPage](#))
- [II.C.3.07](#): Distance Education Website ([Live WebPage](#))



[II.C.3.08](#): Admission and Records, Online Admissions Support Webpage ([Live WebPage](#))  
[II.C.3.09](#): Financial Aid Website ([Live WebPage](#))  
[II.C.3.10](#): Screenshot of ChatBot Translated in Spanish  
[II.C.3.11](#): Survey on Student Preferences  
[II.C.4.01](#): Office of Student Activities Webpage  
[II.C.4.02](#): BP/AP 5400  
[II.C.4.03](#): AP/BP 5420  
[II.C.4.04](#): ASVC Bylaws/Constitution  
[II.C.4.05](#): Club Charter Packet  
[II.C.4.06](#): Student Club Training PowerPoint  
[II.C.4.07](#): List of VC's 19 athletics teams ([Athletics WebSite](#))  
[II.C.4.08](#): VC Athletics Mission Webpage ([Athletics Mission WebPage](#))  
[II.C.4.09](#): [Student Athlete Press Release](#)  
[II.C.4.10](#): [Student Athlete Press Release](#)  
[II.C.5.01](#): Counseling Website ([Live WebSite](#))  
[II.C.5.02](#): University Transfer Center Website ([Live WebSite](#))  
[II.C.5.03](#): Starfish Connect ([Live WebPage](#))  
[II.C.5.04](#): First-Year Experience Program Requirements ([Live WebSite](#))  
[II.C.5.05](#): Counseling Course Outline of Record (COUN V01)  
[II.C.5.06](#): Welfare to Work Program Orientation Handout  
[II.C.5.07](#): Welfare to Work Registration Workshop  
[II.C.6.01](#): Student Portal  
[II.C.6.02](#): Barnes and Noble Bookstore ([Live Website](#))  
[II.C.6.03](#): University College Fair ([Live Webpage](#))  
[II.C.6.04](#): University Transfer Center Workshops ([Live Webpage](#))  
[II.C.6.05](#): Guided Pathways Committee Webpage ([Live Webpage](#))  
[II.C.6.06](#): [AP 5010/BP 5010](#)  
[II.C.7.01](#): BP 5010  
[II.C.7.02](#): BP 5015  
[II.C.7.03](#): BP 5052  
[II.C.7.04](#): BP 5055  
[II.C.7.05](#): AP 5055  
[II.C.8.01](#): BP 5040  
[II.C.8.02](#): College Catalog, Appendix I ([Live Webpage](#))  
[II.C.8.03](#): AP 5040  
[II.C.8.04](#): Description of Parchment Transcript Order and Processing Systems ([Transcripts Webpage](#))  
[II.C.8.05](#): HIPPA Handout  
[II.C.8.06](#): FERPA Notification, Admissions and Records Webpage ([Live Webpage](#))  
[II.C.8.07](#): FERPA Notification, College Catalog ([Online Catalog](#))



## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### **III.A Human Resources**

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

#### **Evidence of Meeting the Standard**

Employees working for the Ventura County Community College District (VCCCD) must meet or exceed the minimum requirements for their positions as defined by the state of California and/or by the Personnel Commission. Consistent with Board Policy 7211 Minimum Qualifications and Equivalencies, both the Office of Human Resources (HR) and screening committee members evaluate candidates against minimum qualifications as part of the hiring process ([III.A.1.01](#)). Corresponding Board Policies guide hiring processes for all other groups of employees ([III.A.1.02](#), [III.A.1.03](#), [III.A.1.04](#), [III.A.1.05](#)).

Administrative Procedures on Recruitment provide detailed descriptions of hiring procedures and processes, including individuals responsible ([III.A.1.06](#), [III.A.1.07](#), [III.A.1.08](#), [III.A.1.09](#), [III.A.1.10](#)). Classified staff are hired according to a standardized procedure presented in a flowchart included in the HR Tools resources posted on the HR website ([III.A.1.11](#)).

The Personnel Commission establishes and updates job descriptions and maintains a classification plan that groups positions based on duties and responsibilities. Assignment types include regular, part-time, provisional, limited-term, and professional expert ([III.A.1.12](#)).

The district recruitment and selection policies and procedures meet the requirements of the California Education Code and Title 5 of the California Code of Regulations. All job announcements state the qualifications applicants must possess and the steps involved in applying for positions. Job announcements also identify desirable qualifications as determined by program need and include the requirement of understanding of and sensitivity to the diverse student population served by the College ([III.A.1.13](#)).

Job descriptions are drawn from a standardized bank of previously approved announcements, with the

opportunity to add minor augmentations describing the unique location of the assignment or any specific courses an instructor might be expected to teach. Job descriptions for faculty include participation in department and division meetings to ensure that faculty members are aware of and engaged in identified goals and priorities of the institution ([III.A.1.14](#)). For classified employees and classified administrators, job descriptions identify the required training and experience for the position, which may or may not include a minimum educational requirement ([III.A.1.15](#)).

The District posts job openings on the HR page of its website, as well as in numerous publications and electronic media, including the California Community College Registry, Chronicle.com, Professional Diversity Network, Higher Ed Jobs, EdJoin.com, Indeed.com, Collegecentral.com, LinkedIn, and other specialized publications and websites that are related to the particular subject matter. All job announcements reflect the institution's mission and goals and include duties, responsibility, and authority ([III.A.1.16](#)).

### Analysis and Evaluation

Qualified personnel are employed and have met minimum qualification requirements for all regular academic, classified, and management positions to ensure integrity and quality for programs and services. Beyond the minimum qualifications established by the state, for academic positions the faculty, along with their department chairs and deans, identify the discipline expertise required to fulfill the needs of the department. For classified positions, HR establishes minimum qualifications in consultation with experts familiar with the subject matter and services to be performed. For new classified positions, the Personnel Commission reviews the proposals to ensure the proposed positions are classified appropriately based on the needs of the organization. Hiring processes ensure that recruitments address the needs of the College's student population and are relevant to the College mission.

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

### Evidence of Meeting the Standard

Faculty qualifications, as documented in the job announcements, include the state-established minimum level of subject expertise plus the department-identified preference for focus of subject discipline. Factors of qualification include screening for appropriate degrees (as established by the state's Minimum Qualifications), professional experience and/or discipline expertise (as appropriate to the position being filled), teaching skills, publications or other scholarly activities, and the unique skills that each candidate might bring to the position. Job announcements for faculty include notification of the duties that the successful candidate will be expected to perform ([III.A.2.01](#), [III.A.2.02](#)). These include responsibilities related to curriculum and assessment of student learning outcomes.

The initial screening process entails reviewing submitted transcripts to ensure that candidates meet

minimum qualifications. Committee members validate completion of this step on the Academic Prescreening Form ([III.A.2.03](#)). Beyond screening for minimum qualifications, screening committees also create interview questions, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting of the screening criteria ([III.A.2.04](#)).

HR staff members review official transcripts of recommended personnel and then verify these transcripts through a third-party agency ([III.A.2.05](#)). Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services.

### **Analysis and Evaluation**

The minimum and desirable qualifications for faculty are cited on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, scholarly activities, and teaching skills. These job announcements also include curriculum development and assessment of student learning as responsibilities. Transcripts documenting the required degrees must be submitted as part of the application process.

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

### **Evidence of Meeting the Standard**

As described and documented in III.A.1, degree and experience qualifications for all administrators and other employees responsible for educational programs and services are in compliance with the state's minimum standards for administrators. Desirable qualifications used to screen applications are determined based on the needs, goals, and priorities of the College. Qualifications necessary to perform duties stated in the job descriptions are first assessed during the paper screening process of applicants and further assessed during the interview process in accordance with AP 7120-B and AP 7120-C ([III.A.3.01](#), [III.A.3.02](#)).

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

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

### **Analysis and Evaluation**

The District ensures that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform their duties through verification of

appropriate degrees, through screening interviews by both a representational committee and the college president or chancellor, and through reference checks.

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

#### **Evidence of Meeting the Standard**

As faculty, administrators, and other employee positions are filled, screening committees review applications to ensure that all earned degrees are from accredited institutions recognized by the United States Department of Education. Candidates submit official transcripts as part of the application process. Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services ([III.A.4.01](#)).

When questions related to equivalency arise, a District Wide Equivalency Committee (DWEC) is convened to review the application documents and make a decision regarding the faculty qualifications ([III.A.4.02](#)). The committee includes an Academic Senate President and discipline faculty from each College.

#### **Analysis and Evaluation**

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

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

#### **Evidence of Meeting the Standard**

Evaluation procedures for faculty and classified staff are stipulated in the faculty and classified collective bargaining agreements ([III.A.5.01](#), [III.A.5.02](#)). Tenured full-time faculty are evaluated every three years. Non-tenured full-time faculty are evaluated at least once per year until tenure is awarded, typically in year four. Part-time faculty are evaluated once during the first semester of employment, and at least once every three academic years thereafter. New hourly faculty members are typically evaluated each of the first four semesters they teach for the college to provide mentorship and to ensure that retained part-time faculty are an asset to the department and support student learning.

Probationary classified employees are evaluated three times during their six-month probationary period (at two, four, and five months), and then once per year thereafter. Classified employees with a one-year probationary period are evaluated at the end of four, eight, and eleven months.

The specific performance evaluation process for each bargaining unit in the District is negotiated. As a result, different evaluation criteria are used for different employee groups. For example, classroom faculty are evaluated on fifteen criteria ([III.A.5.03](#)). Processes in the case where improvement is needed are defined in the collective bargaining agreement.

Classified employees are evaluated on seven criteria. The evaluation process for regular and probationary classified employees is outlined in the classified collective bargaining agreement ([III.A.5.02](#)). The evaluation tool includes the following components: work quality, work habits, working relationships, demonstration of initiative and judgment, punctuality and attendance, safety, and communication. If a work plan is developed for a classified professional, it is formal and identifies timelines for improvement and follow-up.

Administrators are evaluated on three primary criteria (communication, leadership, and administrative skills) and on the degree to which they are successful in attaining self- and supervisor-generated goals ([III.A.5.04](#)). The process for evaluating administrative employees is outlined in human resources procedures ([III.A.5.05](#)) and applies to all administrators, with the exception of the Chancellor. It includes an online assessment tool, which is used to give administrators feedback from their peers, subordinates, and superiors regarding their work habits and relationships with other employees ([III.A.5.06](#)). Administrative evaluations are completed annually. Academic administrators who are performing at a satisfactory level or better are recommended for contract extensions by the Board of Trustees for an additional year on an annual basis. Evaluations for all employee groups are documented on standard forms ([III.A.5.07](#), [III.A.5.08](#), [III.A.5.09](#)).

The goal of evaluation is to provide opportunities for continued development and growth, as well as to confirm alignment with performance standards. If an employee's job performance shows a deficiency in any factor being evaluated, the employee and his/her supervisor or evaluation committee develop a performance plan with a timeline for improvement. For example, the faculty collective bargaining agreement states that should an employee receive a "Needs Improvement" or "Unsatisfactory" summary rating from two or more evaluators, the evaluation committee must provide the employee with a written improvement plan that specifies what needs to be done in order to receive a "Satisfactory" on the next evaluation ([III.A.5.10](#)). The classified collective bargaining agreement also calls for a development plan for any performance areas that are found to be unsatisfactory ([III.A.5.11](#)).

All evaluations are expected to be completed in accordance with stated intervals and within established timelines. Regular employees are evaluated either annually or every three years, although infrequent delays in the completion of evaluations have occurred. One notable exception occurred during COVID, when MOUs were negotiated between VCCCD and AFT, allowing for us to temporarily suspend all evaluation processes during Spring 2020 to allow for the transfer of courses to online

instruction. This was an emergency transition to a modality unfamiliar to some faculty members. The College wanted to give the faculty time to prepare prior to being evaluated in this online modality. Anecdotal data suggest that late evaluations are due to employee leaves, to manual processes, and to resource-intensive faculty evaluation processes. Current evaluation completion rates are documented in a spreadsheet ([III.A.5.12](#)). In order to address the need for additional support in monitoring, tracking, and recording employee evaluations, Human Resources has established a new position whose responsibility includes the documentation of evaluation completions and following up when gaps are identified ([III.A.5.13](#)). This technical role includes providing periodic updates of evaluation completion rates to the Vice Chancellor of HR, who then relays the information to the Presidents ([III.A.5.14](#)). Previously, evaluation tracking occurred at the dean/supervisor level ([III.A.5.15](#)).

### Analysis and Evaluation

The institution ensures the effectiveness of its human resources by evaluating all personnel at stated intervals. There are written criteria for evaluating personnel, including both performance of assigned duties and participation in institutional responsibilities, and evaluations are formal, timely, and documented. Evaluation of personnel encourages improvement toward effectively supporting achievement of the College mission. At this time, the District has identified gaps in the completion rates, and has implemented a tracking plan to closely monitor future evaluation completions.

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

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

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

### Evidence of Meeting the Standard

As of the 2021 Report on Staffing for Fall 2021, provided by the CCCCCO, Ventura College had 157 Tenured/Tenure-Track faculty and 282 Academic Temporary (part-time) faculty ([III.A.7.01a](#), [III.A.7.01b](#)). The College exceeds its full-time Faculty Obligation Number (FON) ([III.A.7.02](#)). Programs are supported by the contributions of both full-time and part-time faculty ([III.A.7.03](#), [III.A.7.04](#)).

The College uses its program review process, as described in Standard I, to develop the rationale and recommendations for additional full-time positions. For programs experiencing growth, requests for full-time faculty positions are included in annual program plans ([III.A.7.05](#)).

### Analysis and Evaluation

The College has exceeded the Faculty Obligation Number with qualified faculty to support quality educational programs and services, as well as fulfill faculty responsibilities. There are sufficient qualified faculty to contribute to achieving the College mission and goals through instructional, student support, and other service commitments.

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

### Evidence of Meeting the Standard

*AP 7120-E Recruitment and Hiring: Part Time Faculty* outlines the hiring processes for part-time faculty ([III.A.8.01](#)). All part-time faculty receive an orientation from Human Resources ([III.A.8.02](#)). Ongoing guidance and oversight are provided by department chairs and deans, with support from discipline faculty. Typically, new part-time faculty are evaluated each of the first four semesters of their employment and receive detailed feedback using the prescribed evaluation form ([III.A.8.03](#)). Part-time faculty also have multiple opportunities to engage in professional development as part of their Flex obligation, which may be met by attending various scheduled professional development events ([III.A.8.04](#)). They are also invited (but not required) to attend department, division, and committee meetings.

To orient and/or to remind part-time faculty of College procedures, District policies, and performance expectations, the Faculty Handbook is also available on the College website as a resource ([III.A.8.05](#)). Full-time faculty, department chairs, and deans assist and guide part-time faculty in the development of course syllabi and assessment of student learning outcomes, as well as answer their questions about general College policies and procedures. In most disciplines, full-time faculty share course materials with their part-time colleagues to assist with their success in the classroom.

### Analysis and Evaluation

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

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

### Evidence of Meeting the Standard

As of the fall 2021 semester, Ventura College had 152 classified support (permanent), 5 classified professionals, and 3 classified administrators ([III.A.9.01](#)). An annual ranking process of classified staffing needs occurs as part of the integrated planning process. After initial proposals, the governance

committees review needs, ranks requests, and forwards their ranked recommendations to the administration. Decisions to fill positions are based on a defined process and defined criteria ([III.A.9.02](#)). Generally, replacing positions is prioritized over new positions unless significant, newly identified needs exist. Divisions and department rosters reflect coverage and the staff needed to support each program ([III.A.9.03](#)).

When entirely new programs or departments are established on campus, via reorganization or new categorical funding, additional classified positions are established as appropriate to support the needs of that program, using the same classified hiring process ([III.A.9.04](#), [III.A.9.05](#)).

### **Analysis and Evaluation**

Decisions to replace staff or to establish new staff positions follow a prescribed process and are strongly informed by student and programmatic need. The College prioritizes the positions most needed to support essential activities, including educational, technological, physical, and administrative operations. Staffing levels are sufficient to support these functions, and the annual classified staff prioritization process ensures that needed adjustments are considered each year.

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

### **Evidence of Meeting the Standard**

As of the fall 2022 semester, Ventura College had 13 educational administrators, and 3 classified administrators ([III.A.10.01](#)). The reporting relationships of the institution’s departments, programs, and services are documented in a series of organizational charts that are posted on the College web page ([III.A.10.02](#)).

Replacement administrative positions are routinely filled once notice is given of an administrator separating from the District ([III.A.10.03](#)). When new administrative positions are proposed, they must be approved by the College President. Program reviews reflect the need for additional administrative support ([III.A.10.04](#)). Requests for new and replacement administrators document need and supporting information, including the organization chart to demonstrate how the position contributes to the unit ([III.A.10.05](#)). Each job description and corresponding announcement reflects the required minimum qualifications for educational administrator positions, as well as other knowledge, skills, and abilities needed for the role ([III.A.10.06](#)).

### **Analysis and Evaluation**

The College has maintained the number of administrators needed to support the mission and college goals, adding additional positions when more recent needs were identified. All administrators meet or exceed defined qualifications, and a review of needs is integrated into the annual program planning process.

**III.A.11. The institution establishes, publishes, and adheres to written personnel policies and**



**procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

### **Evidence of Meeting the Standard**

The District ensures that human resources information is readily accessible to all employees. All Board Policies and Administrative Procedures are publicly available in BoardDocs ([III.A.11.01](#), [III.A.11.02](#)). Current information regarding human resources policies and procedures is available online, including Personnel Commission rules and collective bargaining agreements ([III.A.11.03](#), [III.A.11.04](#)). In addition, the District maintains an HR Tools resource that is available through the online employee portal. HR Tools is tailored to the needs of different employee groups. For example, staff can gain access to the forms needed to apply for a leave of absence, and managers can use their version of HR Tools to document the need for a new position ([III.A.11.05](#)).

College and District administrators are expected to apply District policies in a fair and consistent manner and are evaluated in part on their equitable treatment of employees. If managers have questions, they may contact HR for advice and counsel. Managers are also trained through workshops on various human resources topics, including sexual harassment, mandatory reporter training, screening/selection committee training, progressive discipline, and laws associated with employee leaves ([III.A.11.06](#)).

If an employee believes he/she has been the subject of unlawful discrimination, he/she may file a complaint. In addition, if an employee disputes management's application of a personnel process that is defined by a collective bargaining agreement or by a Personnel Commission rule, the employee may file a formal grievance. Grievance processes are spelled out in the collective bargaining agreements and in the Personnel Commission rules ([III.A.11.07](#), [III.A.11.08](#), [III.A.11.09](#)).

Employees receive information about personnel policies and procedures during their orientations and through periodic notices sent through District email ([III.A.11.10](#), [III.A.11.11](#)).

### **Analysis and Evaluation**

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

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

### **Evidence of Meeting the Standard**

The District's commitment to diversity and equal employment opportunity is formalized in Board Policy 7100 and Board Policy 3420 ([III.A.12.01](#), [III.A.12.02](#)). The Board of Trustees establishes that commitment by highlighting diversity in its mission statement ([III.A.12.03](#)). The District regularly assesses district personnel needs that will support district-wide efforts, including the proposed

Director of Diversity Equity and Inclusion position (III.A.12.04).

The EEO Advisory Committee serves as a dedicated resource to advise on matters related to equity and diversity ([III.A.12.05](#)). Since January 2020, the EEO Advisory Committee has met on a monthly basis during the academic year. In Spring of 2021, the Committee embarked on revising the District EEO Plan. The EEO Plan revision process included an extensive legal training for the EEO Advisory Committee pertaining to state and federal regulations to ensure that the plan met all legal requirements ([III.A.12.06](#)). The revised plan contains stronger DEI language and attainable strategies for on-going commitment to EEO and DEI in the pre-hiring, hiring, and post-hiring employment phases. It also includes a robust implementation strategy to execute and measure EEO initiatives. The new EEO Plan was adopted by the Board of Trustees on December 14, 2022 ([III.A.12.07](#)).

In 2020, the District added diversity statements to all job postings to clearly communicate commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes our goals and values ([III.A.12.08](#)). The District also provides Title V required diversity and unconscious bias training for employee selection committees ([III.A.12.09](#)). The District provides ongoing training opportunities to all employees through professional development modules available on the HR website. These trainings include modules related to diversity and equity ([III.A.12.10](#)).

The District tracks gender and race/ethnicity data of current employees for the purpose of required reporting to the state. Human Resources reviews this data annually to assess trends in employment equity ([III.A.12.11](#)). Additionally, the District collects applicants' gender and race/ethnicity data, which is considered by human resources during selection processes to ensure a diverse pool of applicants.

### **Analysis and Evaluation**

Through its policies and practices, the District and the College create and maintain appropriate programs, practices, and services that support its diverse personnel and seek to expand upon this diversity. Despite these ongoing efforts, however, ethnic diversity remains static in most employee categories, and gender diversity has fallen in the ranks of the administration. HR and the EEO Advisory Committee will continue to seek methods to enhance awareness of the organizational value of diversity, highlight diversity statistics, increase diversity training, and improve diversity hiring outcomes.

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

### **Evidence of Meeting the Standard**

Each employee group has adopted its own code of ethics. The faculty have adopted the American Association of University Professors Statement on Professional Ethics ([III.A.13.01](#)). Managers have adopted the American Association of Community College Administrators (ACCCA) Statement of Ethics ([III.A.13.02](#)). Classified employees have adopted their own code of ethics for their Classified Senate ([III.A.13.03](#)).

The Board of Trustees maintains a district-wide code of ethics with an accompanying administrative procedure that provides examples of unethical behaviors, identifies what to do when ethical concerns are raised, and alerts employees of potential consequences for violations of the code of ethics ([III.A.13.04](#), [III.A.13.05](#))

### **Analysis and Evaluation**

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

**III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **Evidence of Meeting the Standard**

The College provides professional development for faculty, staff, and management through a variety of programs that have remained flexible and responsive to employees. While professional development activities are organized and conducted by a number of committees, departments, and individuals, the College has recently adopted an organizing structure in hopes of improved coordination of various professional development opportunities. This structure includes a Professional Development Coordination Council which creates an opportunity for faculty and classified employee groups to collaborate with a Professional Development Coordinator. Together they create a variety of opportunities for all employees to engage in ongoing professional growth ([III.A.14.01](#)).

The Professional Development Coordination Council organizes the majority of Flex Week activities and other professional development workshops throughout the year ([III.A.14.02](#)). This group meets regularly and collects data on participants' evaluations of sessions, as well as recommendations for future sessions ([III.A.14.03](#)). Specialized courses are offered to faculty who wish to be DE-certified to teach online classes ([III.A.14.04](#)). Topics include online teaching strategies, best practices, and logistics of the District course management system ([III.A.14.05](#)). Participation in professional growth is further supported through provisions in the collective bargaining agreements for full-time faculty to engage in extended study as part of a sabbatical leave ([III.A.14.06](#)).

The Classified Senate has also been active in organizing professional development activities for its membership ([III.A.14.07](#)). The classified collective bargaining agreement provides for up to 3.5 hours per week of release time for employees to take classes ([III.A.14.08](#)).

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

training ([III.A.14.09](#)). Business Services offers Banner Finance Training on a regular basis to employees responsible for managing a division budget, project or other cost center ([III.A.14.10](#)).

### **Analysis and Evaluation**

Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities. Provisions in the collective bargaining agreements for faculty and classified employees support participation in relevant training opportunities, including sabbaticals for full-time faculty and course-taking for classified employees. District workshops provide managers and supervisors with the training they need to perform their responsibilities as administrators.

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

### **Evidence of Meeting the Standard**

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

Collective bargaining agreements determine the personnel file review process ([III.A.15.01](#), [III.A.15.02](#)). In accordance with the collective bargaining agreements and general employment practices, employees and their direct supervisors may review records, but by appointment only. When records are reviewed, an HR staff member must be present. In addition, employees may review their payroll and benefit records through their employee portal login.

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

### **Analysis and Evaluation**

Personnel records are maintained securely and confidentially. Employees are given the opportunity to review their personnel files upon request in the presence of HR staff members.

### **Conclusions on Standard III.A. Human Resources**

The Ventura County Community College District and Ventura College are committed to recruiting, orienting, training, and supporting faculty, staff, and administrators who are well qualified to support the mission of the institution. Equal Employment Opportunity provides the structure for recruitment processes. With the most recent revision to the Equal Employment Opportunity Plan, the District has refined and solidified EEO principles and processes. To ensure adequate support for student learning and support services, the District and College regularly assess employment levels. When emerging needs develop, formal processes exist to request new and replacement positions. Once hired, all

employees have access to a range of professional development opportunities, including those offered in-person, online, and through the employee portal, in order to support employees' professional growth. Evaluation processes follow the terms defined in the respective collective bargaining agreements and in approved policies and procedures. All personnel records, including evaluations, are maintained in a secure and confidential manner as required by law.

### Improvement Plan

The District will provide ongoing support for fulfilling employee evaluation requirements through improved tracking and documenting of evaluation cycles and submissions.

### Evidence List

[III.A.1.01: BP 7211 Minimum Qualifications and Equivalencies](#)  
[III.A.1.02: BP 7230 Classified Employees](#)  
[III.A.1.03: BP 7240 Confidential Employees](#)  
[III.A.1.04: BP 7250 Educational Administrators](#)  
[III.A.1.05: BP 7260 Classified Supervisors and Managers](#)  
[III.A.1.06: AP 7120-A Recruitment and Hiring: Vice Chancellor\(s\)](#)  
[III.A.1.07: AP 7120-B Recruitment and Hiring: College President](#)  
[III.A.1.08: AP 7120-C Recruitment and Hiring: Academic Managers](#)  
[III.A.1.09: AP 7120-D Recruitment and Hiring: Full-Time Faculty](#)  
[III.A.1.10: AP 7120-E Recruitment and Hiring: Part-Time Faculty](#)  
[III.A.1.11: Classified Hiring Process, HR Tools](#)  
[III.A.1.12: Classified Employee Handbook, Sections 110-115](#)  
[III.A.1.13: Sample Classified Job Announcement](#)  
[III.A.1.14: Sample Tenure-Track Faculty Job Description](#)  
[III.A.1.15: Sample Classified Administrator Job Description](#)  
[III.A.1.16: Sample PT Faculty Job Announcement](#)  
[III.A.2.01 Sample FT Faculty Job Announcement](#)  
[III.A.2.02 Sample PT Faculty Job Announcement](#)  
[III.A.2.03 Academic Prescreening Form](#)  
[III.A.2.04: AP 7211 Minimum Qualifications and Equivalencies](#)  
[III.A.2.05: Sample Human Resources Qualifications Verification Documentation](#)  
[III.A.3.01: AP 7120-B Recruitment and Hiring College President](#)  
[III.A.3.02: AP 7120-C Recruitment and Hiring: Academic Managers](#)  
[III.A.4.01: Screenshot, National Association of Credential Evaluation Services Website](#)  
[III.A.4.02: AP 7211 Minimum Qualifications and Equivalencies](#)  
[III.A.5.01: Agreement Between VCCCD and AFT Local 1828, Article 12](#)  
[III.A.5.02: Agreement Between VCCCD and SEIU Local 99, Article VII](#)  
[III.A.5.03: Agreement Between VCCCD and AFT Local 1828, Article 5.2.A.3](#)  
[III.A.5.04: Administrator Evaluation Form](#)  
[III.A.5.05: Administrator Evaluation Procedure](#)  
[III.A.5.06: Sample Administrator Feedback SurveyMonkey Questionnaire](#)  
[III.A.5.07: FT Faculty Evaluation Form](#)  
[III.A.5.08: PT Faculty Evaluation Form](#)  
[III.A.5.09: Classified Staff Evaluation Form](#)  
[III.A.5.10: Agreement Between VCCCD and AFT Local 1828, Article 12.5.B](#)  
[III.A.5.11: Agreement Between VCCCD and SEIU Local 99, Article 7.4](#)  
[III.A.5.12: Tracking Sheet for Evaluations](#)  
[III.A.5.13: HR Position to Support Evaluation Processes](#)  
[III.A.5.14: Sample Email of Evaluation Reminder and Tracking Effort](#)

[III.A.5.15: Sample of Division Office Tracking](#)  
[III.A.7.01: California Community Colleges Chancellor's Office Reports on Staffing \(Fall 2021\)](#)  
[III.A.7.02: Faculty Obligation Number Comparative Analysis and Compliance For \(Fall 2021\)](#)  
 III.A.7.03: Sample Program Page with FT and PT Faculty Listed, Large Program ([Math Webpage](#))  
 III.A.7.04: Sample Program Page with FT and PT Faculty Listed, Small Program ([Philosophy Webpage](#))  
[III.A.7.05: Sample Program Review Requesting FT Faculty](#)  
[III.A.8.01: AP 7120-E Recruitment and Hiring: Part Time Faculty](#)  
[III.A.8.02: Orientation Materials](#)  
[III.A.8.03: Part-Time Faculty Evaluation Form](#)  
 III.A.8.04: Fall 2021 Flex Week Schedule ([Professional Development SharePoint Site](#))  
[III.A.8.05: Faculty Handbook](#)  
[III.A.9.01: California Community Colleges Chancellor's Office Report on Staffing \(Fall 2021\)](#)  
[III.A.9.02: Classified Prioritization Process](#)  
[III.A.9.03 Sample Org Chart with Listed Staff Roles](#)  
[III.A.9.04: Classified Hiring Process Flowchart, HR Tools](#)  
[III.A.9.05: Request to Establish New Position Form, HR Tools](#)  
[III.A.10.01: California Community Colleges Chancellor's Office Report on Staffing \(Fall 2021\)](#)  
[III.A.10.02: College Organizational Charts, PDF](#)  
[III.A.10.03: AP 7120-C Recruitment and Hiring: Academic Managers](#)  
[III.A.10.04: College program plan reflecting a request for an administrative position.](#)  
[III.A.10.05.a: Request to Establish a New Position or Fill a Vacant Position Moorpark College](#)  
[III.A.10.05.b: Request to Establish a New Position or Fill a Vacant Position Oxnard College](#)  
[III.A.10.05.c: Request to Establish a New Position or Fill a Vacant Position Ventura College](#)  
[III.A.10.06: Administrator Job Announcement](#)  
[III.A.11.01: Board Docs, Chapter 7 Human Resources and Listed Board Policies](#)  
[III.A.11.02: Board Docs, Chapter 7 HR and Listed Administrative Procedures](#)  
[III.A.11.03: HR Website, Personnel Commission Rules](#)  
[III.A.11.04: HR Website, Collective Bargaining Agreements](#)  
[III.A.11.05: HR Tools - Category 030 Recruitment - Selection – Hiring Process](#)  
[III.A.11.06: Management Training](#)  
[III.A.11.07: Agreement Between VCCCD and AFT Local 1828, Article 16](#)  
[III.A.11.08: Agreement Between VCCCD and SEIU Local 99, Article XVI](#)  
[III.A.11.09: Classified Handbook, Personnel Commission, Section 270](#)  
[III.A.11.10: Screenshot of Employee Orientation](#)  
[III.A.11.11: Email from District about Personnel Policies/Procedures](#)  
[III.A.12.01: BP 7100 Commitment to Diversity](#)  
[III.A.12.02: AP 3420 Equal Employment Opportunity](#)  
[III.A.12.03: BP 1200 Mission Statements](#)  
[III.A.12.04: VCCCD Office Organizational Structure: analysis and recommendations Proposal for new DAC positions](#)  
[III.A.12.05: Screenshot of EEO Advisory Committee Information on HR Website](#)  
[III.A.12.06: 2021 EEO Advisory Committee Training](#)  
[III.A.12.07: EEO Plan](#)  
[III.A.12.08: Diversity Statement on All Job Postings](#)  
[III.A.12.09: Title V Training for Selection Committees](#)  
[III.A.12.10: HR Online Training and Workshops](#)  
[III.A.12.11: VCCCD Employee Diversity Dashboard](#)  
[III.A.13.01: American Association of University Professors Statement on Professional Ethics](#)  
[III.A.13.02: Association of California Community College Administrators Statement of Ethics](#)  
[III.A.13.03: Classified Senate Code of Ethics](#)  
[III.A.13.04: BP 7205 Employee Code of Ethics](#)  
[III.A.13.05: AP 7205 Employee Code of Ethics](#)  
[III.A.14.01: Professional Development Advisory Group \(\[Website\]\(#\)\)](#)  
[III.A.14.02: Sample Flex Schedule; Fall 2021 FLEX Week Schedule](#)

[III.A.14.03](#): Sample Agenda Professional Development Coordination Council  
[III.A.14.04](#): Survey Responses/Assessment of Flex Activities  
[III.A.14.05](#) Screenshots, online Teacher Training Course Materials  
III.A.14.06: [Faculty Collective Bargaining Agreement, Sabbaticals](#)  
[III.A.14.07](#): Classified Professional Development Committee ([Webpage](#))  
[III.A.14.08](#): [Agreement Between VCCCD and SEIU Local 99, Article 8.2.D](#)  
[III.A.14.09](#): [Sample HR Leadership Training Materials](#)  
[III.A.14.10](#): [Business Services Banner Training Announcements](#)  
[III.A.15.01](#): [Agreement Between VCCCD and SEIU Local 99, Article VI](#)  
[III.A.15.02](#): [Agreement Between VCCCD and AFT Local 1828, Article 10](#)

### **III.B. Physical Resources**

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

#### **Evidence of Meeting the Standard**

Ventura College (VC) provides 655,752 gross square footage of instructional and support space for students, faculty, and staff. ([III.B.1.01](#)). The College also provides instruction and services in Santa Paula at Ventura College East Campus (VCEC). This site has a total of 10,000 square feet of leased space ([III.B.1.02](#)). The Ventura County Community College District (VCCCD) signed a contract to lease an additional 2000 square feet to expand programs and services at the VCEC. Ventura College maintains control of the off-campus leased facility for VCEC and maintains the same level of safety, security, and access at VCEC as it does for Ventura College Main Campus.

Ventura College ensures the safety of its facilities by meeting required regulations and having employees qualified to oversee maintenance. Building structures meet Division of State Architect standards and comply with the Americans with Disabilities Act (ADA) of 1990 standards regarding access to facilities on the main campus and VCEC. The Facilities, Maintenance and Operations Department (FMO) works closely with the Educational Assistance Center (EAC) staff and Facilities Oversight Advisory Group (FOG) to ensure ADA compliance on facilities projects with an emphasis on accessibility.

The Districtwide Emergency Preparedness Committee (DEPC) makes recommendations to the Chancellor's Cabinet related to emergency preparedness and safety throughout the District. Several members of the Ventura College campus actively participate in this committee including the Vice President of Business and Administrative Services, Director of Facilities, Maintenance & Operations, Director of Information Technology, Student Health Center Coordinator, College Services Supervisor, and Campus Police. This committee was instrumental in the acquisition of a District wide emergency notification system in 2019 ([III.B.1.03](#)).

Ventura College also has an Emergency Operations Team comprising administrators, faculty, and classified professionals which meet and train monthly. Members of the Emergency Operations Team are required to complete FEMA training modules. The College Services Department and the District Police Department develop appropriate emergency response plans and procedures and ensure compliance with relevant state and federal laws. The Emergency Operations Plan gives detailed instructions for a variety of incidents, is distributed to all Emergency Operations Center (EOC) members and is posted on the VC website ([III.B.1.04](#)). Flip charts posted in each College classroom provide abbreviated versions of these instructions, along with evacuation maps. Every building on campus is equipped with an Automated External Defibrillator (AED) and a Stop the Bleed kit. Evacuation chairs are available in multi-story buildings for safe exit of individuals in wheelchairs if elevators are inoperable. ([III.B.1.05](#))



Ventura College has an emergency broadcast system that has the capability of sending broadcasts via cellphone notifications through a mobile application, text (SMS) messages, and clock/speaker announcements. In the event of an emergency, all methods will be used to notify students, faculty, and staff of the situation and instructions. Overall coordination among the Colleges, outside agencies, and the District Administrative Center is managed through the chief of police in cooperation with the College EOC ([III.B.1.06](#)).

The Facilities Oversight Advisory Group (FOG) and the Safety and Wellness Workgroup (SWW) are both charged with ensuring that VC maintains safe and sufficient physical resources. FOG ([III.B.1.07](#)) is an advisory group that makes recommendations to the Budget Resource Committee (BRC) and ensures compliance with Accreditation Standard IIIB. Providing oversight for the periodic revision of the Facilities Master Plan, FOG makes recommendations concerning total cost of ownership, aesthetics, locations of campus facilities and functionality of site-related projects. The SWW ([III.B.1.08](#)) aids and advises both management and employees on matters of safety and health pertaining to College operations. They review and address unsafe conditions and practices, and provide recommendations for preventing unsafe conditions. The SWW provides safety information and education for all employees, provides training to student groups, and evaluates the progress of the College's accident prevention efforts.

As part of the Statewide Association of Community Colleges (SWACC), a self-insured group, the District works with insurance administrators, Keenan & Associates, to perform a detailed property and liability safety inspection of the campuses every two years, with follow-up documentation and annual follow-up visits ([III.B.1.09](#)). This inspection assists the VCCCD in identifying conditions which may pose a risk of injury or property damage and provides recommendations to help mitigate the risks identified. Several individual departments with identified higher risk exposure also carry out routine inspections of facilities and equipment in their respective areas for repair and maintenance including chemistry and biology instructional lab technicians. The most recent Keenan inspection was made on October 15, 2020, and included COVID-19 site protocols ([III.B.1.10](#)).

Examples of recent projects completed (or in process) related to access and safety includes the following:

- In 2020, the campus installed a new emergency notification system. The system includes updated speakers for outdoor locations (including the Sportsplex and parking lots) and clock/speakers in all classrooms and common areas. In the event of an emergency, the clock/speakers display and speak messages in English and Spanish. The announcements are ADA-compliant such that individuals who are hearing or sight impaired are alerted. This system has also been installed at Ventura College East Campus (VCEC). The notification system also utilizes a mobile application that can send and receive emergency alerts.
- Solar panels have been installed in the West and East parking lots. This project addresses campus sustainability and offers improved lighting in the parking lots for evening students, instructors, and visitors. This installation also modified ADA parking and pathways. ([III.B.1.11](#))

- In March of 2020, the district partnered with Ready Education to provide a health screening function in the MyVCCCD smart phone application. The app is used to screen employees, students, and visitors to our campuses. The app is beneficial to our Student Health Center for contact tracing of COVID-19 exposures on campus. ([III.B.1.12](#))

### Analysis and Evaluation

College and District organizational infrastructure is in place to assure there are safe and sufficient physical resources at all locations where courses, programs, and learning support services are offered. Facilities are constructed in compliance with state and federal standards for safety and access, and the Facilities, Maintenance & Operations Department and District Police Department assure that those who attend classes and who work at the College do so in a secure and healthful learning and working environment. The current communication structure has worked well in keeping faculty, staff, students and the community informed regarding health and safety protocols.

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

### Evidence of Meeting the Standard

Ventura College, in collaboration with VCCCD leadership, plans, builds, maintains, upgrades, and replaces its physical resources (including facilities, equipment, land, and other assets) guided by its Facilities Master Plan (FMP), recently completed and approved in Spring 2022 ([III.B.2.01](#)). The College's comprehensive FMP is driven by the Educational Master Plan, focusing on student success, sustainability, safety, and accessibility.

The need to replace or upgrade instructional equipment is assessed through VC's annual program review process. Dollars to support identified needs are provided through the general fund and through categorical dollars where appropriate. In addition, the State Chancellor's Office uses a five-year planning process for instructional equipment replacement that aligns with the state's scheduled maintenance planning and funding process.

The annual program review process encourages departments and programs to develop Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) to support achievement of the College Mission. From the program reviews, initiatives requesting facility modifications and equipment are developed and supported with data. FOG is an advisory group that ensures compliance with Accreditation Standard III.B and makes recommendations to the Budget Resource Committee (BRC). In program review, FOG prioritizes major and minor facilities projects, and BRC ranks equipment requests. The resulting recommendations are then forwarded to the College Planning Committee and the President for consideration. An example of this is the recent prioritization of improving the HVAC system in the Science Building in 2020 ([III.B.2.02](#)).

The utilization of VC's facilities is analyzed through the state's Facilities Utilization, Space Inventory

Options Net (FUSION) Project ([III.B.2.03](#)). Designed for facilities assessment, planning, project management, and evaluation, FUSION is a web-based integrated network of relational databases that provides a quick, simple, and accurate method for inventorying, estimating, and tracking facility deficiencies. Room utilization data is also available through the Division of Institutional Effectiveness website ([III.B.2.04](#)).

In 2019, a space utilization study was conducted which identified a need for additional lab space on campus. In 2020, an Initial Project Proposal was submitted for a new Science Lab Annex ([III.B.2.05](#)). The 2022-2026 5-Year Capital Outlay Plan lists the Science Lab Annex as Ventura College's priority project. These recommendations are echoed in the new Facilities Master Plan as well. The College Strategic Implementation Plan also recognizes the importance of the science, CTE and STEM programs and has set goals to provide upgraded and modernized teaching/learning spaces, making them more efficient, productive, safer, and technologically relevant for today's teaching/learning environments ([III.B.2.06](#)).

The vice chancellor of business and administrative services is responsible for the planning and administrative management of the District's capital outlay and construction program. The District uses both general funds and a variety of debt instruments, including bonds and certificates of participation, for the funding of capital projects.

Each year the College updates its state Five Year Capital Outlay Plan ([III.B.2.07](#)), Five Year Scheduled Maintenance and Special Repairs Plan ([III.B.2.08](#)), and Space Inventory and Five-Year Construction Plan ([III.B.2.9](#)). These plans and reports require the incorporation of pertinent utilization and planning data.

VC has a deferred maintenance fund wherein major facilities (parking lots, new roofs, etc.) or pieces of equipment (air conditioning units, boilers, etc.) are periodically repaired. In addition, the annual program review process allows programs and departments to identify any basic facilities improvements needed. Needs that emerge between program review cycles may also be addressed directly through an Out-of-Cycle Resource Request process ([III.B.2.10](#)) and the Facilities Oversight Group (FOG).

Furniture and other minor pieces of equipment are repaired as needed, but no calendar for systematic replacement existed until the 2015-16 academic year, when VC used the program review process to designate dollars to upgrade a specified number of older classrooms with new desks, chairs, whiteboards, and other needed repairs. Divisions have the ability through the program review process to create initiatives and request appropriate resources to meet their operating and student performance goals.

Facility utilization is also a key component in developing the fall, spring and summer Schedule of Classes. To assist in this process, a Classroom Utilization Report is generated by the Instructional Data Specialists and distributed to the vice president of academic affairs and the instructional deans ([III.B.2.11](#)).

## Analysis and Evaluation

Physical resources are monitored by the vice president of business and administrative services, director of facilities, maintenance and operations, and FOG to assure continuing quality and support of programs and services necessary to achieve the College mission. They are assisted in this effort by state FUSION Project data, and by vice presidents, deans, and department leads that use the Classroom Utilization Report to determine classroom efficiency levels as they develop the Schedule of Classes.

A facilities assessment is completed every three years by a team from the Foundation for California Community Colleges (FCCC) on behalf of the State Chancellor's Office. This detailed assessment provides the District and the state with data to support additional funding for scheduled maintenance and building system replacement. It was through this process that the high utilization rate of current lab space was identified, prompting the IPP submission for a new Science Lab Annex to the state. The Facilities Condition Index Report provides relative data for each building with total repair costs and replacement value.

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

## Evidence of Meeting the Standard

VC has traditionally relied upon the state's space standards to evaluate the feasibility and effectiveness of its physical resources. The College reviews this data annually as it updates its Space Inventory and Five-Year Capital Construction Plan for submission to the California Community College Chancellor's Office. The College also uses its program review process to identify the need for smaller-scale facilities improvements and to identify programmatic needs for additional equipment.

The College's Educational Master Plan (EMP) includes the goal to effectively manage campus resources in response to instructional programming and the needs of Ventura College students and the community. VC maintains and reconfigures its facilities to best meet the needs of the College, which also requires incorporating total cost of ownership into the college budget. Specific goals and objectives related to future renovations, replacement, and growth projects will be included in VC's new Facilities Master Plan ([III.B.3.01](#)).

The program review process is a planning mechanism that evaluates facilities and equipment annually through a prioritization process that begins at the departmental level. Requests are evaluated by division and finally by campus committees. The Facilities Oversight Group (FOG) evaluates facilities requests, separated by cost into major and minor categories, and the Budget Resource Committee (BRC) prioritizes equipment requests. Upon completion of the cycle, the Executive Team considers these recommendations and provides a prioritized list for the college. Rankings and available funds are shared with all campus constituents. Divisions are notified about funded requests ([III.B.3.02](#)) and have until the next program review cycle (approximately twelve months) to complete purchase orders.

### Analysis and Evaluation

The Space Inventory and Five-Year Capital Construction Plan are updated on an annual basis. As part of the annual program review process, the need to repair facilities is identified and a list of the equipment needed by each program is compiled. These requests are ranked by the requesting department and various committees on campus. The College president and vice presidents finalize the ratings, and the requests are then funded in order of ranking as funding allows. One-time dollars available through the general fund, categorical funds, and grant funds are used to purchase most of the equipment identified through the program review process.

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

### Evidence of Meeting the Standard

Long-range capital plans are addressed in the Facilities Master Plan. The process of updating the FMP focuses on aligning resources to the long-range goals of the college, ensuring that our updated plans meet facility and instructional needs. With a range of costs on those capital projects, potential funding sources may be identified. The FMP is the foundation for a phased and prioritized capital project plan.

The Allocation Model distributes resources for the operations of the colleges ([III.B.4.01](#)). At this time, only state apportionment (based on the Student-Centered Funding Formula), unrestricted lottery, a portion of non-resident tuition, and items related to part-time compensation and benefits are included in the Allocation Model. The Infrastructure Funding Model addresses total cost of ownership (TCO) and the growing structural deficits in specific infrastructure categories such as scheduled maintenance, technology and equipment refresh, instructional equipment, library materials and databases, furniture and equipment, etc. Maintaining these items is central to the core mission of the College.

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

The College and District Warehouse staff physically tag equipment and furniture with a VCCCD permanent tag number upon receipt. The Warehouse staff utilize an electronic workflow process to inform the District Purchasing Department of items received, serial numbers, and permanent tag numbers. Purchasing staff update the temporary tags with the permanent tag number in the Banner Fixed Assets module. The fixed asset module includes lifecycle information, capitalization at the value of \$5,000, and status of all equipment and furniture with a value of \$1,000 or more.

### Analysis and Evaluation

Funding to support the total cost of ownership of facilities and equipment is addressed through the infrastructure allocation model. BRC, FOG, and TAG work in a coordinated effort to prepare prioritized lists of institutional needs that are then given to the College president and vice presidents for final

ranking and implementation. The current EMP and FMP are part of the rubric used for ranking requests. The infrastructure model also provides another revenue source to support the total cost of ownership.

### Conclusions on Standard III.B: Physical Resources

The College meets all components of this Standard. College and District organizational infrastructure is in place to assure there are safe and sufficient physical resources at all locations where courses, programs, and learning support services are offered. Using a variety of appropriate data sources (as described above) Ventura College's physical resources are monitored by the vice president of business and administrative services, director of facilities, maintenance and operations, and FOG to assure continuing quality and support of programs and services necessary to achieve the College mission. A facilities assessment is completed every three years by a team from the Foundation for California Community Colleges (FCCC) on behalf of the State Chancellor's Office. The Space Inventory and Five-Year Capital Construction Plan are updated on an annual basis. In addition, the College's Facilities Master Plan was developed and approved in Spring 2022. As part of the annual program review process, the need to repair facilities is identified and a list of the equipment needed by each program is compiled. Funding to support the total cost of ownership of facilities and equipment is addressed through the infrastructure allocation model.

### Evidence List

<a href="#"><u>III.B.1.01</u></a> : Ventura College Space Inventory	<a href="#"><u>III.B.2.02</u></a> : Facilities Prioritization Excel Lists
<a href="#"><u>III.B.1.02</u></a> : Ventura College Santa Paula Space Inventory	<a href="#"><u>III.B.2.03</u></a> : Description of FUSION Project
<a href="#"><u>III.B.1.03</u></a> : 2019 District wide Emergency Notification System	<a href="#"><u>III.B.2.04</u></a> : Classroom Utilization Report (Institutional Effectiveness Website)
<a href="#"><u>III.B.1.04</u></a> : Emergency Operations Plan	<a href="#"><u>III.B.2.05</u></a> : 2020 Initial Project Proposal
<a href="#"><u>III.B.1.05</u></a> : Ventura College Map	<a href="#"><u>III.B.2.06</u></a> : College Strategic Action Plan
<a href="#"><u>III.B.1.06</u></a> : VCCCD Police Department Webpage	<a href="#"><u>III.B.2.07</u></a> : Five Year Capital Outlay Plan
<a href="#"><u>III.B.1.07</u></a> : Facilities Oversight Group Description	<a href="#"><u>III.B.2.08</u></a> : Five Year Scheduled Maintenance and Special Repairs Plan
<a href="#"><u>III.B.1.08</u></a> : Safety and Wellness Council Description	<a href="#"><u>III.B.2.09</u></a> : Out-of-Cycle Resource Request process
<a href="#"><u>III.B.1.09</u></a> : Property and Liability Safety Inspection Report	<a href="#"><u>III.B.2.10</u></a> : Classroom Utilization Report
<a href="#"><u>III.B.1.10</u></a> : Keenan Inspection, October 15, 2020	<a href="#"><u>III.B.2.11</u></a> : Classroom Utilization Report
<a href="#"><u>III.B.1.11</u></a> : VC DSA ADA – Solar Project	<a href="#"><u>III.B.3.01</u></a> : VC's New Facilities Master Plan
<a href="#"><u>III.B.1.12</u></a> : Healthy Return to Campus Webpage	<a href="#"><u>III.B.3.02</u></a> : Letter Sent to Divisions about Funded Requests
<a href="#"><u>III.B.2.01</u></a> : Facilities Master Plan	<a href="#"><u>III.B.4.01</u></a> : District Budget Allocation Model

### **III.C. Technology Resources**

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

#### **Evidence of Meeting the Standard**

The organizational structure of Institutional Technology outlines staffing support to address varied technology needs District wide ([III.C.1.01](#)). District support for administrative systems, software, and network infrastructure is organized under the Associate Vice Chancellor of Information Technology. The District Information Technology team consists of a Director, Software Applications & Development, four Programmer Analysts, two Network Administrators, two System Administrator/Webmasters, one Database Administrator, one IT Support Specialist, one IT Support Assistant, one Information Security Analyst, and two System Administrators. Since the previous ACCJC accreditation cycle (2016), the College has established a greater level of autonomy in Information Technology decision-making by creating a management leadership position that oversees technology related matters on campus. This position reports to both College and District leadership ([III.C.1.02](#)).

To maintain a collaborative approach to technology-related matters on campus which allows for regular assessment and allocation recommendations regarding technology needs, the District has established a participatory governance technology committee, which meets monthly to assist in the prioritization of technology projects and initiatives ([III.C.1.03](#)). At Ventura College, the Information Technology Services (ITS) Department participates in an annual integrated program review process, having completed its three-year comprehensive review in Fall 2021 ([III.C.1.04a](#)). Resources, personnel, and equipment are requested as needed during the review process and submitted to various constituent groups for review and consideration by the College leadership and President. This process has allowed the ITS department growth in terms of equipment and human resources over the past several program review cycles to serve the expanding technology needs of the College ([III.C.1.04b](#)).

The Strategic Technology Plan allows the College and District to maintain and implement technology infrastructure, equipment, and software in a thoughtful and planned manner ([III.C.1.05](#)). The District Technology Strategic Plan and the College Technology Master Plan provide direction and guidance in the form of high-level multi-year organizational plans that are connected to the College's Educational Master Plan ([III.C.1.06a](#), [III.C.1.06b](#)).

The California Community College's State Chancellor's Office maintains and/or provides access to many services and tools that are common across the state, which are critical to the operation and function of the College, including online a learning management system, library management system, Starfish, and internet service ([III.C.1.07](#)).

Between 2020 and 2022, the ITS Department implemented two additional significant initiatives to address student, program, and college needs. In 2020, the District completed the implementation of an Emergency Notification System (ENS) districtwide. This system includes speakers with displays in



hallways and classrooms on campus and is intended to help keep staff, faculty, and students safe during emergencies on campus. The second project has been ongoing for two years, accommodating myriad needs that have arisen due to the COVID-19 pandemic. This includes the purchase and provisioning of hundreds of loaner laptops for students and employees, installation of HyFlex systems in many classrooms, and purchase of various software and hardware to support remote and/or physically distanced learning ([III.C.1.08](#)).

### **Analysis and Evaluation**

In collaboration with the Ventura County Community College District Information Technology department, technology services are provided and maintained at a standard that surpasses the necessary requirements to offer high quality online and in-person instruction while effectively conducting business and providing services to students in a timely and efficient manner. The College's Technology Master Plan and the District Strategic Technology Plan ensure that the College and the District continue to focus on long-term plans and goals in the areas of technology and technology infrastructure. The technology-related funding models provide the necessary resources to complete the projects and elements of the goals that are identified in the organizational plans, and the participatory committees provide a collaborative venue for decision-making at the College and District wide level to ensure adequate support of operations, services, and programs.

**III.C.2. The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

### **Evidence of Meeting the Standard**

The District provides a three-year Strategic Information Technology plan and an ongoing Administrative Technology Advisory Committee to guide and support college initiatives ([III.C.2.01](#), [III.C.2.02](#)). The College's Technology Advisory Committee is responsible for developing and approving the College's Technology Master Plan ([III.C.2.03](#), [III.C.2.04](#)). The Technology Master Plan provides direction for the College's long-term strategic technology goals and is revised and updated every five years. Currently, the Technology Master Plan covers years 2023-2028. The College's inventory list of computers and equipment is used to identify older equipment in need of replacement ([III.C.2.05](#)).

The College performs Program Planning and Program Review on an annual basis. During the review process, departments identify specific technology needs. All technology requests submitted through the Program Planning and Program Review process are submitted to the Technology Advisory Group for review and prioritization ([III.C.2.06](#)). Once the requests are prioritized, priorities and funding sources are identified by the executive team, and a plan to acquire, implement, and maintain the technology is created. All funded requests are included on a list and made available on the College website.

The District provides additional centralized support to the college. This includes daily security meetings, weekly change control, and a standing monthly service window used to upgrade systems ([III.C.2.07](#)). Examples of planned projects coordinated with the District include supporting and



implementing software systems and applications (e.g., Canvas, Starfish, Courseleaf CIM, and CATm etc.) and replacing Wide Area Network routers, firewalls, core networking equipment, and circuits.

In 2020, the District also completed the redesign of websites for the District and all three colleges. This project included content migration from an older version of the web content management system to the latest version. The project encompassed the integration of crucial support components for student success, general information, and program discovery, including Ocelot Chatbots and California Community Colleges Concentric Sky Program Pathways Mapper ([III.C.2.08](#), [III.C.2.09](#)).

### Analysis and Evaluation

The College, in collaboration with the District, continuously plans for, updates, and replaces the College's technology and infrastructure to provide faculty, staff, and students with the hardware, software, and infrastructure needed to fulfill the College's mission, operations, programs, and services. The College utilizes defined processes and procedures to identify and prioritize technology needs. The ranking process as a part of the program review cycle supports regular assessment of technology needs and allocation of resources most congruent with the College mission and specific program and service needs. All funded technology requests that are ranked in the Program Planning and Program Review process can be viewed on the College website.

**III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

### Evidence of Meeting the Standard

BP/AP 3720 Computer and Network Use, AP 3720-B Local Administrative Permissions to Information Technology Resources, and BP/AP 3721 Information Security Standard provide a roadmap for day-to-day operations and internal controls in compliance with state and federal laws ([III.C.3.01](#), [III.C.3.02](#), [III.C.3.03](#), [III.C.3.04](#), [III.C.3.05](#)).

College employees are required to use network shared folders, SharePoint, and OneDrive to store and share files. Network shared folders and files are backed up on a nightly basis ([III.C.3.06](#)). Access is secured using active directory security groups, multi-factor authentication, and data loss prevention tools to restrict unauthorized access to sensitive data. The District utilizes Palo Alto firewalls to restrict unauthorized access to networks ([III.C.3.07](#)). Specific College and District personnel are authorized to use a virtual private network (VPN) connection to the District network for work from off campus. Amazon Web Services App Streaming technology was implemented to support all employees working from home during the pandemic. Access to this secure environment also requires multi-factor authentication and has additional security controls in place. Each College and the District Administration Center utilize redundant internet circuits and Intelligent Management Center software to assist in the management of its campus network ([III.C.3.08](#)). Environment monitoring and uninterruptable power supplies are deployed in data and server rooms on campus. NetBotz environmental monitoring devices provide 24/7 alerts for power and temperature management ([III.C.3.09](#)).

All College and District-owned computers run TrendMicro Antivirus endpoint protection software ([III.C.3.10](#)). An IT technician at the College is assigned to monitor the TrendMicro console, and console alerts are used to quickly identify infected machines and push out remediation measures.

Each College is also part of the District wide Disaster Recovery Plan ([III.C.3.11](#)). Some District wide servers are hosted at Moorpark College, with mirroring/replication to the disaster recovery servers at Ventura College and Oxnard College. If a catastrophic event occurs at one college, the campus data will be recoverable from the remote disaster recovery site within three days.

### Analysis and Evaluation

The College and District use a multi-tiered approach to ensure reliable technology access with a focus on accessibility, safety, and security. Reliable access to technology is maintained in conditions that ensure the safety and security of the data generated by College and District operations. Multiple failsafe measures have been established to ensure that databases are maintained securely and that they continue to operate in a virus-free environment. An ongoing commitment to computer and network safety, security, and access has been established and is maintained.

The District IT Department and the College Technology Services Department are in the process of undertaking implementation of encryption for enhanced security, including hard drives and removable media; implementation of enhanced monitoring systems to detect and prevent security vulnerabilities and intrusions; improvement of disaster recovery procedures for critical applications; and provision of secure cloud storage for District-related use by employees. In addition, they will continue to provide a formal security awareness training program for all users.

**III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

### Evidence of Meeting the Standard

Instructional design and Canvas Learning Management System (LMS) training is integral to the success of students who are taking classes online. Instructional Technology Designers provide multiple opportunities throughout the year for student and faculty training ([III.C.4.01a](#), [III.C.4.01b](#)). The Distance Education (DE) department conducts online faculty and student surveys to ensure continuous improvement ([III.C.4.02](#)). Additional support services include help desk operations, FAQs, and online tutorials ([III.C.4.03](#)).

Faculty teaching online or web-enhanced courses complete a formal training process to be certified to teach online ([III.C.4.04](#)). The training schedule can be found on the DE webpage ([III.C.4.05](#)). Regular and ad-hoc on-campus system and software application workshops and online training are available to faculty, staff, and administrators, and the Cornerstone Learning Management System has been implemented to provide ongoing access to professional development ([III.C.4.06](#)).

In addition, the College hosts annual Flex Week training sessions for faculty and staff ([III.C.4.07](#)). These

live training sessions cover a wide range of technology solutions that are used by faculty and staff at the College ([III.C.4.08](#)). Training is also consistently offered to employees responsible for maintaining college websites ([III.C.4.09](#), [III.C.4.10](#)). To assess the effectiveness of technology training opportunities on campus, the Technology Advisory Group drafted and sent an online survey to all employees. Some respondents identified a desire for more training centered on smart classroom gear/software, DegreeWorks, Starfish, Banner and Teams ([III.C.4.11](#)). A full list of training opportunities related to technology resources is shared as part of the District Training Calendar ([III.C.4.12](#)).

### **Analysis and Evaluation**

The College provides ongoing technical instruction and support for students and employees, with a primary focus on providing quality technical instruction for students while they are in the classroom or are seeking services from the College. Training is provided on both a scheduled and as-needed basis to support employee and student use of instructional and business software. Faculty who teach online are required to complete formal training in the Learning Management System, and technology workshops for faculty and staff are held before the beginning of each academic year during Flex Week. Assessment of training needs inform future planned training topics and schedules.

### **III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

#### **Evidence of Meeting the Standard**

Computers and the network are governed by BP 3720 Computer and Network Use, AP 3720-A Computer and Network Use, and AP 3720-B Administrative Permissions for Information Technology Resources ([III.C.5.01](#), [III.C.5.02](#), [III.C.5.03](#)). These procedures clarify that users of VCCCD computers and networks are bound by applicable federal, state, and other laws. All users are required to agree to this board policy and these administrative procedures before accessing District networks or using District computers.

In March of 2020, the VCCCD Board approved and adopted BP 3721 Information Security Standard and AP 3721 Information Security Standard to protect the security of student, faculty, and staff personally identifiable information and other data ([III.C.5.04](#), [III.C.5.05](#)). This policy and the referenced procedures ensure the confidentiality, integrity, and availability of networks, servers, and systems. VCCCD has also implemented and tested a Security Response Plan to provide guidance and procedures to enable quick and effective recovery for technical security incidents throughout the District ([III.C.5.06](#)).

### **Analysis and Evaluation**

The Ventura County Community College District has appropriate policies and procedures that guide the use of technology in the teaching and learning process. All are available in Board Docs, which can be accessed from the District's website.

### **Conclusions on Standard III.C: Technology Resources**

Ventura College meets all components of this Standard.

## Evidence List

[III.C.1.01](#): VCCCD Information Technology Services Website ([Website Link](#))  
[III.C.1.02](#): Job Description: Associate Vice Chancellor, Information Technology  
[III.C.1.03](#): Participatory Governance Manual  
[III.C.1.04a](#): Fall 2021 Comprehensive Program Review Report  
[III.C.1.04b](#): Fall 2022 Annual Program Update Report; [VC Organizational Chart](#): Information Technology  
[III.C.1.05](#): VCCCD Strategic Technology Plan ([Webpage Link](#))  
[III.C.1.06](#): Ventura College [Educational Master Plan](#) / Ventura College [Strategic Technology Master Plan](#)  
[III.C.1.07](#): CVC-OEI – CCCC Tech Center ([Webpage Link](#))  
[III.C.1.08](#): COVID-Related Technology Purchases/Installations.  
[III.C.2.01](#): VCCCD Strategic Technology Plan ([Webpage Link](#))  
[III.C.2.02](#): Administrative Technology Advisory Committee ([Webpage Link](#))  
[III.C.2.03](#): Technology Advisory Committee  
[III.C.2.04](#): Technology Master Plan 2023-2028  
[III.C.2.05](#): Kaseya Inventory List  
[III.C.2.06](#): Resource Prioritization Process for Technology  
[III.C.2.07](#): Display Meeting Schedules for Daily Security, Change Control, etc.  
[III.C.2.08](#): Screenshots of Chatbots ([Link to pull document](#))  
[III.C.2.09](#): Screenshots of Program Mapper ([Link to pull document](#))  
[III.C.3.01](#): BP 3720 Computer and Network Use  
[III.C.3.02](#): AP 3720-A Computer and Network Use  
[III.C.3.03](#): AP 3720-B Local Administrative Permissions to Information Technology Resources  
[III.C.3.04](#): BP 3721 Information Security Standard  
[III.C.3.05](#): AP 3721 Information Security Standard  
[III.C.3.06](#): Sample VC Nightly Backup Notification  
[III.C.3.07](#): Description, Palo Alto Firewall ([Link to Website](#))  
[III.C.3.08](#): Description, Intelligent Management Center  
[III.C.3.09](#): Description, TrendMicro Anti-Virus Endpoint Security ([Link to Website](#))  
[III.C.3.10](#): Description, NetBotz ([Link to Website](#))  
[III.C.3.11](#): District Disaster Recovery Plan  
[III.C.4.01](#): Schedule of [Student](#) and [Faculty](#) Canvas Trainings  
[III.C.4.02](#): Sample, Survey of DE Students  
[III.C.4.03](#): Screenshot, Canvas Tutorial  
[III.C.4.04](#): Faculty Canvas Training ([Faculty Hub Resources](#))  
[III.C.4.05](#): Schedule of Training for Faculty Who Teach Online  
[III.C.4.06](#): Cornerstone Screenshot  
[III.C.4.07](#): Schedule of Flex Week Technology Trainings  
[III.C.4.08](#): Flex Week Feedback, Technical Training Workshops  
[III.C.4.09](#): Drupal 8 Training Guide  
[III.C.4.10](#): Screenshots of Training Signup Form ([Link to pull document](#))  
[III.C.4.11](#): Survey Results about Training Needs  
[III.C.4.12](#): 2020-2021 District Training Calendar  
[III.C.5.01](#): BP 3720 Computer and Network Use  
[III.C.5.02](#): AP 3720-A Computer and Network Use  
[III.C.5.03](#): AP 3720-B Local Administrative Permissions to Information Technology Resources  
[III.C.5.04](#): BP 3721 Information Security Standard  
[III.C.5.05](#): AP 3721 Information Security Standard  
[III.C.5.06](#): Incident Response Plan

### **III.D Financial Resources**

#### ***Planning***

**III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

#### **Evidence of Meeting the Standard**

The financial resources of the College and the District are sufficient to support, sustain, and enhance student learning programs and services and improve institutional effectiveness. Moreover, the districtwide allocation of resources is distributed fairly and effectively throughout the District and its three colleges in an equitable manner that supports the continuous improvement of programs and services. BP 6200 – Budget Preparation ([III.D.1.01](#)) requires the District and its colleges prepare annual budgets that support the institutional master and educational plans, institutional planning goals and objectives, and the Board’s goals and objectives, while in accordance with Title 5, the California Community Colleges Budget and Accounting Manual (CCC-BAM) ([III.D.1.02](#)), the District’s Budget Allocation Model (BAM) ([III.D.1.03](#)) and Infrastructure Funding Model (IFM) ([III.D.1.04](#)), and appropriate participatory governance processes.

BP 6250 – Budget Management ([III.D.1.05](#)) also requires that College and District budget management is in accordance with all California state law as well as the CCC-BAM. BP 6250 supports financial stability while ensuring fiscal resources are sufficient for institutional needs by safeguarding any revenues that accrue beyond what was budgeted by requiring approval by a two-thirds vote of the Board for transfers from reserves to any expenditure category. BP 6300 – Fiscal Management ([III.D.1.06](#)) delineates specific areas of focus for ongoing financial management to provide for fiscal stability and ensure transparent communication about fiscal resources to employees and the Board.

The College and District work collaboratively through participatory governance in districtwide budget development processes that ensure an equitable allocation of resources to where it matters most, in service to students. For FY22, the District’s unrestricted general fund revenue is \$181,001,898 ([III.D.1.07](#)) while its general fund unrestricted fund balance(s) for the year ending 2020-21 is \$70,136,227 ([III.D.1.08](#)), of which \$40,518,615 is designated in Funds 113 and 114 through the BAM and campus budget development processes for primary use at the colleges for programs, equipment, and facilities that enhance student learning ([III.D.1.09](#)). This solid fund balance helps assure fiscal stability and can be available to mitigate challenging financial circumstances, if necessary. The fund balance is approximately the median of the 21 multi-college districts in California.

The College and District manage their respective finances with transparency, integrity, and in a manner that supports students and ensures financial stability. For FY22, the College’s revenue is \$55,196,531, approximately 30.5% of the Adoption Budget revenue of the District ([III.D.1.10](#)). This allocation for the

College is determined and distributed through the BAM, which undergoes annual review and necessary modification by the District Council on Administrative Services (DCAS) ([III.D.1.11](#)). Above and beyond the usual annual allocation level of unrestricted general fund dollars, the District and its colleges received significant allocations of pandemic relief monies through the federal Higher Education Emergency Relief Funding (HEERF) and a state Covid-19 Block Grant ([III.D.1.12](#)). These supplemental resources have been used to develop, enhance, and elevate supports for student learning and institutional effectiveness during today's extremely challenging circumstances ([III.D.1.13](#)).

The College has a strong history of successfully competing for grant funding to drive innovative improvements. Among recent grant awards include Title III-HSI STEM grant, a grant to provide Mental Health services, and the most recent Student Housing Grant ([III.D.1.14a](#), [b](#), [c](#)). These grants enrich the College's ability to improve educational opportunities and support for students.

The College follows its Program Review and resource prioritization processes to ensure that allocated resources support program improvement needs that are aligned with the College's mission and strategic goals ([III.D.1.15](#)). This process ensures that all resources are leveraged to meet the planned needs of programs and services and drive improvements identified from assessments. When unanticipated needs arise, departments and committees can request resources through the Out-of-Cycle Request Process ([III.D.1.16](#)) and the College then reallocates resources as needed.

### Analysis and Evaluation

The College meets this standard. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College and District manage financial affairs with transparency and integrity while ensuring short- and long-term financial stability. The College's budget development process involves participatory governance and derives from well-defined structures including institutional planning, and program review. In combination, these processes enable a targeted enhancement of programs and services as well as the allocation and reallocation of funds, as necessary.

**III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### Evidence of Meeting the Standard

The 2021-2027 Strategic Goals ([III.D.2.01](#)) provide the foundation for integrated institutional and financial planning between the College and District. The College Educational Master Plan (EMP) ([III.D.2.02](#)) and other planning processes are in alignment with and support the overarching districtwide strategic goals, which are:

1. Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee.

2. Increase equitable access and success for all students.
3. Support the closing of academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.
4. Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

A central premise to our multi-layered institutional planning approach is a shared responsibility between the College and District for financial planning, resource allocation, and financial stability. This begins with the College and District working collaboratively through transparent, districtwide participatory governance budget development processes that ensure an equitable and financially responsible allocation of resources to where it matters most, in service to students on campus. The amount of funding resources that are allocated to the College is determined and distributed through the Budget Allocation Model (BAM) ([III.D.2.03](#)), which undergoes annual review and necessary modification by the Districtwide Committee on Administrative Services ([III.D.2.04](#)). Resource allocation, sound financial practices, and budget development are guided by BP 6200 – Budget Preparation ([III.D.2.05](#)), BP 6250 – Budget Management ([III.D.2.06](#)), BP 6300 – Fiscal Management ([III.D.2.07](#)), the District’s BAM and Infrastructure Funding Model (IFM) ([III.D.2.08](#)), and the California Community Colleges Budget and Accounting Manual (CCC-BAM) ([III.D.2.09](#)).

The districtwide resource allocation process is iterative, with many opportunities and regularly scheduled meetings for constituency discussion and input. Deliberation and decision-making are transparent, with ongoing communication for stakeholders at the College and District levels ([III.D.2.10](#), [III.D.2.11](#), [III.D.2.12](#), [III.D.2.13](#), [III.D.2.14](#)). While the campus resource allocation is being determined and finalized through the districtwide budget development process, the College concurrently communicates financial updates through its participatory governance structures, leadership meetings, and college wide newsletters ([III.D.2.15](#), [III.D.2.16](#), [III.D.2.17](#)), where discussions about institutional needs are discussed and prioritized in alignment with the college wide planning.

For ongoing fiscal stability, the College distributes available resources to the college programs/divisions based on projected costs for program and service continuance, including salaries, benefits, supplies, services, equipment, and miscellaneous expenses. Any resources that are above the College’s cost estimates to maintain programs and services can be distributed for improvements based on priorities identified through Program Review. In evaluating and prioritizing resource requests, the College considers the program or division’s goals and needs in conjunction with overall alignment to institutional mission and goals. Resource requests are prioritized based on program quality and effectiveness in support of institutional goals ([III.D.2.18a](#), [b](#), [c](#)). The uppermost requests are funded based on priority rankings and the amount of resources that are available.

### **Analysis and Evaluation**

The College meets the standard. Institutional missions and goals are the foundation for financial planning which is integrated with and supports all institutional planning. Board policies and operating procedures are in place and effectuated at the College and District to ensure sound financial practices



and fiscal stability. Financial information is shared broadly to all constituencies in a timely and ongoing manner.

**III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**Evidence of Meeting the Standard**

The College utilizes clearly defined districtwide and campus-specific processes for financial planning and budget development. The districtwide budget development process is defined in BP 6200 – Budget Preparation ([III.D.3.01](#)) and AP 6200 – Budget Preparation ([III.D.3.02](#)). Also, budget development follows a prescribed budget calendar ([III.D.3.03](#)).

Stakeholders have multiple opportunities for participation in the development of College and District institutional plans and budgets through various participatory processes that rely on input from all constituencies—students, faculty, classified professionals, bargaining unit personnel, and administrators, through service on governance committees. As an initial step in the annual budget development process, the District Council on Administrative Services (DCAS) discusses core budget issues, then reviews and makes recommendations to the Chancellor for all budget assumptions and allocation models ([III.D.3.04](#), [III.D.3.05](#), [III.D.3.06](#), [III.D.3.07](#), [III.D.3.08](#)). Based on budget development calendar milestones, the Chancellor recommends the budget assumptions and allocation models for approval to the Board of Trustees ([III.D.3.09](#), [III.D.3.10](#), [III.D.3.11](#)). Finalization of the budget assumptions and any revisions to the allocation models is an iterative process that culminates over many meetings. Following the regularly occurring DCAS meetings, College constituencies disseminate the information on campus for discussion and further input, as appropriate. Upon conclusion of this ongoing cycle of feedback between the College and District constituency group processes, the overall budget assumptions, policy-level allocation model adjustments, if any, and the budget allocation dollar amounts for the College and other districtwide cost centers are determined and communicated to stakeholders.

The budget allocations form the foundation of the upcoming College budget. The College utilizes multiple processes for campus financial planning and prioritization of resources. This results in broad participation and dialogue by all constituencies for budget development and resource allocation decisions, through numerous governance committees and operational groups ([III.D.3.12](#)).

Ventura College’s Budget Resource Committee (BRC) is responsible for reviewing the campus budget process, making recommendations on resource allocations. Starting with the Governor’s January Proposed State Budget, BRC reviews State budget and district allocation proposals and their impact on the College’s operations. Ventura College Fiscal Services provides BRC with updates on budget and expenditures throughout the year ([III.D.3.13](#)).

In addition, as part of the budget process, Fiscal Services meets with all budget managers in the Spring to develop the Tentative Budget for unrestricted and restricted programs. Fiscal Services works with



budget managers May - June to make necessary adjustments for the Adoption Budget. In order to monitor and adjust restricted budgets (and unrestricted budgets when necessary), Fiscal Services meets throughout the year with budget managers. In addition, the College utilizes its Program Review processes to determine funding priorities among competing needs. Resource prioritization discussions and decisions are conducted by the various governance groups annually during the months of October to February, submitting prioritized recommendations to the College President for their review and final determination of funding priorities. The College President then announces the final prioritized resource lists – position requests are announced in December; all other requests are announced in March ([III.D.3.14](#)).

### **Analysis and Evaluation**

The College meets this standard. College and districtwide participatory governance processes collectively contribute to meaningful financial planning and budget development, following guidelines and processes defined and documented in BP 6200 and AP 6200. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through governance committees, working groups, cabinet meetings, and operational meetings of programs and departments.

### ***Fiscal Responsibility and Stability***

**III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

### **Evidence of Meeting the Standard**

The College and District conduct planning based on realistic assessments of available financial resources including expenditure requirements and grant partnerships. The Vice Chancellor of Business and Administrative services with support from the District Administrative Center fiscal team communicates the District's financial forecasts of revenues and expenditures to stakeholders through participatory governance, leadership meetings, governing board committee meetings, and public board meetings. The assessment and communication process begins with a comprehensive analysis of the Governor's January State Budget Proposal, with updates upon receipt of the Governor's May Revise and when the State budget is adopted in June ([III.D.4.01](#), [III.D.4.02](#), [III.D.4.03](#), [III.D.4.04](#), [III.D.4.05](#), [III.D.4.06](#), [III.D.4.07](#)). Multiple assessments serve as the basis for financial planning and budget development. These are updated and fine-tuned throughout the year as new external and institutional information regarding revenue and expenditures becomes known. The College Vice President of Business Services and other campus constituencies participate in various ways in the districtwide assessment and communication process. The cornerstone of financial resource planning is the Budget Allocation Model (BAM) that is utilized to allocate core resources to the College and other districtwide entities ([III.D.4.08](#)). The District's Adoption Budget communicates a multi-year projection of revenues and expenditures so that institutional planning can be based on a realistic assessment of current and future finances ([III.D.4.09](#)). Throughout the districtwide budget development process, the College concurrently assesses its financial resources, revenues, expenditures, and restricted funds

received through grants and partnerships. College assessment is ongoing and financial updates are discussed in participatory governance and leadership meetings, with a focus on providing excellent educational experiences and services for all students while maintaining a balanced budget from year-to-year ([III.D.4.10a](#), [III.D.4.10b](#)). To help advance these goals, the College has been successful in developing additional resources by obtaining grant funding from external partners ([III.D.4.11a](#), [III.D.4.11b](#)).

To ensure resource and expenditure compliance, College and District fiscal services personnel provide financial oversight, monitoring, and support services to program managers at the College who are responsible for externally funded programs, contracts, and grants.

### Analysis and Evaluation

The College meets the standard. The College and District conduct institutional planning based on realistic assessments of available financial resources with short- and long-term forecasts of revenues, expenditures, liabilities, and ongoing fiscal commitments. The College and District disseminate financial information in a timely manner to all constituencies. Annual budget, planning, and financial disclosure documents are accessible by all. Financial statements and reports of actual and projected revenues and expenses are highlighted and discussed in various governance groups as part of budget development and institutional planning processes. The College effectively generates ancillary revenue through partnerships, grants, and use of facilities.

**III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### Evidence of Meeting the Standard

The District establishes, maintains, and continuously improves upon, as necessary, appropriate control mechanisms within its internal control structure. BP 6300 – Fiscal Management ([III.D.5.01](#)) describes the District’s fiscal management policies and assures these processes align with California regulations, California Community Colleges Chancellor’s Office requirements, and federal Department of Education regulations. BP 6300 addresses the need to maintain internal controls in the administration of the District’s financial resources consistent with Title 5 section 58311 and California Education Code section 84040. BP 6300 and AP 6300 – Fiscal Management ([III.D.5.02](#)) outline the fiscal responsibilities and accountability of staff as related to the maintenance of adequate internal controls and separation of duties for ongoing fiscal stability. AP 6300 outlines the specific aims of District fiscal processes to ensure responsible stewardship of available resources.

In accordance with BP 6400 – Audits ([III.D.5.03](#)) and AP 6400 – Audits ([III.D.5.04](#)) the District contracts with an external certified public accountancy firm for annual independent audits of all funds, books, and accounts of the District. In addition to providing an opinion on the District’s financial statement and compliance, external auditors also consider the adequacy of internal controls and provide a report

on the results. Information from external audits is used to evaluate and improve upon the financial and internal control systems. In addition to external audits, accounting procedures, internal control structures, and separation of duties are reviewed on a regular basis by District fiscal services and areas of improvement are discussed at the Districtwide Operations Committee (DOC) ([III.D.5.05](#)).

The institution disseminates information for sound financial decision-making. Internal control structures are sufficient to provide dependable and timely financial information that support decision-making. Budget-to-actual reports of detailed financial transactions, operating ledger summary, and operating ledger detail are frequently reviewed by College and District budget managers and fiscal services staff ([III.D.5.06](#)). The District's integrated ERP system, Banner, is readily available to budget managers with real-time financial information. The annual independent audit is made publicly available in a timely manner through the Administrative Services Committee (ASC) of the Board ([III.D.5.07](#)) and to the full Board of Trustees ([III.D.5.08](#)). Similarly, the Tentative Budget ([III.D.5.09](#)) and Adoption Budget ([III.D.5.10](#)) are presented to the Board of Trustees. Periodic budget updates are provided to the College Budget Resource Committee ([III.D.5.11a, b](#)), Chancellor's Cabinet, District Council on Administrative Services ([III.D.5.12](#)), Consultation Council, ASC of the Board, and the full Board of Trustees ([III.D.5.13](#)).

Consistent with AP 6330 – Purchasing ([III.D.5.14](#)), the chancellor's delegated authority has been given to the vice chancellor of business and administrative services to purchase supplies, materials, apparatus, equipment, and services as necessary for the efficient operation of the District. With the exception of emergency work contracts, no purchase is allowed to exceed the amounts specified by Section 20651 of the California Public Contract Code (PCC) without going through the formal bid process or the amounts specified in the California Public Contract Code, Section 22000, per the California Uniform Public Construction Cost Accounting Act.

The District Purchasing Department has responsibility for managing the procurement policy as it relates to the acquisition of all equipment, supplies and services for use within the District or from funds held by the District, in compliance with all federal, state and local regulations and the PCC. All purchase orders, contracts, leases, rentals, memorandums of understanding (MOUs), and service agreements require the signature of the vice chancellor of Business and Administrative Services. Any obligation contracted without appropriate prior approval may become a personal expense of the employee making the purchase. All purchase orders, contracts, agreements, and MOUs for goods or services in the amount of \$50,000 or more require Board of Trustees' approval prior to issuance of a purchase order. The chancellor may authorize purchases of \$50,000 or more if he deems it to be in the best interest of the District and if in his judgment, the purchase should not wait until the next regularly scheduled Board meeting. In such a case, the chancellor is required to immediately notify the Board of the action.

A listing of all purchase orders in the amount of \$10,000 or more is submitted to the Board of Trustees for ratification at the next regular meeting following issuance of the purchase order ([III.D.5.15](#)).

## Analysis and Evaluation

The integrated financial management system is easily accessible to all College and District unit budget managers. The system is updated in real-time and managers have full access to monitor their unit's financial activity on a current and timely basis. College and District personnel adhere to established policies and procedures in applying appropriate internal controls for effective financial management. In accordance with approved board policies and administrative procedures, an internal control structure with appropriate control mechanisms is in place. Information from external audits as well as the institution's regular review of internal control systems are used for improvement. Internal controls provide reliable financial information which, in turn, is disseminated to assist in planning and to inform sound financial decision-making.

**III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

## Evidence of Meeting the Standard

The financial documents of the College and District are the result of inclusive College and districtwide processes that are used to develop and manage highly credible, accurate, and transparent budgets, and to ensure that financial resources are allocated to support student learning programs and services. The District Budget Allocation Model (BAM) is developed through participatory governance and utilized to allocate core resources to the College and other districtwide entities ([III.D.6.01](#)). Decision-making processes regarding budget development and the allocation of resources are embedded at the College through participatory governance, integrated planning, program review, and related processes for recommending funding priorities ([III.D.6.02](#)). Department heads, deans, and vice presidents monitor the status of their budgets throughout the fiscal year, identifying variances or the possible need to readjust funding resources within departments or divisions as the need arises in support of student learning.

The District presents the Tentative Budget and Adoption Budget for approval at a public meeting of the governing board, in compliance with the established deadlines each year ([III.D.6.03](#)). The Adoption Budget book describes the budget development process, the District's current fiscal position, and financial data for all College and District funds including several documents showing 10-year histories of comparative financial information. The governing board is also presented with quarterly and annual financial statements that present snapshot-in-time updated general fund information in a format that is required by the State Chancellor's Office ([III.D.6.04](#)). Further, districtwide funds are audited annually by an independent audit firm and the governing board is presented with the independent auditor's report every year, in compliance with the established deadline ([III.D.6.05](#)). The District has historically received unmodified audit opinions (the best opinion possible) each year, a powerful indicator of highly credible and accurate financial information. All budget and financial reporting for the past 15 years can be found on the District's website.

### Analysis and Evaluation

The College meets the standard. Budget development, resource allocation, and ongoing financial management is an iterative process throughout the year that includes participatory governance at the College and districtwide. All financial documents have a high degree of transparency, credibility, and accuracy that illustrate appropriate financial support for student learning programs and services.

#### **III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### Evidence of Meeting the Standard

BP 6400 – Audits ([III.D.7.01](#)) mandates that an annual independent audit of all funds be conducted in accordance with Title 5 regulations. The District engages with an independent certified public accountancy firm to perform an annual financial audit of the district. The scope of the annual audit includes all District funds as well as the District’s internal controls over financial reporting and compliance ([III.D.7.02](#)). The District fiscal services team reviews all audit reports and coordinates the establishment of corrective action plans for all audit findings. When identified, audit findings are reviewed in detail by College and District fiscal services staff along with applicable personnel within the department(s) impacted by the finding. In turn, a comprehensive and timely response including a plan of corrective action ([III.D.7.03](#)) is mutually developed and implemented by College and District personnel. External auditors annually review the progress of any corrective action plans. Audit reports, opinions, findings, and corrective action plans are presented to the Administrative Services Committee (ASC) of the Board ([III.D.7.04](#)) and to the Board of Trustees for acceptance each year ([III.D.7.05](#)). The annual audit is publicly available in a timely manner.

Separate from the annual financial audit, the District has previously engaged an independent certified public accountancy firm to perform the annual and performance audits for Measure S bond funds. These audit reports were presented to the Board of Trustees ([III.D.7.06](#)) and the Citizens Oversight Committee, an advisory body to the district on matters related to the construction bond program as required by California’s Proposition 39 to assure accountability for the use of public funds. The District expended all Measure S bond proceeds in fiscal year 2019-2020 and no longer requires a bond audit.

### Analysis and Evaluation

External independent audits are conducted on an annual basis. Budget and audit information is publicly available and timely presented to the Board of Trustees. Audit results are communicated throughout the institution. Audit findings (when applicable) are shared in a timely and transparent manner to College and District stakeholders, the public, and the Board of Trustees. Audit findings are remediated in a comprehensive and timely manner.

#### **III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

### Evidence of Meeting the Standard

BP 6300 – Fiscal Management ([III.D.8.01](#)) and AP 6300 – Fiscal Management ([III.D.8.02](#)) discuss the

importance of adequate internal controls to ongoing fiscal stability. The College and District utilize several methods to evaluate the validity and effectiveness of financial and internal control systems. For example, internal assessments of the annual financial audit, compliance audits, bond audits, and periodic audits from external agencies are used for continuous improvement throughout the district, as necessary. Likewise, regular reviews and assessment by DOC of the varied internal control systems, accounting procedures, and separation of duties methodologies that are in place districtwide generate continuous improvement implementations by College and District stakeholders ([III.D.8.03](#)). College and District administration are members of various statewide committees and professional organizations and sometimes receive information at meetings and conferences about areas of operation, including internal control systems, that may need to be addressed at the College and/or District level ([III.D.8.04](#)).

In accordance with BP 6400 – Audits ([III.D.8.05](#)) and AP 6400 – Audits ([III.D.8.06](#)) the District contracts with an external certified public accountancy firm for annual independent audits of all funds, books, and accounts of the District. In addition to providing an opinion on the District financial statement and compliance, external auditors also consider the adequacy of internal controls and report their assessment in each annual report ([III.D.8.07](#)). Within each audit report, the auditors provide an “Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards” ([III.D.8.08](#)) and an “Independent Auditor’s Report on Internal Control over Compliance Required by the Uniform Guidance” ([III.D.8.09](#)). Information from the external audits is used to evaluate and improve the District’s financial and internal control systems.

The District fiscal services team reviews all audit reports and coordinates the implementation of correction active plans for all audit findings ([III.D.8.10](#)). External auditors also review progress of corrective action plans annually. Audit reports, opinions, findings, and corrective action plans are presented to the Administrative Services Committee of the Board ([III.D.8.11](#)) and to the Board of Trustees for acceptance ([III.D.8.12](#), [III.D.8.13](#)).

Notably, a core system of internal controls over financial resources is continuously engaged through the District’s Enterprise Resource Planning (ERP) system, Banner. All incoming and outgoing financial transactions are recorded in the ERP. All transactions recorded in the ERP are supported by appropriate approvals and/or source documents. This is accomplished through a multi-level approval process for all expenditures. Revenues and other inflows are compared to budgeted revenues/resources and recorded after supervisory review. Employee access to the ERP follows the principle of least privilege and is designed to give employees the minimum level of access needed to perform their job duties, while ensuring that required segregation of duties are enforced.

### **Analysis and Evaluation**

The College meets this standard. The District’s financial and internal control systems are regularly evaluated and assessed for validity and effectiveness through multiple methods utilized by external auditors and College and District fiscal services personnel. The results of external audits demonstrate

the District's integrity of financial management practices. The College and District consistently engage in continuous process improvement of the financial and internal control systems.

**III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

**Evidence of Meeting the Standard**

The College and District ensure ongoing financial stability by maintaining adequate cash flow, reserves, and fund balances. Additionally, the College and District have established comprehensive risk management strategies that are continuously improved upon. Further, financial management contingency plans are implemented, as necessary, to meet unexpected financial challenges. BP 6250 – Budget Management ([III.D.9.01](#)) supports financial stability while ensuring fiscal resources are sufficient for institutional needs by safeguarding any revenues that accrue beyond what was budgeted by requiring approval by a two-thirds vote of the Board for transfers from reserves to any expenditure category. BP 6300 – Fiscal Management ([III.D.9.02](#)) delineates specific areas of focus for ongoing financial management to provide for fiscal stability. District Fiscal Services regularly monitors cash flow to ensure appropriate levels of cash are always available to meet and exceed College and District operational needs. Through sound financial planning and management, cash flow and reserves have been sufficient to avoid issuance of any short-term debt such as Tax Revenue Anticipation Notes (TRANS), to meet cash flow obligations.

For FY22, the District's unrestricted general fund revenue is \$181,001,898 ([III.D.9.03](#)) while, as depicted below, the general fund unrestricted fund balance(s) for the year ending 2020-21 is \$70,136,227, of which \$40,518,615 is designated in Funds 113 and 114 through the districtwide budget allocation model and campus budget development processes for primary use at the colleges for programs, equipment, and facilities that enhance student learning.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT 2021-2022 ADOPTION BUDGET GENERAL FUND - UNRESTRICTED			
FUND BALANCES			
	6/30/2020 ACTUALS	6/30/2021 ACTUALS	6/30/2022 PROJECTIONS
Board Designated [a]			
State Required Minimum 5% [b]	9,718,964	9,213,773	9,808,906
Revenue Shortfall Contingency	5,000,000	5,000,000	5,000,000
State Teachers' Retirement System (STRS)	1,000,000	1,000,000	1,000,000
Energy Efficiency	170,000	170,000	170,000
Unallocated	10,149,283	11,071,116	10,475,983
Budget Carryover	<u>11,370,287</u>	[c] <u>3,162,723</u>	[d] <u>-</u>
Fund 111 Sub-Total	37,408,534	29,617,612	26,454,889
Fund 113	21,424,569	22,113,898	17,659,598
Fund 114	<u>17,336,223</u>	<u>18,404,717</u>	<u>13,643,818</u>
Grand Total - General Fund Unrestricted	<u>76,169,326</u>	<u>70,136,227</u>	<u>57,758,305</u>



- |     |   |
|-----|---|
| [a] | The Board has designated reserves to address infrastructure and one-time expenditure needs.   |
| [b] | In accordance with State Chancellor's Office Accounting Advisory FS 05-05, designation includes five percent of budgeted expenditures in subfund 111, 113, and 114. |
| [c] | Incorporates budget carryover including the 2% limit and one-time funds related to the allocation of additional SCFF apportionment revenue.                         |
| [d] | Incorporates budget carryover including the 2% limit.   |

This solid fund balance helps assure fiscal stability and can be available to mitigate challenging financial circumstances, if necessary. The fund balance is approximately the median of the 21 multi-college districts in California.

In addition to maintaining an adequate level of cash flow and reserves to meet unanticipated needs, the College and District enhance financial stability through proactive risk management and reduction strategies. For example, the District is a member of the Statewide Association of Community Colleges (SWACC) Joint Powers Association. Through this membership, the District employs the buying power of 57 California community college districts to procure sufficient insurance coverage for risks associated with general liability, property damage, cyber security, and more. This coverage enables the District to mitigate and manage risk by transferring all substantial levels of financial risk to insurance providers. The District also manages or eliminates risk by including appropriate language in all its contracts with external parties. Further, for day-to-day operational matters, the College and District take a proactive approach to manage and reduce risk through varied pragmatic methodologies including group webinars, self-service training modules, tailgate meetings for facilities personnel, and the ongoing work of campus and districtwide safety and emergency preparedness committees.

### Analysis and Evaluation

The College meets the standard. Sufficient cash flow and reserves are maintained by the College and District that enable the implementation of contingency plans should unanticipated financial challenges occur. The District further supports financial stability by having appropriate risk management strategies in place and an appropriate level of insurance coverage through its membership in SWACC.

**III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

### Evidence of Meeting the Standard

BP 6300 – Fiscal Management ([III.D.10.01](#)) and AP 6300 – Fiscal Management ([III.D.10.02](#)) address fiscal management and internal controls for all programs and services including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, institutional investments, and other assets. In alignment with the stated principles and standards, processes have been established at the College and District to oversee and assess the use of financial resources. Annual budgets are prepared and managed with adherence to Title 5 and the California Community Colleges Budget and Accounting Manual (CCC-BAM) ([III.D.10.03](#)), BP 6200 – Budget Preparation ([III.D.10.04](#)), and AP – Budget Preparation ([III.D.10.05](#)). The budget is managed as set forth in BP 6250 – Budget Management ([III.D.10.06](#)) and AP 6250 – Budget Management ([III.D.10.07](#)). Budget transfers are processed in the District's ERP system, are summarized at the major object code



level, and are presented to the Board of Trustees for ratification approval in a Monthly Budget Transfer Summary & Budget Amendment report ([III.D.10.08](#)).

As part of the District's financial oversight practices, budget to actual reports including financial transactions, operating ledger summary, and operating ledger detail are frequently reviewed by College and District fiscal services ([III.D.10.09](#)). Once financial records are closed at the end of a fiscal year, an annual audit is performed by an external CPA firm ([III.D.10.10](#), [III.D.10.11](#), [III.D.10.12](#)) of all funds and financial records, including special revenue funds, bond funds, financial aid, grants, and contracts to ensure the district is maintaining high standards of fiscal oversight and internal controls. The audit addresses financial and compliance matters related to federal and state funds. A similar independent audit of the Ventura College Foundation is also conducted ([III.D.10.13](#)). College and District Fiscal Services provide financial oversight, monitoring, and support services to program managers at the College who are responsible for externally funded programs, contracts, and grants. District Fiscal services also serves as a liaison with funding agencies to ensure categorical dollars are expended in compliance with the conditions of all contracts.

The College has demonstrated compliance with Federal Title IV regulations and requirements for managing federal financial aid. The College financial aid office and District Fiscal Services monitor financial aid funds and disbursements on a regular basis. The annual audit performed by an external auditor includes a federal compliance audit opinion on Title IV funds. The annual audit includes testing the federal Title IV program against the compliance supplement published by the Office of Management and Budget (OMB). Additionally, the College has demonstrated compliance with the Title IV program through the timely submission of the Fiscal Operations Report and Application to Participate (FISAP) ([III.D.10.14](#)) and Federal Student Aid (FSA) EZ audit reports ([III.D.10.15](#)).

The General Services Department reviews all contracts and finalizes each for execution. Contracts are presented to the Board each month for approval or ratification. Purchasing processes are conducted pursuant to BP 6330 – Purchasing ([III.D.10.16](#)) and AP 6330 – Purchasing ([III.D.10.17](#)). The General Services Department maintains an electronic workflow process to record contracts, memorandums of understanding, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, Board of Trustee approvals, and insurance requirements ([III.D.10.18](#)).

Effective and rigorous oversight of investments is assured through BP 6320 – Investments ([III.D.10.19](#)) and AP 6320 – Investments ([III.D.10.20](#)), which require three primary considerations for investment of funds: (1) safety of principal, (2) adequate liquidity, and (3) return on investment. Additionally, the District has established the Futuris Public Entity Investment Trust. This Trust is an IRS Section 115 Trust that is used for the purposes of investment and disbursement of funds irrevocably designated by the District for the payment of its obligations to eligible employees and former employees of the District and their eligible dependents and beneficiaries for life, sick, hospitalization, major medical, accident, disability, dental and other similar benefits (sometimes referred to as “other post-employment benefits” or “OPEB”). This Trust was established and is managed in compliance with the applicable

Governmental Accounting Standards Board (GASB) standards for OPEB. GASB Statements 74 and 75 establish the accounting standard for public sector employers to identify and report their OPEB liabilities. The district has created a Retirement Board of Authority (RBOA) consisting of District Personnel to oversee and manage the Futuris Trust. Benefit Trust Company is the qualified Discretionary Trustee for asset and fiduciary management and investment policy development. Keenan & Associates is the Program Coordinator for the Futuris Trust providing oversight of the Futuris program and guidance to the District. RBOA meetings occur regularly with involvement from all stakeholders ([III.D.10.21](#)).

### **Analysis and Evaluation**

The College meets the standard. The College and District provide effective oversight and management of all financial resources, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Policies and procedures are in place to ensure sound fiscal management practices. All funds are audited annually by an independent audit firm. The annual audit may include findings and recommendations to management for strengthening internal controls or for improving financial procedures. When this occurs, the District reviews any findings and recommendations with appropriate College and/or District personnel to effectuate related plans for improvement. Further, any findings and recommendations related to the audit are included in the formal financial reports prepared by the auditors. These reports are presented to the Board of Trustees for acceptance on an annual basis. The district has historically received exceptionally “clean” audit reports. Any findings and recommendations cited have been minor and are addressed in a timely manner. External audits confirm the district provides effective oversight of its finances, in compliance with all regulations and requirements. Current audits and financial program reviews indicate no significant findings or recommendations.

### **Liabilities**

**III.D.11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

### **Evidence of Meeting the Standard**

The District’s projected unrestricted general fund revenue for 2021-22 is \$181,001,898 while its general fund unrestricted fund balance(s) for the year ending 2020-21 is \$70,136,227, comprised of \$29,617,612 in Fund 111, \$22,113,898 in Fund 113, and \$18,404,717 in Fund 114. The combined fund balances in Funds 113 and 114 total \$40,518,615 and are designated for primary use at the colleges for programs, equipment, and facilities that enhance student learning; these funds are for current year expenditures and future projects with long-term horizons. Fund 111 consists of the following designated amounts:

State Required Minimum Reserve of 5%	\$9,213,773
Revenue Shortfall Contingency	\$5,000,000
State Teachers' Retirement System (STRS)	\$1,000,000
Energy Efficiency	\$170,000
Unallocated	\$11,071,116
Budget Carryover from previous year	\$3,162,723
<b>Fund 111 subtotal</b>	<b>\$29,617,612</b>

All fund balances are determined through the districtwide budget allocation model and campus budget development processes. The total unrestricted fund balance of \$70,136,227 is approximately the median of the 21 multi-college districts in California and provides a reasonable expectation of short-term, mid-range, and long-term financial stability and solvency. During each annual budget cycle, the College and District consider long range financial priorities through use of multi-year projections of all categories of revenues and expenditures. Projections for future increases or decreases in revenue or expenditures are based on reasonable assumptions that have been clearly identified and publicly communicated to constituencies through presentations to participatory governance committees and the Board of Trustees. Budgets are based on projections, assumptions, and in consideration of short- and long-term challenges ([III.D.11.01](#)).

For long-term and future liabilities and obligations, the College and District establish plans and allocate resources for meeting such commitments and responsibilities. For example, the current Actuarial Study of Retiree Health Liabilities Under GASB 74/75, with a valuation date of June 30, 2020, shows a \$52,254,214 reduction of the District's total liability ([III.D.11.02](#)). This reduction was due primarily to a planned recent transition to the CalPERS medical program from a legacy plan. In addition to this substantial reduction in the long-term OPEB obligation, the District established in 2009 the Futuris Public Entity Investment Trust, an irrevocable trust that is managed in compliance with the applicable GASB standards. The District remitted \$9 million to the Trust in March, 2011 and subsequent remittances have brought the total contribution to date of \$14,450,000. Investment earnings also help address the District's long-term liability. With investment earnings totaling \$8,440,864, the Fiduciary Net Position of the Trust on June 30, 2020 was \$22,890,864 ([III.D.11.03](#)). By subtracting the Fiduciary Net Position from the Total OPEB liability, the District's Net OPEB Liability is \$110,722,815.

### Analysis and Evaluation

The College meets the standard. The levels of ongoing and one-time financial resources at the College and District assure there is a reasonable expectation of both short-term and long-term financial solvency. The District maintains a 5 percent reserve that is required by the California Community Colleges Chancellor's Office and this minimal requirement is supplemented by additional unrestricted general fund balances in Funds 111, 113, and 114. Maintaining an ample level of reserves helps assure short-term and long-term solvency by conserving resources that can be utilized to mitigate financial shortfalls that might arise during emergency conditions or challenging economic circumstances. The balances of other select funds can be utilized for financial stability, as necessary. The College and District set aside funds, invest funds, and identify future funding sources that will pay for long-term and future liabilities, including other post-employment benefits (OPEB).

**III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

#### **Evidence of Meeting the Standard**

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. In alignment with Governmental Accounting Standards Board (GASB) requirements, the District contracts for, and receives, a full actuarial valuation to determine overall liability of post-retirement medical benefits and future medical costs every two years, with an update completed in the off-years for the deferred inflows and outflows that impact the comprehensive annual financial report. GASB Statements 74 and 75 set the accounting standard for public sector employers to identify and report their OPEB liabilities. The current report is a full study with a valuation date of June 30, 2020 ([III.D.12.01](#)). This report shows a \$52,254,214 reduction of the District's total OPEB liability, due primarily to a recent transition to the CalPERS medical program from a legacy plan.

General Findings of the Actuarial Study (valuation date June 30, 2020):

	June 30, 2019	June 30, 2020	Change
Total OPEB liability	\$185,867,89	\$133,613,679	-\$52,254,214
Plan fiduciary net position	\$22,070,524	\$22,890,864	\$820,340
District's net OPEB liability	\$163,797,369	\$110,722,815	-\$53,074,554

The District pays the annual costs of retiree health benefits on a pay-as-you-go basis. Also, in alignment with best practice and fiscal prudence for effective administration of an unfunded liability for retiree health benefits, the District has established and oversees the Futuris Public Entity Investment Trust, an irrevocable trust that is managed in compliance with the applicable GASB standards. The District remitted \$9 million to the Trust in March, 2011. Since that time, additional dollars have been remitted for a total contribution to date of \$14,450,000. Investment earnings help address the District's long-term liability. With investment earnings totaling \$8,440,864, the Fiduciary Net Position of the Trust at June 30, 2020 was \$22,890,864 ([III.D.12.02](#)). By subtracting the Fiduciary Net Position from the Total OPEB liability, the District's Net OPEB Liability is \$110,722,815.

Oversight of the Futuris Trust is provided by a Retirement Board of Authority (RBOA) comprised of District personnel. Further, Benefit Trust Company is the qualified Discretionary Trustee for asset and fiduciary management and investment policy development. Keenan & Associates is the Futuris Trust Program Coordinator, providing oversight and guidance of the program to the District. RBOA meetings occur regularly with Keenan Financial Services, Benefit Trust Company, Morgan Stanley, and District staff ([III.D.12.03](#)). Separately, the District has set-aside \$1,000,000 in a designated reserve ([III.D.12.04](#)) to contribute toward CalSTRS and CalPERS rate stabilization, as needed, in consideration of future

statutorily established rate increases. At this time, the STRS and PERS annual employer rates that are set in statute are funded on a pay-as-you-go basis. Vacation leave is capped at a maximum accrual of 240 hours for classified positions and 320 hours for management positions, with Memorandums of Understanding that have allowed for carryover exceptions during the COVID-19 pandemic. For FY21, the end-of-year total liability balance for compensated absences is \$5,920,352 while the workload balancing liability is \$767,854 ([III.D.12.05](#)). The District sets-aside the current liability for compensated absences in the general fund at an amount equal to the average of the previous three-years of vacation usage in the first quarter of the fiscal year, as confirmed by the independent auditor. The workload balancing liability is fully funded and accounted for in Fund 691 ([III.D.12.06](#)). The District reviews these balances regularly and adjusts for compensated absences and workload balancing liabilities in the general ledger semi-annually.

### Analysis and Evaluation

The College meets this standard. The District has established budgetary processes and resources to address long-term obligations. The District utilizes regularly prepared actuarial studies to calculate its OPEB liability in compliance with GASB requirements, and factors the information into its financial planning and budgeting. The District's actuarial valuation report is current and prepared in accordance with GASB accounting standards. As a best practice for funding OPEB liabilities, the District has established and funded an irrevocable trust. The District pays the statutorily set CalSTRS and CalPERS employer rates on a pay-as-you-go basis and has also established a designated reserve to help lessen the impact on the general fund of future rate increases, as necessary. Vacation leave for employees is capped and there is also a limit for banked load leave. The District regularly reviews and budgets for future compensated absences and banked load leave obligations.

### **III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

### Evidence of Meeting the Standard

The District annually assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the district.

In March 2002, the electorate of Ventura County approved Measure S in the amount of \$356.3 million for the construction and rehabilitation of facilities. The Measure S remaining liability is the entirety of the District's locally incurred debt at this time. Payments on general obligation bonds are made by the bond interest and redemption fund with local property tax collections. All long-term debt is recognized in the 2020-2021 Annual Audit Report ([III.D.13.01](#)). The District's long-term debt includes the following:

- 2002 General Obligation Series C Bonds
- 2011 General Obligation Refunding Bonds
- 2014 General Obligation Refunding Bonds
- 2015 General Obligation Refunding Bonds

- 2019 General Obligation Refunding Bonds

The County of Ventura Auditor and Controller's office administers the bond debts, including the collection from taxpayers and the debt payment. Debt service payments occur in August and February. The Director of Fiscal Services reviews the invoice prepared by US Bank against the related debt service schedules. Once accuracy is confirmed through reconciliation, the Vice Chancellor of Business and Administrative Services authorizes approval of the debt service payments ([III.D.13.02](#)).

### Analysis and Evaluation

The college meets this Standard. Other than the described Measure S General Obligation bonds, which are municipal bonds repaid by the county's taxpayers, the District does not have any other locally incurred debt obligations.

**III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### Evidence of Meeting the Standard

The District has policies and procedures in place to ensure financial resources are used in a manner consistent with the intended purpose of the funding source. Effective oversight of debt instruments begins with [BP 6307](#) – Debt Issuance and Management and [AP 6307](#) – Debt Issuance and Management ([III.D.14.01](#), [III.D.14.02](#), [III.D.14.03](#)). As bond proceeds are spent, the District adheres to requirements of an [annual bond audit](#) ([III.D.14.04](#)) as well as Citizen Oversight Committee meetings ([III.D.14.05](#), [III.D.14.06](#)). In accordance with Education Code Section 15278, a Citizen Oversight Committee was established for the Measure S General Obligation bond. The committee provides oversight ensuring that 1) bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities; 2) no bond revenues are expended for any teacher or administrative salaries or other college operating expenses; and 3) the public is informed about the District's expenditure of bond proceeds. Measure S expenditures were concluded in the 2019-20 fiscal year and, relatedly, the committee no longer exists.

Auxiliary organizations at California community college districts are non-profit organizations, which are separate legal entities that operate pursuant to title 5, section 59255. The District auxiliary organizations consist of the Moorpark College Foundation, Oxnard College Foundation, and Ventura College Foundation. The mission of the Ventura College's Foundation is:

*The Ventura College Foundation transforms students' lives through education by providing innovative and vital resources and financial support. The Foundation collaborates with Ventura College to enhance human potential, civic engagement, careers, and academic success of students enabling their effective impact and legacy on the college, local workforce, and our community.*

The Foundation receives and manage philanthropic gifts made on behalf of the District and to raise awareness and funds for College programs and students. The Foundation maintains a Board of Directors that monitors its financial activities. The District's Board of Trustees also receives and reviews the [annual audit](#) of the Foundation ([III.D.14.07](#)). BP 3600 – Auxiliary Organizations and AP 3600 – Auxiliary Organizations guide Foundation operations ([III.D.14.08](#), [III.D.14.09](#)). A master agreement between the District and the Foundation further delineates the functions, programs, or services the auxiliary organization is to administer, manage, or operate.

Restricted general fund programs, which include grants and categorical programs, are established to provide specialized services. These programs are funded through federal, state, and local agencies for a particular purpose. BP 3280 – Grants and AP 3280 – Grants ([III.D.14.10](#), [III.D.14.11](#)) address the grant application, review, and approval process and convey a districtwide commitment to support efforts to secure funding that supplements institutional efforts to enhance the learning environment for students, in alignment with identified and articulated needs and goals. All grants being considered by the College must be reviewed and approved through the Chancellor's Cabinet before submission to the funding agency. Grants and categorical programs are audited annually and an independent auditor renders an opinion on federal compliance as well as state compliance. All grants and categorical programs are accounted for separately with each program assigned its own unique fund code and organization code combination in the District's ERP system. All quarterly and annual reports are reviewed by College and District fiscal services for final review before submittal to the appropriate agency.

### **Analysis and Evaluation**

The college meets this Standard. Board policies and procedures, monitored by both internal reviews and external audits, ensure that all financial resources, including debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

**III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

### **Evidence of Meeting the Standard**

The cohort student loan default rates of the College for the past three years of available data are FY18, 12.1%; FY17, 11.7%; and FY16, 14.6% ([III.D.15.01](#)). Accordingly, the College is in compliance with the 30% or less rate that is required by the U.S. Department of Education (USDE). To ensure ongoing compliance, the College regularly monitors student financial aid activity, offers loan and debt counseling and financial aid workshops, and maintains a Default Prevention Plan ([III.D.15.02](#)) that is initiated as needed. Further, the College provides a comprehensive Financial Aid website ([III.D.15.03](#)) that includes easy-to-understand financial aid policies and information; a Chatbot that can answer frequently asked questions; step-by-step instructions for completing the Financial Aid process, inform students on debt management, and provide answers to generally asked questions.



The College monitors and manages its loan default rates, revenue streams, and assets through:

1. A contractual partnership with Student Connections, a national default servicing company that reaches out to delinquent borrowers requesting payment.
2. An audit of the Student Financial Aid Trust Fund as part of the District independent audit. This fund is used to track federal resources provided for financial aid awards, loans, and work study salaries to students. The District follows the California Community Colleges Budget and Accounting Manual ([III.D.15.04](#)), as required by Education Code Section 70901 and 59011.
3. The USDE Common Origination and Disbursement (COD) website ([III.D.15.05](#)) is used to process, store, and reconcile College financial aid data for major Title IV federal student aid programs, such as Pell, FSEOG, and Federal Direct Loans. These loans are disbursed based on individual student eligibility.
4. COD supplements College and District budget tracking systems by providing a tool for processing and viewing federal awards data.
5. The USDE operates “G5”, a grants management system that communicates with the COD system to process school specific obligations and make payments (drawdowns) against those obligations.
6. The District ERP, Banner, is used for processing student financial aid applications and helps maintain compliance by generating federal reports that meet the latest requirements.

The College is in compliance with Federal Title IV regulations and requirements for managing federal financial aid. The College financial aid office and District fiscal services monitor financial aid funds and disbursements on a regular basis. The annual audit performed by an external auditor includes a federal compliance audit opinion on Title IV funds. The annual audit includes testing the federal Title IV program against the compliance supplement published by the Office of Management and Budget (OMB). Financial aid personnel prepare yearly close-out of COD, Pell, and Direct Loans, along with monthly reconciliations for these programs, and conduct verification and updates of student applications when changes become necessary through student or agency initiated change. Additionally, the College demonstrates compliance with the Title IV program through the timely annual submission of the Fiscal Operations Report and Application to Participate (FISAP) ([III.D.15.06](#)) and Federal Student Aid (FSA) EZ audit reports ([III.D.15.07](#)).

### **Analysis and Evaluation**

The College meets this standard. The College financial aid office and District fiscal services monitor financial aid funds and disbursements on a regular basis. The default rate is proactively monitored and managed. College and District policies and oversight utilize commonplace systems and accounting standards to ensure compliance with federal requirements and guidelines. The College financial aid department conducts self-audits plus numerous internal checks and balances that help ensure compliance with Federal Title IV regulations. Additionally, staff workload assignments are changed periodically during the year to ensure a well-informed, cross-trained financial aid staff who are highly skilled in multiple aspects of financial aid matters.



## *Contractual Agreements*

**III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

### **Evidence of Meeting the Standard**

All contractual agreements with external entities support the College mission and goals, are governed by institutional policies, and contain appropriate provisions to mitigate risk, maintain institutional integrity, and help sustain or advance the quality of programs, services, and operations. On behalf of the College, the District enters into contractual agreements with various individuals, firms, and other governmental agencies for the purpose of procuring or providing a variety of services. Each of these agreements contribute in an important way toward the effective operation of the College and its instructional programs and student support services. For example, contractual agreements have been established with local hospitals, agricultural farms, and veterinarian clinics, in support of these instructional programs ([III.D.16.01a](#), [III.D.16.01b](#)). The District also has agreements with software manufacturers, software providers, and software integrators for products and services that power the institution's instructional learning management system, student registration and support systems, and enterprise application software for finance and human resources. Moreover, the College and District maintain contractual agreements with key partners such as Barnes & Noble Bookstore for campus bookstore management as well as a public private partnership with ForeFront Power for the construction and operation of solar power arrays on campus.

The College and District adhere to BP 6330 – Purchasing ([III.D.16.02](#)) and AP 6330 – Purchasing ([III.D.16.03](#)) for all contracts. On an individual case basis, the formal review process for executing an agreement includes a review by the College, the District's General Services Department, the appropriate Vice Chancellor, the Vice Chancellor of Business and Administrative Services, and legal counsel, as necessary. In addition to these processes, agreements for grants or special programs in which the College receives funding to perform certain activities or conduct specific programs must pass through additional approvals through the College's fiscal services office ([III.D.16.04](#)) and at Chancellor's Cabinet at the District ([III.D.16.05](#), [III.D.16.06](#)). Further, contractual agreements are approved or ratified by the Board of Trustees ([III.D.16.07](#)). The District Office Purchasing Department maintains an electronic workflow process ([III.D.16.08](#)) to record contracts, memorandums of understandings, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, Board of Trustee approvals, and insurance requirements.

### **Analysis and Evaluation**

The College meets this Standard. Contractual agreements with external entities are governed by governing board policies and administrative regulations. All contracts undergo appropriate College and/or District review processes to assure they contain appropriate provisions that are consistent with institutional mission and goals. Approved agreements, whether for personal and professional services,

lease purchase, instructional programs and services, contract education, facility usage, or any other purpose, are vetted through multiple checkpoints to ensure that provisions are designed to sustain institutional integrity and the quality of programs, services, and operations.

### **Conclusions on Standard III.D: Fiscal Resources**

Ventura College meets all components of this Standard. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College and District manage financial affairs with transparency and integrity while ensuring short- and long-term financial stability. The College's budget development process involves participatory governance and derives from well-defined structures including institutional planning, and program review which align with the College mission and goals. Board policies and operating procedures are in place and effectuated at the College and District to ensure sound financial practices and fiscal stability.

Financial information is shared broadly to all constituencies in a timely and ongoing manner. College and districtwide participatory governance processes collectively contribute to meaningful financial planning and budget development, following guidelines and processes defined and documented in BP 6200 and AP 6200. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through governance committees, working groups, cabinet meetings, and operational meetings of programs and departments. Annual budget, planning, and financial disclosure documents are accessible by all. Financial statements and reports of actual and projected revenues and expenses are highlighted and discussed in various governance groups as part of budget development and institutional planning processes.

College and District personnel adhere to established policies and procedures in applying appropriate internal controls for effective financial management. In accordance with approved board policies and administrative procedures, an internal control structure with appropriate control mechanisms is in place. External independent audits are conducted on an annual basis. Budget and audit information is publicly available and regularly presented to the Board of Trustees.

The College financial aid office and District fiscal services monitor financial aid funds and disbursements on a regular basis. The default rate is proactively monitored and managed. The College financial aid department conducts self-audits plus numerous internal checks and balances that help ensure compliance with Federal Title IV regulations.

Finally, contractual agreements with external entities are governed by governing board policies and administrative regulations. All contracts undergo appropriate College and/or District review processes to assure they contain appropriate provisions that are consistent with institutional mission and goals.

### **Evidence List**

[III.D.1.01](#): BP 6200 Budget Preparation

[III.D.1.02](#): CCCC CO BAM

[III.D.1.03](#): VCCCD BAM

[III.D.1.04](#): VCCCD IFM

[III.D.1.05](#): BP 6250 Budget Management  
[III.D.1.06](#): BP 6300 Fiscal Management  
[III.D.1.07](#): General Fund Revenue  
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[III.D.1.10](#): Adoption Budget Revenue Allocation  
[III.D.1.11](#): DCAS Charge  
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[III.D.1.14](#): [Recent Grants](#) (Title III, Mental Health, and Student Housing)  
[III.D.1.15](#): Ventura College Program Review Handbook  
[III.D.1.16](#): Out-of-Cycle Request Process  
[III.D.2.01](#): Board Goals  
[III.D.2.02](#): Educational Master Plan  
[III.D.2.03](#): VCCCD BAM  
[III.D.2.04](#): DCAS Charge  
[III.D.2.05](#): BP 6200 Budget Preparation  
[III.D.2.06](#): BP 6250 Budget Management  
[III.D.2.07](#): BP 6300 Fiscal Management  
[III.D.2.08](#): VCCCD FFM  
[III.D.2.09](#): CCCC BAM  
[III.D.2.10](#): DCAS Meeting Notes (1/20/22)  
[III.D.2.11](#): DCAS Meeting Notes (2/17/22)  
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[III.D.2.13](#): Board of Trustees Meeting (3/08/22)  
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[III.D.2.15](#): Budget Resource Committee (Participatory Governance Handbook)  
[III.D.2.16](#): Captain's Chat Presentation ([a](#), [b](#), [c](#))  
[III.D.2.17](#): Collegewide Newsletters ([Online Archive](#))  
[III.D.2.18](#): Program Review Rubrics ([a](#), [b](#), [c](#))  
[III.D.3.01](#): BP 6200 Budget Preparation  
[III.D.3.02](#): AP 6200 Budget Preparation  
[III.D.3.03](#): Budget Development Timeline  
[III.D.3.04](#): DCAS Charge and Membership  
[III.D.3.05](#): FY23 Allocation Model  
[III.D.3.06](#): FY23 Budget Assumptions  
[III.D.3.07](#): FY23 Infrastructure Funding Model  
[III.D.3.08](#): DCAS Meeting Notes (1/20/22)  
[III.D.3.09](#): Board of Trustees Agenda - Item 15.01 Assumptions (3/8/22)  
[III.D.3.10](#): Board of Trustees Agenda - Item 15.02 Allocation Model (3/8/22)  
[III.D.3.11](#): Board of Trustees Agenda – Item 15.03 IFM (3/8/22)  
[III.D.3.12](#): Ventura College Program Review Handbook  
[III.D.3.13](#): Budget Resource Committee (Participatory Governance Handbook) Committee Webpage  
[III.D.3.14](#): Ventura College Resource Prioritization Results ([Program Review 2021-2022 Webpage](#))  
[III.D.4.01](#): DCAS Notes (1/21/21)  
[III.D.4.02](#): Board of Trustees Agenda – Item 9.01 (1/19/21)  
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[III.D.4.08](#): VCCCD BAM  
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[III.D.5.01](#): BP 6300 Fiscal Management  
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[III.D.5.04](#): AP 6400 Audits  
[III.D.5.05](#): DOC Agenda (1/6/22)  
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[III.D.5.07](#): ASC Agenda – Item 4.01 (12/16/21)  
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[III.D.5.14](#): BP 6330 Purchasing  
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[III.D.6.01](#): VCCCD BAM  
[III.D.6.02](#): [Program Review Handbook](#); Prioritization Rubrics ([Equipment](#), [Technology](#), [Facilities](#))  
[III.D.6.03](#): VCCCD Webpage Budget Document  
[III.D.6.04](#): VCCCD Webpage State Reporting  
[III.D.6.05](#): VCCCD Website Financial Statements  
[III.D.7.01](#): BP 6400  
[III.D.7.02](#): Ventura County CCD 2021 Final Financials  
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[III.D.8.03](#): DOC Agendas  
[III.D.8.04](#): CCIA Conference Agenda Spring 2018  
[III.D.8.05](#): BP 6400  
[III.D.8.06](#): AP 6400  
[III.D.8.07](#): Ventura County CCD 2021 Final Financials  
[III.D.8.08](#): VCCCD Audit Excerpt-GAS  
[III.D.8.09](#): VCCCD Audit Excerpt-UG  
[III.D.8.10](#): Corrective Action Plan  
[III.D.8.11](#): ASC Agenda – Item 4.01 (12/16/21)  
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[III.D.8.13](#): Board of Trustees Agenda – Item 15.01 (1/18/22)  
[III.D.9.01](#): BP 6250 Budget Management  
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[III.D.9.03](#): General Fund Revenue  
[III.D.10.01](#): BP 6300 Fiscal Management  
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[III.D.10.04](#): BP 6200 Budget Preparation  
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[III.D.10.18](#): Workflow Screenshot  
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[III.D.11.02](#): Actuarial Study 2020  
[III.D.11.03](#): RBOA Annual Report  
[III.D.12.01](#): Actuarial Study 2020  
[III.D.12.02](#): RBOA Annual Report  
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[III.D.12.04](#): STRS-PERS Designated Reserve  
[III.D.12.05](#): Audit Workload Balance  
[III.D.12.06](#): Fund 691  
[III.D.13.01](#): VCCCD 2021 Final Financials  
[III.D.13.02](#): January Debt Service Payment Signed  
[III.D.14.01](#): Board of Trustees Agenda – Item 12.02 (9/10/2019)  
[III.D.14.02](#): BP 6307 Debt Issuance and Management  
[III.D.14.03](#): AP 6307 Debt Issuance and Management  
[III.D.14.04](#): Bond Audi BoT Agenda – Item 9.01 (2/9/21)  
[III.D.14.05](#): AP 6740 Citizens Oversight Committee  
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[III.D.14.08](#): BP 3600 Auxiliary Organizations  
[III.D.14.09](#): AP 3600 Auxiliary Organizations  
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[III.D.14.11](#): AP 3280 Grants  
[III.D.15.01](#): Federal Student Aid: Default Rate Center  
[III.D.15.02](#): Financial Aid Counseling ([Link to Website](#))  
[III.D.15.03](#): Financial Aid Website ([Link to Website](#))  
[III.D.15.04](#): CCCC BAM

[III.D.15.05](#): USDE COD Website  
[III.D.15.06](#): 2021-2022 FISAP Submission  
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[III.D.16.03](#): AP 6330 Purchasing  
[III.D.16.04](#): Grant Approval Request Form  
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[III.D.16.07](#): DAC VCCCD ETP Board Approval (4/12/2022)  
[III.D.16.08](#): Workflow Screenshots

## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to support and sustain the colleges.

### **IV.A. Decision-Making Roles and Processes**

**IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

#### **Evidence of Meeting the Standard**

Administrators, faculty, staff, and students are encouraged to improve practices, programs, and services by way of several venues. Through the Administrative Council, the Academic Senate, the Classified Senate, and the Associated Students of Ventura College (ASVC), each constituent group has a representative governance body or standing meeting in which to share ideas and express opinions ([IV.A.1.1](#)). In addition, the College's program review and integrated planning processes encourage all programs and services to create objectives for program improvement. Planning, program review, and budget development and allocation processes are integrated and are under the coordinated oversight of the College Planning Committee (CPC), the Budget Resource Committee (BRC), the Facilities Oversight Group (FOG), the Technology Advisory Group, and the Faculty and Classified Staffing Priorities Group. The work of these committees and groups requires extensive discussion and representative participation in order to generate recommendations. All College planning is part of a functional system unified by a common set of assumptions and well-defined procedures and is dedicated to improving institutional effectiveness. The driving force for all College efforts is student learning. Assessments focus on how well students are learning and based on those assessments, changes are made to improve student learning and success.

#### **Analysis and Evaluation**

Faculty, staff, and students contribute suggestions for improvement through participation in their respective Senates and through involvement in a wide variety of governance, operational, and advisory committees and groups. Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

**IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

The manner in which administrators, faculty, staff, and students take part in decision-making is described in the 2019-2025 Participatory Governance Handbook ([IV.A.2.1](#)). Full-time and part-time faculty members are represented in governance by the Academic Senate. The Academic Senate assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725 ([IV.A.2.2](#)). The VCCCD Board of Trustees agreed in Board Policy 2510 ([IV.A.2.3](#)) to function with the Academic Senate in academic and professional matters under the mutual agreement option. When the Board fails to reach mutual agreement with the Academic Senates, existing policy remains in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Classified staff are also provided with opportunities to develop and respond to recommendations that have or will have a significant effect on them through the Classified Senate and a variety of committees. The collective bargaining agent, Service Employees International Union (SEIU), recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the VCCCD and Service Employees International Union ([IV.A.2.4](#)). The College values the contributions of classified employees in all aspects of its operations, and although there are no state regulations or laws defining their role in the governance process, the 2019-2025 Participatory Governance Handbook does articulate the role that classified employees play at Ventura College. The College is the first in the state to attempt to define such a broad framework for the participation of classified employees in the governance process.

In spring 2015, the Ventura College Classified Senate approved a 9 + 1 plan to define their role in making recommendations to the college administration and to the District on the following specific academic and professional matters as related to classified roles:

- Standards or policies regarding student support and success
- College governance structures, as related to classified roles
- Classified roles and involvement in accreditation processes
- Policies for classified professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Curriculum systems integration and implementation



- Degree and certificate requirements
- Educational program development
- Any other district and college policy, procedure, or related matters that will have a significant effect on Classified Staff

(Approved by the Classified Senate on March 31, 2015) ([IV.A.2.5](#))

Students are represented by the Associated Students of Ventura College (ASVC), a governance group composed of elected officers. The ASVC operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on College and District councils. ASVC offers opinions and makes recommendations to the College administration and to the Board of Trustees regarding District and College policies and procedures that have or will have a significant effect on students.

Administrators are appointed by the College president or the District chancellor to committees based on function or position.

In spring 2018, a taskforce of the College Planning Committee was convened to evaluate the prior handbook (i.e., Making Recommendations at Ventura College) and develop an updated version. This taskforce included the Academic Senate President, Classified Senate President, ASVC President, and the Dean of Institutional Effectiveness. The group spent nearly a year and a half analyzing and evaluating the governance system at VC, as well as systems at other community colleges. The culmination of this work was the 2019-2025 Participatory Governance Handbook. This handbook includes a detailed description of the governance system, the charges and memberships of all committees, and the roles and expectations of participants in decision-making processes.

In addition to defining the role of each constituent group, the 2019-2025 Participatory Governance Handbook also describes the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. The College has divided committees into five categories:

1. Governance Committees – groups with elected and/or appointed members that make recommendations directly to the College President. These groups adhere to Brown Act Standards.
2. Operational Committees – groups with membership appointed by the Senates, ASVC, and College President that make recommendations to governance committees.
3. Advisory Groups – Groups with open membership that make recommendations on specific topics to operational or governance committees.
4. Councils – informational/operational groups with membership defined by position.
5. Task Forces or Ad-Hoc Groups – groups created by a committee or council to complete a specific short-term task.

The Handbook lists all governance, operational, and advisory committees and describes the charge, membership, relationship to other committees (if any), and meeting times for each committee. To ensure that committee chairs can effectively lead their committees through this process, an annual committee chair training is held. This training is led by the Dean of Institutional Effectiveness and covers the key aspects of the Participatory Governance Handbook, as well as best practices in facilitating meetings. It also gives committee chairs a forum to discuss their own best practices, as well as how they have solved issues that have come up in past meetings.

The College also often holds open campus forums to give the entire campus community an opportunity to weigh in on important topics. At these forums, key administrators provide updates and lead discussions, a process that encourages input from constituent groups. Input from constituent groups is also solicited by way of surveys that are emailed out to all campus email users, including managers, faculty, and classified personnel.

The Ventura County Community College District Decision-Making Handbook is a document that describes opportunities at the District level for constituent group input and outlines the manner in which ideas move through the decision-making process. As with the College's Participatory Governance Handbook, the District Handbook describes the governance role of each constituent group, divides district wide councils into categories (decision-making, advisory, or recommending), and describes the charge and membership of each committee. In addition, the District Decision-Making Handbook includes a flowchart that traces the path that recommendations follow from the originating committee or council to the Board of Trustees ([IV.A.2.6](#)).

### **Analysis and Evaluation**

The roles of faculty, staff, students, and administrators in institutional decision-making and governance are clearly defined at the College level in the Participatory Governance Handbook, and at the District Level in the Decision-Making Handbook. The job descriptions for College and District administrators assign specific governance roles for administrators. Administrators are expected to provide leadership for and support of faculty and staff in the planning, implementation, and monitoring of District and College activities while maintaining compliance with state regulations, laws, and district policies. Administrators are also expected to carry out their responsibilities in ways that support and maintain the spirit and letter of participatory governance.

The policies and procedures established for participatory governance at Ventura College are evaluated in the following ways:

- All committees conduct annual self-evaluations. Each committee sets goals at the beginning of each year. At the end of the year, the IE Office surveys all committee members to determine whether the committee met its goals. The survey also evaluates overall committee functioning (e.g., if its work aligned with its charge, if committee members felt like their opinions were valued, etc.). Committees review the results of the surveys in their last meeting of the year, as well as in the first meeting of the subsequent year ([IV.A.2.7](#)).
- The College Planning Committee regularly evaluates and updates the participatory governance

handbook ([IV.A.2.8](#)).

Prior to 2021-2022, minutes for all College committees were recorded and approved using a common format ([IV.A.2.9](#)). Those minutes are approved at the subsequent committee meeting and posted on the College website. Beginning in 2021-2022, committees began to transition away from PDF minutes and began using the BoardDocs software. This transition began in college governance committees (Academic Senate, Classified Senate, College Planning Committee), and will expand to other committees and advisory groups in 2022-2023.

**IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

### **Evidence of Meeting the Standard**

As described in IV.A.2, the roles of administrators and faculty have been defined at the College level in the 2019-2025 Participatory Governance Handbook and at the District level in the Decision-Making Handbook. These documents reflect Board of Trustees policies and procedures found in BP/AP 2510 ([IV.A.3.1](#)). The Participatory Governance Handbook is updated every six years.

The Academic Senate makes recommendations to the College administration and to the District on specific academic and professional matters including:

Curriculum, including establishing prerequisites and placing courses within disciplines;

- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

The job descriptions for College and District administrators note that administrators are expected to serve on management councils, and other district and college committees ([IV.A.3.2](#)). Administrators are appointed to specific committees by the College president or the District chancellor based on function or position.

### Analysis and Evaluation

Administrators and faculty have a clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. The manner in which recommendations move through the committee structure to the College president, the District chancellor, and/or the Board of Trustees is documented in the District's Decision-Making Handbook.

**IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

### Evidence of Meeting the Standard

The responsibilities of faculty and academic administrators for recommendations about curriculum and student learning programs and services are defined in the Curriculum Handbook ([IV.A.4.1](#)), as well as in BP 4020 (Program and Curriculum Development) ([IV.A.4.2](#)) and its accompanying AP ([IV.A.4.3](#)). Additional Board policies are articulated in BP/AP 4021 (Program Discontinuance) ([IV.A.4.4](#)) and BP/AP 4022 (Course Approval) ([IV.A.4.5](#)).

The Curriculum Committee, a subcommittee of the Academic Senate, is the primary body responsible for managing the curriculum development and review process. The responsibilities and membership of this committee are specified in bylaws of the Academic Senate, with a specific section outlining the charter of this committee ([IV.A.4.6](#)). The Curriculum Handbook outlines the specific responsibilities of faculty and administrators at all levels of the curriculum development and approval process, including the specific roles and responsibilities of program faculty in developing curriculum proposals, the role of department chairs, and deans in reviewing proposals, and the role of the Curriculum Committee members, the faculty and administrative co-chairs, and the articulation officer in oversight of the development and approval process. All decisions of the Curriculum Committee go to the District Technical Workgroup - Instructional (DTRW-I) committee and are then presented to the Board of Trustees for approval ([IV.A.4.7](#)).

All courses proposed to be taught in any percent online are submitted through the established curriculum development process. For online, hybrid, and online-enhanced courses, the Curriculum Committee is guided in its decision-making by representatives from the Distance Education Advisory Group.

### Analysis and Evaluation

Ventura College meets this Standard. Established procedure is documented in the Curriculum Handbook, and faculty primacy in the development and revision of curriculum is acknowledged.

**IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### Evidence of Meeting the Standard

Decisions are made at Ventura College (VC) through an open and transparent process. Governance, operational, and advisory committees exist at the department/program, College, and District levels. BP 2510 ([IV.A.5.1](#)) and AP 2510 ([IV.A.5.2](#)) describe Board policy and administrative procedures related to local decision-making. The College and District decision-making handbooks provide a complete framework for how and by whom decisions are made, and outline the role of administration, faculty, staff, and students in the process.

Committee appointments are made with respect to the specific expertise that prospective members possess. Governance committee faculty membership goes through the VC Academic Senate, who use a nomination and approval process. Classified staff membership on these committees goes through the Classified Senate, and student membership goes through ASVC.

The committee structures are designed so that all relevant issues at the College go through a thorough vetting process, with adequate time for a rich discussion at the lower levels.

Recommendations go to the governance committees and CPC before advancing to the president. The committees have representation from all relevant constituencies, and meetings are open to members of the College community. Governance committees adhere to the Brown Act, and those meetings are open to the public.

The College president, as well as the College vice-presidents, send out frequent email updates about important aspects of the institution's goals, decisions, and outcomes. The College president sends out a monthly newsletter as well ([IV.A.5.3](#)). College forums are held throughout the academic year, which allow for additional information to be shared, discussions to occur, and questions to be asked. Some of the forums are meant to address specific College issues, while others are open-ended.

Curricular changes follow a rigorous process, with initial development or revision by discipline faculty, followed by departmental approval, vetting by the college technical review process, before being presented to the curriculum committee.

### Analysis and Evaluation

Constituent perspectives are gathered through governance, operational, and advisory committees. College wide forums are held to encourage broader discussions of critical issues. Information is also shared through periodical emails and newsletters.

#### **IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

### Evidence of Meeting the Standard

Processes for decision-making are documented, as described in IV.A.2. The resulting decisions are shared, as described in IV.A.5. The decisions reached by College and District committees and through Board actions are widely communicated to all staff through the College president and the respective

Senate presidents. The minutes and agendas of Brown Act committees are sent out and posted online, and the College president sends out a newsletter and provides email updates. Information packets provided to committee members are also posted online ([IV.A.6.1](#)).

### Analysis and Evaluation

Handbooks document the processes for decision-making. The resulting decisions are documented in minutes and are shared through website postings, emails, and newsletters.

**IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### Evidence of Meeting the Standard

All Board policies and procedures are reviewed within a three-year cycle ([IV.A.7.1](#)). The College Participatory Governance Handbook is updated every six years. The District Decision-Making Handbook is also regularly examined and updated, typically on a three- year basis unless an issue arises during that three-year period.

College and District committees create goals at the beginning of each academic year, and then conduct a survey of their overall effectiveness and how well goals were met at the end of each academic year.

### Analysis and Evaluation

The decision-making process has been documented in handbooks at both the College and District levels. These handbooks are updated on a regular basis. College and District committees evaluate their own performance at the end of each academic year, and occasionally college wide input is sought on the effectiveness of the committee structure and decision-making processes.

### Conclusions on Standard IV.A. Decision Making Roles and Processes

Ventura College meets all components of this Standard. Our institutional leaders create and encourage innovation and excellence through an inclusive and systematic participatory governance process. This process is detailed in our comprehensive 2019-2025 Participatory Governance Handbook.

Administrators, faculty, staff, and students all have substantive and clearly defined roles in institutional governance. Our participatory governance process is regularly evaluated each year. All committees set annual goals at the beginning of each year. At the end of the year, they evaluate progress made towards those goals, as well as general committee effectiveness and functioning. A full and comprehensive evaluation of the entire governance system occurs every six years, and results in modifications and improvements which are documented in an updated Participatory Governance Handbook.

### Evidence List

[IV.A.1.1](#): 2019-2025 Participatory Governance Handbook

[IV.A.2.1](#): 2019-2025 Participatory Governance Handbook

[IV.A.2.2](#): Assembly Bill 1725

[IV.A.2.3](#): BP 2510 and AP 2510  
[IV.A.2.4](#): Article 4.8, SEIU Agreement  
[IV.A.2.5](#): Classified Senate Meeting Minutes, March 31, 2015  
[IV.A.2.6](#): VCCCD Decision-Making Handbook  
[IV.A.2.7](#): 2021-2022 Guided Pathways Committee Evaluation  
[IV.A.2.8](#): College Planning Committee Meeting Minutes, November 18, 2020  
[IV.A.2.9](#): Common Format for Minutes  
[IV.A.3.1](#): BP/AP 2510 Participation in Local Decision-Making  
[IV.A.3.2](#): Administrator Job Description  
[IV.A.4.1](#): Curriculum Handbook  
[IV.A.4.2](#): BP 4020  
[IV.A.4.3](#): AP 4020  
[IV.A.4.4](#): BP/AP 4021  
[IV.A.4.5](#): BP/AP 4022  
[IV.A.4.6](#): Academic Senate Bylaws Outlining Charter of Curriculum Committee  
[IV.A.4.7](#): Description of DTRW-I (Now called DCCI) in Participatory Governance Handbook  
[IV.A.5.1](#): BP 2510  
[IV.A.5.2](#): AP 2510  
[IV.A.5.3](#): March 2022 College President Newsletter  
[IV.A.6.1](#): Sample Information Packet Posted Online  
[IV.A.7.1](#): Calendar of Review for Board Policies

## **IV.B. Chief Executive Officer**

**IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.**

### **Evidence of Meeting the Standard**

The chancellor is the chief executive officer (CEO) of the Ventura County Community College District (VCCCD). The president serves as the CEO of Ventura College (VC) and is responsible for the institution's planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Board Policy (BP) 2430 (Delegation of Authority) clearly defines the roles and responsibilities of the CEOs ([IV.B.1.01](#)). The president has direct oversight for Academic Affairs, Student Affairs, Administrative and Business Services, Marketing and Outreach, and Institutional Equity/Effectiveness ([IV.B.1.02](#)).

Administrative Procedure (AP) 2425 (Board/District Planning) charges the chancellor with the development of a multiple-year District strategic plan prepared with input from District Consultation Council ([IV.B.1.03](#)). This plan provides broad goals to which the College links its Educational Master Plan goals, objectives, and activities.

In 2019, the current president, Dr. Kim Hoffmans, took the lead for the College in the areas of planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness as the CEO. Previously, she served as the Vice President of Academic Affairs and was involved in setting priorities, developing the Educational Master Plan 2017-2023 ([IV.B.1.04](#)), and supporting the Strategic Implementation Plan in 2020 ([IV.B.1.05](#)).

The president has primary responsibility for the quality of the College and provides oversight of processes related to institutional effectiveness. The dean of Institutional Effectiveness reports directly to the president and assists with data informed planning. The dean presents and leads discussions of annual updates related to institutional effectiveness measures and outcomes in CPC. Program reviews, participatory governance committee evaluations, and employee evaluations are a few of the multiple measurements supported by the dean of Institutional Effectiveness to evaluate the success of the institution.

The president regularly attends and obtains recommendations from the College Planning Committee (CPC) meetings ([IV.B.1.06](#)). CPC is responsible for College wide oversight of the planning process, program review, and assessment of institutional effectiveness. Planning and program review processes and documents are reviewed and discussed at CPC meetings ([IV.B.1.07](#), [IV.B.1.08](#)).

CPC reviews the strategic implementation plan each semester to confirm updates on progress of activities to meet outcomes. Integrated planning is finalized by the CPC to provide the initial broad framework for the College to begin its annual program review process. The CPC assigns a work group led by the dean of Institutional Effectiveness to review the program review process each year.



Recommendations are then reviewed and implemented to continually assess and improve the effectiveness of the program review and planning processes. For example, an out-of-cycle resources request process ([IV.B.1.09](#)) was approved through participatory governance to allow for flexibility outside of the annual program review. Departments make recommendations to their managers to determine unanticipated resource needs, such as backfill for a retirement. The requests are reviewed by the College's Executive Team, and the president informs the appropriate parties of the decision ([IV.B.1.10](#)), such as the Academic or Classified Senate presidents. In addition, the out-of-cycle requests and corresponding decisions are posted on the College website ([IV.B.1.11](#)).

The College budget is developed in accordance with District policies and administrative procedures, with distribution of general fund dollars through an agreed upon allocation model. The budget is reviewed by the president and vice presidents. Budget discussions also occur with the Budget Resources Committee (BRC) ([IV.B.1.12](#)). Banner Budget document reports are updated monthly and posted on the BRC committee page for transparency and communication to constituency groups ([IV.B.1.13](#)). New and on-going general operating dollars as well as one-time funds are allocated based on prioritized program review requests from the various College divisions and departments. The program review process includes the use of student learning outcomes assessment and student success outcomes data to document improvement and provide justification for new budget requests. The requests are also linked directly to the Educational Master Plan goals, District Board goals, and relevant planning documents. A taskforce of the Academic Senate, a taskforce of the Classified Senate, the Facilities Oversight Group, and Technology Advisory Group review and prioritize the College requests in various categories of faculty staffing, classified employee staffing, equipment including IT, and facilities. The prioritized requests are then presented to the CPC and the president and vice presidents for review. The president, in consultation with the vice presidents, then finalize the priorities of the requests.

The president leads the Administrative Council and is a member of the Accreditation Steering Advisory Group. The president also periodically attends Academic Senate and Classified Senate meetings as well as other campus committees as requested. The president meets regularly with the Academic Senate president, the Classified Senate president, and the Associated Students Ventura College president. The president also attends a number of District-level meetings including the monthly Board of Trustees meetings and Board sub-committee meetings, Consultation Council, District Council on Accreditation and Planning, and Chancellor's Cabinet.

The selecting and hiring of all employees at the College follow the applicable Board policies and administrative procedures. The president conducts the final interviews for all new full-time faculty hires, classified supervisors, and academic administrators as specified in BP/AP 7120 A-E ([IV.B.1.14](#)). Additionally, the president reviews and approves the final paperwork for all permanent employee hires.

The president conducts annual evaluations of the vice presidents, the dean of Institutional Effectiveness, the director of Outreach and Marketing, the executive director of the Ventura College

Foundation, and the executive assistant. For all employee evaluations that occur at the College, the president completes final review and sign-off.

The president reviews professional development activities with the faculty and classified chairs of the Professional Development Coordination Council. The president and vice presidents participate in Flex Day and employee orientation sessions. The College allocates funds to support employee attendance at professional conferences and other professional and leadership development activities. In District- and College-led professional development opportunities, employee participation is also supported and encouraged.

### **Analysis and Evaluation**

The College president ensures the quality of the College and provides leadership related to planning, budgeting, personnel, and assessing the effectiveness of the institution. The president oversees policies, procedures, and systems in place to support her in this role.

**IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

The VC president provides leadership and oversight for the organizational structure of the College that supports the effectiveness of the institution. Authority related to Academic Affairs, Student Affairs, and Business Services divisions is delegated to the appropriate vice president.

Annually, the College conducts individual program reviews, evaluating employee resources in connection with department goals and outcomes. Based on these assessments, programs request hiring positions to assist with meeting the needs of their department. Positions are prioritized by various committees, and recommendations are presented to the president ([IV.B.2.01](#)). The president, in consultation with the executive team, review the prioritized positions in the context of the entire institution to determine where there may be gaps or opportunities for improvement with additional employee hires. The president ranks the employee requests, and they are filled based on available funds. The priorities, once established, are posted on the College program review site ([IV.B.2.02](#)). In addition, the president sends a memo to the academic and classified senates with the results ([IV.B.2.03](#)) and attends participatory governance committee meetings to answer questions and explain rationale for hiring decisions ([IV.B.2.04](#)).

The president’s “Executive Team” consists of the three vice presidents. The executive director of the VC Foundation, director of Outreach and Marketing, and the dean of Institutional Effectiveness are included for specific agenda items when needed. The president meets weekly with the Executive Team. This is the opportunity to share updates, progress on key initiatives, and new ideas. Additionally, the Academic Senate and Classified Senate presidents are routinely invited to attend Executive Team meetings to provide consultation. Each administrator is given the authority and is expected to perform his or her job duties and responsibilities. The president conducts annual performance evaluations for

her direct reports and signs off on the evaluations for all College employees.

The vice president for Academic Affairs is supported by six academic deans and is responsible for serving as the Chief Academic Officer of the College, as well as for the overall design, organization, delivery, supervision, evaluation, and fiscal management of academic support services and programs of the College ([IV.B.2.05](#)).

The vice president of Student Affairs, supported by two deans, is responsible for serving as the Chief Student Development Officer, which include the overall design, organization, delivery, supervision, evaluation, and fiscal management of a comprehensive student development program, and charged with promoting and delivering programs and services that enhance student and staff success, achievement, and retention ([IV.B.2.06](#)).

The vice president for Business and Administrative Services serves as the College's chief financial officer and is responsible for the administrative oversight of Business and Administrative Services. The vice president works in conjunction with assigned managers and supervisors, directing, coordinating, and supervising various administrative and business service functions of the college, maintenance of the college physical plant, and facilities planning, development, and construction ([IV.B.2.07](#)).

### Analysis and Evaluation

An administrative structure is in place that reflects the institution's purposes, size, and complexity. Through an annual program review, the College evaluates and adjusts the administrative structure to best support institutional needs, purpose, size, and complexities. Appropriate authority and delegation of responsibilities is apparent in the assignments of the vice presidents and other support administrators.

#### **IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

### Evidence of Meeting the Standard

The College president works through participatory governance committees and processes, such as the College Planning Committee and program review, to establish policies and procedures to improve the

institution. The College Planning Committee (CPC) oversees the ongoing assessment of programs and services and tracks progress toward institutional improvement and student achievement.

The planning and program review processes are data-driven using information from SLO assessment results, surveys, enrollment data, and selected student success measures. The integrated planning cycle results in prioritized resource requests. The priorities are based on potential for impact for institutional improvement in teaching and learning linked to the College mission, the five broad goals included in the Educational Master Plan ([IV.B.3.01](#)), and the more specific College objectives in the 2010-2023 Strategic Implementation Plan ([IV.B.3.02](#)). Institutional measures of success are currently set, and progress summarized in the Educational Master Plan Success Objective Progress Report is reviewed and discussed in the spring semester at CPC ([IV.B.3.03](#)).

Planning and resource requests at the program or service unit level occur during the program review process, which entails an evaluation of standard data that includes student success measures and SLO assessment results. The program review requests from the units are then evaluated and prioritized by several committees according to the category of the request. The committees include a Taskforce of the Academic Senate, a Taskforce of the Classified Senate, the Technology Advisory Group, and the Budget Resource Committee. The committees prioritize the requests and forward their recommendation to the president for review and approval. Additionally, the requests and activities of VC are linked to the College mission, educational master plan goals, and strategic implementation plan objectives.

College-level evaluation occurs with the discussion of progress on meeting institutional effectiveness measures annually at the CPC, along with review of progress on strategies included in the strategic implementation plan. District-level evaluation occurs with annual review and discussion of the institutional effectiveness measures with the Board, which occurs each June ([IV.B.3.04](#)).

### **Analysis and Evaluation**

The president, with the assistance of the IE dean, directs the three-tiered process that integrates planning and resource allocation to support student achievement and learning. The president is involved in guiding or participating in the process at the program or service unit level, the college level, and the district level.

**IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

### **Evidence of Meeting the Standard**

BP 3200 on Accreditation ([IV.B.4.01](#)) mandates the chancellor to ensure that the District comply with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) and of other District programs requiring special accreditation. The chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations. Board

members are involved in the accreditation processes through periodic reports on the progress of the three colleges toward preparing institutional self-studies and toward addressing accreditation recommendations ([IV.B.4.02](#)). BP 2200 (Board Duties and Responsibilities) provides guidance to Board members in their responsibilities to ensure academic integrity and its related areas as well as in policy setting and other fiscal matters ([IV.B.4.03](#)). Two Board members participate in the Planning, Accreditation, and Student Success Board subcommittee, and one Board member serves on a state-level accreditation committee.

The District Council on Accreditation and Planning (DCAP) is a sub-group of the District Consultation Council and advises the chancellor, through Cabinet and the District Consultation Council on matters pertaining to the development, monitoring, compliance and evaluation of district wide accreditation cycle activities, review of Board policy and corresponding procedures, and district wide strategic planning ([IV.B.4.04](#)).

The College president is held responsible for ensuring that VC meets or exceeds Accreditation Standards and Eligibility Requirements. To this end, the president appoints the College Accreditation Liaison Officer (ALO) and the committee's academic lead. The president also periodically attends the Accreditation Steering Advisory Group ([IV.B.4.05](#)). The committee is composed of a cross-functional team of faculty, staff, and administrative leaders who, with the president, have the responsibility to ensure continuous quality improvement and compliance with accreditation standards ([IV.B.4.06](#)).

### **Analysis and Evaluation**

The president is an active member of DCAP and is held responsible for the College's compliance with Accreditation Standards. The president has also assigned the vice president of Academic Affairs to serve as the Accreditation Liaison Officer (ALO) and has approved reassignment of a faculty member to serve as the accreditation co-chair. The Accreditation Steering Advisory Group meets regularly, and while not a standing member of this group, the president often attends.

**IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

### **Evidence of Meeting the Standard**

The chancellor and the college presidents are responsible for the implementation of statutes, regulations, and governing board policies and procedures. These CEOs provide the leadership to ensure that institutional practices are consistent with the institution's mission and policies and to ensure effective control of budget and expenditures. The District chancellor's office is responsible for vetting all proposed policies and procedures prior to submission for Board approval. Once policies are approved by the Board of Trustees, the policies are implemented at the colleges and the district. All policies and procedures are provided on the District website ([IV.B.5.01](#)).

The president is an active participant at Board of Trustees meetings and regularly attends the Board Subcommittee meetings. In addition, the president serves on district level committees, including

Chancellor's Cabinet, Chancellor's Administrative Council, Consultation Council, and District Council on Accreditation and Planning (where she currently serves as the co-chair). Discussion at these meetings includes budget, enrollment management, positions, planning, accreditation, policies, and administrative procedures. Relevant information from the district meetings is shared by the president with her Executive Team, Administration Council ([IV.B.5.02](#)), and with various College committees. In addition, updates on these topics are provided in the periodic President's Message newsletter ([IV.B.5.03](#)) to the College, during open forums, and during Flex Day presentations. These various meetings and venues allow the president to ensure that institutional practices are consistent with the institutional mission and policies.

The College has a defined participatory governance process ([IV.B.5.04](#)). The committees, councils, work groups, and taskforces operate within the framework of applicable statutes, regulations, and Board policies.

The vice president of Business and Administrative Services leads the daily fiscal management of the College. The vice president provides regular updates on the budget during Executive Team, Administrative Council, and College Planning Committee meetings. Additional budget oversight, discussion, and recommendations also occur at the Budget Resources Committee ([IV.B.5.05](#)) that is co-chaired by the vice president. The president and Executive Team are responsible for developing and monitoring the annual College budget and finalizing funded resource requests forwarded through the program review process.

### **Analysis and Evaluation**

The College adheres to statutes, regulations and Board policies, and the president ensures that the College's practices are consistent with its mission and policies.

## **IV.B.6 The CEO works and communicates effectively with the communities served by the institution.**

### **Evidence of Meeting the Standard**

The president communicates with the College community through periodic newsletter updates, College wide forums, participation and reports at College councils and committees, participation and presentations during Flex Days/All College Day, and attendance at many College events and functions ([IV.B.6.01](#), [IV.B.6.02](#), [IV.B.6.03](#)). The president also communicates with the communities served by the institution through membership in organizations and community committees, community presentations, and meetings with community leaders. The president supports the work of the Ventura College Foundation and participates, as a board member, in meetings to share information about the College and its students.

The president is a member of the Advisory Committee for the California Lutheran University Doctor of Education Program, serves as a member on the Workforce Development Board for Ventura County, and participates on a number of other community committees and work groups including the City of Ventura – Ventura Unified School District – Ventura College Liaison committee. In addition, the president frequently attends community functions including the College Area Community Council

meetings, United Way Women's United Education Awards and Ventura County Economic Development Business Outlook Conference. The College Area Community Council, which comprises home and business owners in the area surrounding the College, meets monthly and receives updates from the city and the College. The president attends this meeting several times a year.

The Ventura College Foundation prepares an annual Foundation Impact report that contains information about the College and students. This is widely distributed in the community and includes an introduction from the president ([IV.B.6.04](#)).

### **Analysis and Evaluation**

The president provides communication of relevant information to the College through attendance at committee meetings, newsletter updates, and presentations on campus in various venues.

### **Conclusions on Standard IV.B: Chief Executive Officer**

Ventura College meets all components of this Standard. The president of the College has primary responsibility for the planning, organizing, budgeting, hiring and developing personnel, and the quality and effectiveness of the institution. Delegation of responsibilities occurs as appropriate to ensure optimal functioning of the organization. The president guides and communicates institutional innovation and improvements through participatory governance processes, planning, and research.

The president assures compliance with accreditation, statutes, regulation, and governing board policies. In conjunction with the vice president of Business and Administrative Services, the president establishes and maintains effective control over the budget and expenditures.

### **Evidence List**

[IV.B.1.01](#): BP 2430 Delegation of Authority

[IV.B.1.02](#): Organizational Chart, President's Office

[IV.B.1.03](#): AP 2425 Board/District Planning

[IV.B.1.04](#): Educational Master Plan

[IV.B.1.05](#): Strategic Implementation Plan, 2020

[IV.B.1.06](#): College Planning Committee membership and charge, Participatory Governance Doc

[IV.B.1.07](#): CPC minutes discussing planning and president attended

[IV.B.1.08](#): Sample Program Review Documents

[IV.B.1.09](#): Out-of-Cycle Program Review Process

[IV.B.1.10](#): Example of letter to Academic Senate of Approved Out-of-Cycle Request

[IV.B.1.11](#): Screen Shot and URL of Out-of-Cycle Requests on the Program Review website

[IV.B.1.12](#): Example of BRC Minutes with Discussion of Budget Allocation

[IV.B.1.13](#): Screen Shot and URL with Monthly Budget Report

[IV.B.1.14](#): BP/AP 7120 (A-E) Recruitment and Hiring

[IV.B.2.01](#): Program Review Spreadsheet with Position Requests

[IV.B.2.02](#): Position Prioritization webpage

[IV.B.2.03](#): Example of Position Priority Letters to Academic and Classified Senate Presidents

[IV.B.2.04](#): Academic Senate Agenda with President to Discuss Position Priorities

[IV.B.2.05](#): Vice President of Academic Affairs [Job Description](#)

[IV.B.2.06](#): Vice President of Student (Affairs) Support [Job Description](#)

[IV.B.2.07](#): Vice President of Business Services [Job Description](#)

[IV.B.3.01](#): Education Master Plan

[IV.B.3.02](#): 2010-2023 Strategic Implementation Plan

[IV.B.3.03](#): [Educational Master Plan Success Objective Progress Report](#)

[IV.B.3.04](#): June Board of Trustee Strategic Planning Session

[IV.B.4.01](#): BP 3200 Accreditation

[IV.B.4.02](#): VCCCD Board of Trustees Accreditation Update (October 2022: Item 11.03)

[IV.B.4.03](#): BP 2200 Board of Trustees Duties and Responsibilities

[IV.B.4.04](#): DCAP Minutes with notes on review of BP 3200

[IV.B.4.05](#): ASAG minutes noting president's attendance

[IV.B.4.06](#): ASAG committee membership from Participatory Governance Handbook

[IV.B.5.01](#): Screenshot of Board Doc list of VCCCD BPs

[IV.B.5.02](#): Admin Council minutes with District updates (No link available)

[IV.B.5.03](#): Remote Work email from the president to the college (no link available)

[IV.B.5.04](#): Participatory Governance Document

[IV.B.5.05](#): BRC minutes from April 21, 2021

[IV.B.6.01](#): Message in a Bottle Newsletter October 2021

[IV.B.6.02](#): Captain's Chat agenda

[IV.B.6.03](#): All College Day presentation slides with link to video, Fall 2020

[IV.B.6.04](#): Ventura College Foundation Impact Report 2019-2020



## **IV.C. Governing Board**

**IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### **Evidence of Meeting the Standard**

The Ventura Community College District is governed by an elected board of five trustees ([IV.C.1.01](#)). BP 2200 Board Duties and Responsibilities outlines the responsibilities of the Board of Trustees, which include establishing academic standards and graduation requirements, improvement of the quality, integrity, efficiency, and effectiveness of district student learning programs and services, and oversight of the stability and sustainability of finances necessary to support student learning programs and services within the District's mission ([IV.C.1.02](#), [IV.C.1.03](#)). BP 2205 Delineation of System and Board Function further clarifies the role of the board and its relationship to each college, also illustrated in greater detail in the District's Participatory Governance Handbook ([IV.C.1.04](#), [IV.C.1.05](#)). BP and AP 2410 Board Policy ensure regular review of board policies with a five-year review cycle. The most recent cycle includes an additional two years, now 2016-2023, due to pandemic challenges ([IV.C.1.06](#), [IV.C.1.07](#)).

### **Analysis and Evaluation**

The VCCCD Board of Trustees has authority over and responsibility for policies related to the quality and effectiveness of both academic and student services programs, as well as the financial health of the institution. Relevant board policies codify those specific responsibilities and ensure regular review of board policies.

**IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

BP 2715 and AP 2715(A) cover the Board of Trustees Ethics and Standards and affirm each trustee's status as a member of a legal entity that is strongest and most effective when acting as a unit, not as a group of individuals ([IV.C.2.01](#), [IV.C.2.02](#)). AP 2715(A) Board Code of Ethics affirms that trustees will support and maintain ethical principles including the imperative to "Recognize that individual Board members have no legal authority outside the meetings of the Board and fully support Board actions as a unit once taken."

The Board Ground Rules agreed to during the August 4, 2020, Board of Trustees Meeting outline trustees' commitment to working as a transparent, effective, and respectful entity and appear on every board meeting agenda ([IV.C.2.03](#)). One ground rule, in particular, addresses acting as a unit and reads "once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again."

### Analysis and Evaluation

BP 2715 and AP 2715(A) provide guidance to the Board regarding acting as a collective entity. The Board has reaffirmed its understanding of trustee roles and responsibilities through the establishment and review of Board Ground Rules.

#### **IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

### Evidence of Meeting the Standard

The Board of Trustees oversees the hiring and evaluation of the Chancellor. BP 2431 CEO Selection outlines the framework for recruiting a Chancellor ([IV.C.3.01](#)). The most recent CEO hiring took place in 2022, and the timeline and process were broadly distributed. The Board discussed and publicly shared its recruitment process during multiple meetings, affirming recruitment committee membership, district and community representation and participation, the position description, and timelines ([IV.C.3.02](#), [IV.C.3.03](#), [IV.C.3.04](#), [IV.C.3.05](#)).

Similarly, the evaluation process for the Chancellor is specifically codified in BP 2435 Evaluation of the Chancellor and further delineated in AP 2435, requiring formal evaluation at least once each fiscal year ([IV.C.3.06](#)). The Board uses evaluation criteria based on the Board Policy, the Chancellor's job description, performance goals and objectives, and mutual agreement with the Chancellor as listed in BP 2430 Delegation of Authority to Chancellor ([IV.C.3.07](#)).

The Board is responsible for adhering to the evaluation cycle and process, conducting its evaluation of the Chancellor on an annual cycle, typically in June ([IV.C.3.08](#)). The Board completes the evaluation process with the Chancellor.

### Analysis and Evaluation

The VCCCD Board of Trustees has established policies for selecting and evaluating the Chancellor and follows these policies as described, including an annual evaluation of the Chancellor's performance.

#### **IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

### Evidence of Meeting the Standard

Members of the Board of Trustees are elected by the electorate in five designated trustee areas, as outlined in BP 2100 Board Elections ([IV.C.4.01](#)). They are an independent group of elected officials who represent the public's interest to ensure educational quality at all three colleges of the District. A student Board member is selected each year by the students from each of the three colleges, as detailed in BP 2105 Election of Student Member ([IV.C.4.02](#)). The Board has the responsibility to advocate for and defend the District and the three colleges, while protecting the institutions from undue influence or political pressure. Current Board members serve four-year terms and elections are staggered to ensure continuity.

Several Board policies and administrative procedures clearly state Board organization, duties, and authority. BP 2200 Board Duties and Responsibilities, BP 2201 Board Participation in District and Community Activities, BP 2205 Delineation of System and Board Function, and BP 2430 Delegation of Authority to Chancellor provide the Board with guidelines of their roles, responsibilities, and limits to their role in district operations ([IV.C.4.03](#), [IV.C.4.04](#), [IV.C.4.05](#), [IV.C.4.06](#)).

BP 2710 Conflict of Interest, BP 2715 Board Code of Ethics/Standards of Practice, BP 2716 Political Activity, and BP 2717 Personal Use of Public/District Resources further clarify the roles of Board members in their handling of district and personal business as related to the District's educational quality ([IV.C.4.07](#), [IV.C.4.08](#), [IV.C.4.09](#), [IV.C.4.10](#)).

### Analysis and Evaluation

Board policies include clear guidelines for the roles and responsibilities of the Board with its main focus on serving as an independent, policy-making body that ensures the Colleges' educational quality in service to the public interest. Policies on conflict of interest and Board ethics clearly outline the responsibility of the Board to avoid political pressure and advocate on behalf of the institutions and the students served.

**IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

### Evidence of Meeting the Standard

BP 2200 Board Duties and Responsibilities provides broad categories of Board responsibility, including "establishment of policies consistent with the district's mission statement," "the improvement in the quality, integrity, efficiency, and effectiveness of district student learning programs and services," and "final accountability for the district's educational quality, legal matters, and financial integrity" ([IV.C.5.01](#)). The Board of Trustees has policies for engaging in district wide strategic planning and establishes district strategic goals that are consistent with the district mission to ensure the quality, integrity, and improvement of academic and service programs ([IV.C.5.02](#), [IV.C.5.03](#), [IV.C.5.04](#)). BP 6300 Fiscal Management ensures the ongoing fiscal stability of the District by the board ([IV.C.5.05](#)).

The Board of Trustees regularly reviews, discusses, and approves the budget allocation model, as well as tentative and adopted budgets ([IV.C.5.06](#), [IV.C.5.07](#)). The Board develops policy and provides broad oversight for the District (IV.C.5.01). BP 2510 Participation in Local Decision Making establishes that "The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations," which includes educational quality, legal matters, and financial integrity and stability ([IV.C.5.08](#)).

### Analysis and Evaluation

The Board of Trustees has established policies that align with the District mission and ensure the quality, integrity, and improvement of student learning programs and services. The Board engages in

District wide strategic planning, establishing district strategic goals consistent with the District mission. Regular review, discussion, and approval of District finances, including the budget allocation model and tentative and adopted budgets, enables oversight of fiscal integrity and stability. The Board of Trustees has oversight on matters related to educational quality, legal matters, and financial integrity and stability.

**IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

**Evidence of Meeting the Standard**

The Board of Trustees publishes policies that specify its size, duties, responsibilities, structure, and operating procedures along with meeting agendas and related documents on the public district BoardDocs site ([IV.C.6.01](#)). The Board consists of five members serving four-year terms elected by the public from corresponding areas of the county, with staggered elections so that roughly half the trustees are elected each election cycle ([IV.C.6.02](#), [IV.C.6.03](#)). In addition, the Board includes one student member serving a one-year term with an advisory vote, elected by the student body ([IV.C.6.04](#), [IV.C.6.05](#)). The duties and responsibilities of the Board are summarized in BP 2200 Board Duties and Responsibilities ([IV.C.6.06](#)), outlining how the Board provides broad oversight and develops policy for the district. Officers of the Board are the chair, vice-chair, and secretary. The chair and vice-chair are elected annually, while the Chancellor serves as the secretary to the Board, each with respective duties ([IV.C.6.07](#)). Additional responsibilities of the chair are designated in BP 2215 Role of the Board Chair ([IV.C.6.08](#)). BP 2220 Committees of the Board summarizes committee responsibilities and meeting frequency ([IV.C.6.09](#)). Board Policies are regularly reviewed and updated ([IV.C.6.10](#)).

Policies describe regular board meetings, special and emergency meetings, and the annual organizational meeting ([IV.C.6.11](#), [IV.C.6.12](#), [IV.C.6.13](#)). Additional operating procedures are found in several additional policies such as BP 2340 Agendas, BP 2330 Quorum and Voting, BP 2350 Speakers that describes the procedure for the public to address the Board, and BP 2360 Minutes that describes the public record of the meetings ([IV.C.6.14](#), [IV.C.6.15](#), [IV.C.6.16](#), [IV.C.6.17](#)).

**Analysis and Evaluation**

The Board of Trustees publishes policies about its size, duties, responsibilities, structure, and operating procedures, making them readily available to the public on the District BoardDocs site.

**IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

**Evidence of Meeting the Standard**

The Board regularly assesses its policies and ground rules for effectiveness in fulfilling the District and Colleges' missions and revises them as necessary ([IV.C.7.01](#)). The Board recently noted the need to revise the five-year policy/procedure review cycle, extending the review timeline by two years due to global pandemic challenges ([IV.C.7.02](#)). Consistent review is conducted through existing Colleges and

District governance bodies as outlined in the VCCCD Participatory Governance Handbook ([IV.C.7.03](#)).

The Board conducts an annual self-assessment, which takes place during the strategic planning meeting ([IV.C.7.04](#)). In addition, the Board provides verbal feedback at the conclusion of each board meeting to remind all members to continue to conduct business according to policies and procedures and VCCCD Board of Trustees Ground Rules ([IV.C.7.05](#)).

Although the review of policies and procedures is taking place, the Board does not always adhere to its published policies and procedures. The board sometimes does not consistently follow its own ground rules that appear as a standing agenda item, including Ground Rules 4 and 5 ([IV.C.7.06](#)). Ground Rule 4 includes the statement that “All other Trustees' requests for data or information shall be made at Board meetings and directed to the Board Chair. The Board Chair will then informally poll the Board to see if a majority supports the request.” Requests for information and data often come from a minority of trustees and do not have full Board support. Ground Rule 5 states, “Trustees avoid backtracking; once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again. The Board respects the requests of members to revisit issues when based on new information.”

The Board sometimes revisits items after voting on the same item. As one example, BP 5530 and AP 5530 Student Rights and Grievances were on the agenda for action to adopt having completed the appropriate participatory governance review ([IV.C.7.07](#)). Discussion took place and the board, who wanted changes to the AP, requested the policies be brought back to the relevant Board committee for further discussion ([IV.C.7.08](#)). Although APs do not fall within Board purview, the Board voted to adopt BP 5530 and both BP and AP 5530 appeared on the agenda at the next Board committee meeting ([IV.C.7.09](#), [IV.C.7.10](#)).

### Analysis and Evaluation

The District has a process and timeline for reviewing and revising all policies and procedures for their effectiveness in fulfilling the District mission. Although the review of policies and procedures is taking place, the Board does not consistently adhere to its published policies and procedures.

**IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

### Evidence of Meeting the Standard

The District, along with the three Colleges, presents data on student success to the Board of Trustees at the mid-year strategic planning sessions and periodically on focused topics. BP and AP 2425 Board/District Planning ensure that data are presented and assessed at the June strategic planning session as evidence of meeting district goals and objectives ([IV.C.8.01](#), [IV.C.8.02](#)). Institutional plans, such as College Educational Master Plans, are presented to the Board for approval before adoption ([IV.C.8.03](#), [IV.C.8.04](#)). The VCCCD Annual State of the District is presented to the Board and includes an institutional effectiveness section; the data presented includes course completion rates, course

success rates, retention rates, degrees and certificates awarded, transfer rate to four-year institutions, licensure and certification pass rate, productivity rates, and student learning outcomes/student service unit outcomes ([IV.C.8.05](#), [IV.C.8.06](#), [IV.C.8.07](#), [IV.C.8.08](#)).

The mid-year planning focuses on enrollment projections, budget updates, budget strategies, and review of Board goals and objectives. The VCCCD Strategic Plan serves as guidance for accomplishing the goals for student success ([IV.C.8.09](#)). The strategic goals were developed and adopted by the Board of Trustees at their July 7, 2021, meeting, becoming the core of the VCCCD Strategic Plan ([IV.C.8.10](#)). The strategic goals include the following: 1) Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee; 2) Increase equitable access and success for all students; 3) Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups; and 4) Actively support equitable workforce and economic development in Ventura County through partnerships, relevant programs, and pathways leading from education to careers.

### **Analysis and Evaluation**

The Board is regularly and effectively informed on key indicators of student learning and achievement. There is often discussion on these key indicators with all vital District and College employees present. Board agendas and minutes provide evidence of the board conducting a regular review of student success and academic quality improvement. In addition, they have reviewed and accepted institutional plans including Educational Master Plans from each College and the VCCCD Strategic Plan.

**IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### **Evidence of Meeting the Standard**

BP 2740 Trustee Professional Development expresses the Board's commitment and active participation in professional development activities that include new member orientation ([IV.C.9.01](#)). During the July 10, 2021, Annual Board of Trustees Strategic Planning Session, Trustees reviewed a list of proposed local, state, and national professional development activities ([IV.C.9.02](#)). A Board agenda calendar is agendaized as a standing Board of Trustees meeting agenda item to track requested and planned study sessions ([IV.C.9.03](#)). Trustees provide a report on professional development activities within a standing Board of Trustees meeting agenda item ([IV.C.9.04](#)).

Following the election of a trustee, the Chancellor, Board Chair, and Vice Chair conducted the New Trustee Orientation on December 17, 2020, with the newly elected trustee ([IV.9.05](#)). BP 2100 addresses Board elections, including staggered terms of office ([IV.C.9.06](#)).

### **Analysis and Evaluation**

The Board participates and supports ongoing training for Board development. Trustees annually review a list of professional development opportunities and attend professional development activities. Trustees provide updates during agendaized Board of Trustee Meeting Reports to report on

completed training and professional development.

**IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

#### **Evidence of Meeting the Standard**

The VCCCD Board of Trustees has an established process for Board evaluation outlined in BP 2745 Board Evaluation and the corresponding procedure ([IV.C.10.01](#), [IV.C.10.02](#)). The procedure calls for the appointment of two trustees to an Ad Hoc Committee on Board Evaluation who review the evaluation tool and recommend updates to the full Board, as needed ([IV.C.10.03](#)). Board Evaluations are usually distributed in spring; results from the performance evaluation are posted publicly and reviewed in a public meeting by trustees. Results are used to improve Board performance, academic quality, and institutional effectiveness. Evaluation results are reviewed during the Board of Trustees Annual Strategic Planning Session.

The Board uses a meeting evaluation form at the conclusion of each regular Board meeting. The agenda item includes the completed summary form from the previous meeting and a blank form to complete for the current meeting. The new evaluation process provides an opportunity for trustee assessment and discussion of areas for improvement ([IV.C.10.04](#)). As a result of evaluation in 2021, the Board organized training for members to include an overview of Board roles and practices ([IV.C.10.05](#), [IV.C.10.06](#)). Paper copies of the evaluation form are also made available at meetings for any attendee to complete for Board consideration.

#### **Analysis and Evaluation**

The Board has a policy on evaluation that includes the Board’s effectiveness in promoting and sustaining academic quality and effectiveness and which guides its annual review. Trustees review and revise their evaluation process on a regular basis. Most recently in spring 2021, the Board adopted a new evaluative procedure and participated in Board training to address evaluation feedback.

**IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

#### **Evidence of Meeting the Standard**

The Board of Trustees has approved two policies that relate to the code of ethics and exclusions for conflicts of interest. BP 2715 Board Code of Ethics/Standards of Practice includes the expected



behavior for all Board members as well as avenues for responding to any concerns regarding those standards ([IV.C.11.01](#)): “All board members are expected to maintain high standards of conduct and ethical behavior. To maintain public confidence in the board, and in the institutional integrity of the colleges under its governance, the board will be prepared to investigate the factual basis behind any charge or complaint of trustee misconduct.” The corresponding AP 2715(A) Board Code of Ethics further specifies action that may be taken when a violation is suspected, including consultation with legal counsel and/or referral to law enforcement in cases involving a violation of law ([IV.C.11.02](#)). The Chancellor and Board Chair are responsible for monitoring adherence to the code of ethics.

Several additional policies prohibit conflicts of interest among Board members. BP 2710 Conflict of Interest defines conflicts of interest and designates appropriate responses should a conflict of interest be suspected: consulting legal counsel if it is unclear whether a conflict of interest exists and complying with the California Code of Regulations regarding conflicts of interest ([IV.C.11.03](#)). AP 2710 Conflict of Interest further defines prohibited activities, including being involved in incompatible activities, holding a financial interest in any contracts voted upon (unless recusing themselves from the vote), or accepting gifts in excess of allowable amounts and types as defined in law ([IV.C.11.04](#)).

Each Board member submits a Form 700 Statement of Economic Interest annually, and these forms are retained by the district office to document the holdings of Board members and as resources should potential conflicts of interest need to be reviewed ([IV.C.11.05](#)). If a conflict of interest exists, the affected Board member abstains from the vote related to that item ([IV.C.11.06](#)) BP 2717 Personal Use of Public/District Resources further prohibits the use of District resources, except where allowable by law ([IV.C.11.07](#)).

Following a change in some of the district’s health benefits plans in 2020, the board revised BP 2725 Board Member Compensation and BP 2730 Board Member Health Benefits ([IV.C.11.08](#)).

### **Analysis and Evaluation**

To ensure compliance, a Statement of Economic Interest must be submitted annually by each board member. Policies outline actions that will be taken if violations are suspected or have occurred. The majority of Board members do not hold an economic interest in the District or its colleges. The board did not disclose financial self-interest during discussion and implementation of the changes to its own health benefits compensation.

**IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

### **Evidence of Meeting the Standard**

Authority to operate and control District business is delegated to the Chancellor by the Board of Trustees as outlined in BP 2430 Delegation of Authority to the Chancellor ([IV.C.12.01](#)). This Board Policy describes delegation of authority to the Chancellor, including but not limited to, granting the authority to supervise the general business procedures of the District and budget, to authorize



employment and fix job responsibilities, and act as the professional advisor to the Board in policy formation. BP 2434 Chancellor's Relationship with the Board further clarifies that the "Board delegates full responsibility and authority to him or her to implement and administer board policies without board interference and holds him or her accountable for the leadership and operation of the District and the colleges" ([IV.C.12.02](#)). The relationship between the Board and the Chancellor is also addressed in BP 2200 Board Duties and Responsibilities stating that the Board develops policy and provides broad oversight and delegates the implementation of its policies and performance of District duties and obligations to the Chancellor ([IV.C.12.03](#)).

The Board discussions of operational details have, at times, impeded the Chancellor's ability to implement and administer Board policies and the operations of the District. For example, BP 5530 Students Rights and Grievances, and the corresponding AP 5530 as information, have come to the Board for approval twice: on April 13, 2021, and June 15, 2021 ([IV.C.12.04](#), [IV.C.12.05](#)). No action was taken at either meeting due to repeated requests to change an administrative procedure, lying outside Board purview, that escalated student grievances to the Chancellor and Board rather than to the College President, contrary to recommended practice and recommendation of the Chancellor ([IV.C.12.06](#), [IV.C.12.07](#)).

The percentage of on-ground classes for the fall 2021 and spring 2022 schedules was a frequent topic of discussion at Board meetings ([IV.C.12.08](#), [IV.C.12.09](#)). Operational decisions regarding course modality had been vetted and discussed at the College and District level with employee and student input, but some trustees still advocated for higher numbers of in-person classes. The Board did not reach any formal recommendations or take any action regarding modality percentages, but some trustees' comments suggested that operational changes had been directed by the Board yet were not being implemented.

Another example of interference by the Board occurred when a college President verbally shared with a subset of the board a proposal and requested funding that benefitted the specific interest of one college, bypassing the District participatory governance review process, including chancellor review ([IV.C.12.10](#)). A third example occurred when the board proposed to provide input on use of federal funds ([IV.C.12.11](#)).

The Board Chair and Vice Chair met with the Standard IV.C writing team members and the Chancellor in September 2021 to review standards where there were areas of concern, including those discussed above. The Board contracted the Collaborative Brain Trust consultant, Dr. Brice Harris, who provided a summary report that included strategies for improvement after viewing meeting recordings and interviewing individuals across the District ([IV.C.12.12](#)). As follow-up, the Board had two sessions with Collaborative Brain Trust consultant, Dr. Helen Benjamin, on January 8, 2022, and on January 22, 2022, to implement some of the suggested strategies for improvement ([IV.C.12.13](#), [IV.C.12.14](#)). Outcomes from the two sessions included increased understanding of the standards and the development of a Board Vision Statement ([IV.C.12.13](#)). Dr. Benjamin will have another session with the Board for review and assessment of progress and adherence to the action steps.

### Analysis and Evaluation

The Board of Trustees has several policies that delegate responsibility and authority to the Chancellor to implement and administer board policies and hold the Chancellor accountable for the operation of the District. Sometimes the Board veers into operations interfering with the Chancellor's ability to implement and administer board policies and the operation of the District. The Board has been working with an external consultant to address areas of concern.

**IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

### Evidence of Meeting the Standard

BP 3200 Accreditation ensures that the Board of Trustees is kept informed of accreditation processes, reports, and accreditation status and that the Board is included in processes for which their involvement is required ([IV.C.13.01](#)). The Board of Trustees received training on accreditation processes for governing boards by Dr. Catherine Webb on June 21, 2021, in advance of the accreditation cycle ([IV.C.13.02](#), [IV.C.13.03](#)). The Board is kept informed of reports due to the Commission; for example, ACCJC Mid-Term reports are reviewed by the Board ([IV.C.13.04](#)). During the development of Institutional Self-Evaluation Reports, a standing agenda item on accreditation updates keeps the Board informed of progress on and timelines for the ISER, sometimes taking written form and sometimes delivered as an oral report ([IV.C.13.05](#), [IV.C.13.06](#), [IV.C.13.07](#)). When made aware of possible areas of concern for accreditation, the Board contracted with the Collaborative Brain Trust for assessment and help developing strategies for improvement, working with Dr. Helen Benjamin ([IV.C.13.08](#)).

### Analysis and Evaluation

Members of the Board of Trustees receive information about Accreditation Standards, Eligibility Requirements, accreditation status, and various accreditation processes throughout the accreditation cycle. The Board receives training about accreditation and regularly receives updates on current accreditation progress as well as reviews accreditation documents such as mid-term reports and ISERs. When learning about possible areas of concern for accreditation, the Board contracted with external consultants to help develop strategies for improvement.

### Conclusions on Standard IV.C. Governing Board

The Ventura County Community College District Board of Trustees has policies and procedures which document and guide its work to assure that each College in the District has high quality student learning programs and services. It ensures that these programs and services support the mission of the institution, and that key indicators of student learning and achievement are reviewed periodically in support of improving academic quality. The Board also ensures the financial integrity and stability of the District and colleges and adheres to its code of ethics.

However, in the areas of delegation of authority to the Chancellor and adherence to board policies, the Board has sometimes been inconsistent in its actions. There have been isolated instances where the Board has interfered in College decision-making processes. It has had direct communication with and support for particular college initiatives prior to those proposals being fully vetted by the appropriate participatory governance committees. In addition, the Board has tried to direct operational decisions despite the Chancellor's and other College leadership's stated intentions.

In 2021, the Board identified areas of needed improvement regarding its processes, contracted with a consultant to receive guidance on areas to address, and began board training in January 2022 in order to clarify and recommit to recommendations regarding improvement of its practices. Ongoing assessment and training will help to further augment progress being made on these measures.

### **Improvement Plan(s)**

The Board will undergo professional development training within six months of the ISER submission date. This professional development will reiterate the roles and responsibilities required of an independent, policy-making body. The Board will further demonstrate actions consistent with its roles and responsibilities as evidenced through its annual evaluation process.

### **Evidence List**

[IV.C.1.01](#) BP 2010 Board Member  
[IV.C.1.02](#) BP 2200 Board Duties and Responsibilities  
[IV.C.1.03](#) BP 1200 Mission Statements  
[IV.C.1.04](#) BP 2205 Delineation of System and Board Function  
[IV.C.1.05](#) VCCCD Participatory Governance Handbook January 2022  
[IV.C.1.06](#) BP 2410 Board Policy  
[IV.C.1.07](#) AP 2410 Board Policy  
[IV.C.2.01](#) BP 2715 Board Code of Ethics/Standards of Practice  
[IV.C.2.02](#) AP 2715(A) Board Code of Ethics  
[IV.C.2.03](#) VCCCD Board Ground Rules, August 4, 2020, Minutes  
[IV.C.3.01](#) BP 2431 CEO Selection  
[IV.C.3.02](#) Board of Trustees Special Meeting, 12-20-2021  
[IV.C.3.03](#) Board of Trustees Minutes, 01-22-22  
[IV.C.3.04](#) Board of Trustees Special Meeting, 02-02-2022  
[IV.C.3.05](#) Press Release Regarding Chancellor Forum, 05-04-2022  
[IV.C.3.06](#) AP 2435 Evaluation of the Chancellor  
[IV.C.3.07](#) BP 2430 Delegation of Authority to Chancellor  
[IV.C.3.08](#) Board of Trustees, 6-21-21 Agenda  
[IV.C.4.01](#) BP 2100 Board Elections  
[IV.C.4.02](#) BP 2105 Election of Student Member  
[IV.C.4.03](#) BP 2200 Board Duties and Responsibilities  
[IV.C.4.04](#) BP 2201 Board Participation in District and Community Activities  
[IV.C.4.05](#) BP 2205 Delineation of System and Board Function  
[IV.C.4.06](#) BP 2430 Delegation of Authority to Chancellor  
[IV.C.4.07](#) BP 2710 Conflict of Interest  
[IV.C.4.08](#) BP 2715 Board Code of Ethics/Standards of Practice  
[IV.C.4.09](#) BP 2716 Political Activity  
[IV.C.4.10](#) BP 2717 Personal Use of Public/District Resources  
[IV.C.5.01](#) BP 2200 Board Duties and Responsibilities

[IV.C.5.02](#) BP 2425 Board/District Planning  
[IV.C.5.03](#) BP 3250 Institutional Planning  
[IV.C.5.04](#) Board of Trustees Minutes for 2021-07-10 Planning Session  
[IV.C.5.05](#) BP 6300 Fiscal Management  
[IV.C.5.06](#) BP 6200 Budget Preparation  
[IV.C.5.07](#) Board of Trustees Minutes for 2021-06-15  
[IV.C.5.08](#) BP 2510 Participation in Local Decision Making  
[IV.C.6.01](#) Screenshot of VCCCD BoardDocs Policies  
[IV.C.6.02](#) BP 2010 Board Member  
[IV.C.6.03](#) BP 2100 Board Elections  
[IV.C.6.04](#) BP 2015 Student Member  
[IV.C.6.05](#) BP 2105 Election of Student Member  
[IV.C.6.06](#) BP 2200 Board Duties and Responsibilities  
[IV.C.6.07](#) BP 2210 Officers  
[IV.C.6.08](#) BP 2215 Role of the Board Chair  
[IV.C.6.09](#) BP 2220 Committees of the Board  
[IV.C.6.10](#) Board of Trustees Minutes, March 8, 2022  
[IV.C.6.11](#) BP 2310 Regular Meetings of the Board  
[IV.C.6.12](#) BP 2320 Special and Emergency Meetings  
[IV.C.6.13](#) BP 2305 Annual Organizational Meeting  
[IV.C.6.14](#) BP 2340 Agendas  
[IV.C.6.15](#) BP 2330 Quorum & Voting  
[IV.C.6.16](#) BP 2350 Speakers  
[IV.C.6.17](#) BP 2360 Minutes  
[IV.C.7.01](#) VCCCD Policies and Procedures Tracking Document  
[IV.C.7.02](#) BP 2410 Board Policy  
[IV.C.7.03](#) VCCCD Participatory Governance Handbook  
[IV.C.7.04](#) BOT Strategic Planning Session Minutes 2021-01-10—Item 3.01  
[IV.C.7.05](#) BOT Minutes 2022-05-11—BOT Meeting Evaluation Item 20.02  
[IV.C.7.06](#) BOT Ground Rules on Agenda  
[IV.C.7.07](#) BOT Agenda 2021-08-10  
[IV.C.7.08](#) BOT Minutes 2021-08-10—Item 15.09  
[IV.C.7.09](#) PPSS Agenda 2021-08-26—Item 6.04  
[IV.C.7.10](#) PPSS Minutes 2021-08-26—Item 6.04  
[IV.C.8.01](#) BP 2425 Board/District Planning  
[IV.C.8.02](#) AP 2425 Board/District Planning  
[IV.C.8.03](#) BOT Minutes 2019-05-14—MC EMP First Read  
[IV.C.8.04](#) BOT Minutes 2019-06-11—MC EMP Second Read  
[IV.C.8.05](#) BOT Minutes 2021-06-21—Item 4.01  
[IV.C.8.06](#) State of the District June 2021  
[IV.C.8.07](#) State of the District June 2022  
[IV.C.8.08](#) BOT Minutes 2022-06-14 June 2022  
[IV.C.8.09](#) VCCCD StrategicPlan\_2021-27  
[IV.C.8.10](#) BOT Minutes 2021-07-10—Adoption of Strategic Goals  
[IV.C.9.01](#) BP 2740 Trustee Professional Development  
[IV.C.9.02](#) Board of Trustees Strategic Planning Session 7-10-21  
[IV.C.9.03](#) Board of Trustees Future Agenda Items  
[IV.C.9.04](#) Board of Trustees Meeting Minutes 05-11-21  
[IV.C.9.05](#) New Trustee Orientation Agenda 12-17-20  
[IV.C.9.06](#) BP 2100 Board Elections  
[IV.C.10.01](#) BP 2745 Board Evaluation  
[IV.C.10.02](#) AP 2745 Board Evaluation/Board Evaluation Survey  
[IV.C.10.03](#) Board of Trustees Meeting Agenda 03.10.20, Item 10.09

[IV.C.10.04](#) Board Evaluation Form  
[IV.C.10.05](#) BOT Meeting Minutes 2022-01-08 Items 2.01, 2.02, 2.03, 2.04  
[IV.C.10.06](#) BOT Meeting Minutes 2022-01-22 Item 2.01  
[IV.C.11.01](#) BP 2715 Board Code of Ethics/Standards of Practice  
[IV.C.11.02](#) AP 2715(A) Board Code of Ethics  
[IV.C.11.03](#) BP 2710 Conflict of Interest  
[IV.C.11.04](#) AP 2710 Conflict of Interest  
[IV.C.11.05](#) VCCCD 2020 Log - Statement of Economic Interests  
[IV.C.11.06](#) Board of Trustees Meeting Minutes 09-08-20  
[IV.C.11.07](#) BP 2717 Personal Use of Public/District Resources  
[IV.C.11.08](#) VCCCS Board of Trustees Meeting Minutes 2020-10-13 Items 9.01, 9.02  
[IV.C.12.01](#) BP 2430 Delegation of Authority to Chancellor  
[IV.C.12.02](#) BP 2434 Chancellor's Relationship with the Board  
[IV.C.12.03](#) BP 2200 Board Duties and Responsibilities  
[IV.C.12.04](#) BP 5530 Student Rights and Grievances  
[IV.C.12.05](#) AP 5530 Student Rights and Grievances  
[IV.C.12.06](#) BOT Meeting Minutes 2021-04-13 Item 11.15  
[IV.C.12.07](#) BOT Meeting Minutes 2021-06-15 Items 9 and 13.03  
[IV.C.12.08](#) BOT Meeting Minutes 2021-05-25 Item 3.07  
[IV.C.12.09](#) BOT Meeting Minutes 2021-04-13 Item 8.05  
[IV.C.12.10](#) BOT Meeting Minutes 2021-08-10 Item 14.01  
[IV.C.12.11](#) BOT Meeting Minutes 2021-05-11 Item 8.02  
[IV.C.12.12](#) CBT Summary and Strategies for Improvement Report  
[IV.C.12.13](#) BOT Meeting Minutes 2022-01-08 Items 2.01, 2.02, 2.03, 2.04  
[IV.C.12.14](#) BOT Meeting Minutes 2022-01-22 Item 2.01  
[IV.C.13.01](#) BP 3200 Accreditation  
[IV.C.13.02](#) BOT Meeting Minutes 2021-06-21  
[IV.C.13.03](#) ACCJC Presentation to BOT 2021-06-21  
[IV.C.13.04](#) BOT Meeting Minutes 2020-03-10  
[IV.C.13.05](#) BOT Agenda 2022-05-11 Accreditation Update  
[IV.C.13.06](#) BOT Accreditation Update 2022-02-15  
[IV.C.13.07](#) BOT Meeting Minutes 2022-03-8  
[IV.C.13.08](#) BOT Meeting Minutes 2022-01-08 Items 2.01, 2.02, 2.03, 2.04

## **IV.D. Multi-College Districts or Systems**

**IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

### **Evidence of Meeting the Standard**

The Ventura County Community College District consists of the Chancellor's Office, District Administrative Center and three colleges: Moorpark College, Oxnard College, and Ventura College as stated in BP 1100: Ventura County Community College District ([IV.D.1.01](#)). The District employs a Chancellor, who is the CEO of this multi-college system and provides leadership in setting and communicating expectations of educational excellence and integrity through Chancellor's Forums, Town Halls, Flex Day presentations, and meetings with various committees, councils, and task forces ([IV.D.1.02](#), [IV.D.1.03](#)).

BP 2430 Delegation of Authority to Chancellor affirms that the Chancellor is appointed by the Board of Trustees which delegates to the Chancellor full authority to operate and control District business consistent with law and California regulations. The Chancellor has the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action ([IV.D.1.04](#)). As stated in BP 3100: Organizational Structure, the Chancellor "shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" ([IV.D.1.05](#)). AP 7120-B Recruitment and Hiring: College President asserts that the Chancellor is also responsible for making the final decision of whom to select for the College President positions ([IV.D.1.06](#)).

As evidenced in BP 2425 Board/District Planning, the Chancellor will ensure that the Board is engaged in districtwide Strategic Planning and that the Chancellor will prepare appropriate administrative procedures to ensure the Board participates effectively in districtwide strategic planning. The Board will conduct an annual assessment of its district strategic planning goals and objectives and their implementation to assess effectiveness in support of student learning and organizational operations. Per BP 2425 Board/District Planning, the Chancellor is also responsible for developing a multiple-year District Strategic Master Plan prepared with input from Consultation Council: the representative body designed to facilitate cross-district communication, support the governance processes at each College, and assist in district governance as described in the accreditation standards. The members of the Consultation Council include all Vice Chancellors, Director of Public Affairs and Marketing, one College Chief Instructional Officer (appointed by the Chancellor), one District Classified Representative, one College President, all Academic Senate Presidents or designees, all Classified Senate Presidents or designees, one Associated Student Government Representative, and both Collective Bargaining Unit representatives. This Strategic Plan provides general direction for subsequent board planning activities. During the board's annual June strategic planning meeting, the board, in conjunction with

district constituents, establishes, modifies, or eliminates strategic planning goals and objectives based upon demographic, economic, technological, legislative, and other changes impacting the District ([IV.D.1.07](#), [IV.D.1.08](#)).

This plan further outlines the districtwide Measures of Achievement that align with the VCCCD Strategic Goals and the CCCCO's Vision for Success Goals, incorporates and identifies major strategies to obtain the measures of achievement, and maps the districtwide measures of achievement to each of the college's strategic goals and metrics/objectives. Districtwide Tableau dashboards and reports, published on the District's institutional effectiveness websites, provide ongoing student success and institutional effectiveness data to the college and public stakeholders ([IV.D.1.09](#)). The Chancellor establishes clearly defined roles, authority, and responsibility between the colleges and the District ([IV.D.1.10](#)).

### Analysis and Evaluation

The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly scheduled district and college meetings. Clearly defined roles, authority, and responsibilities have been established between the colleges and the District. Established Board Policies and Administrative Procedures delineate the roles and responsibilities of the District and the College, as outlined in the VCCCD Integrated Planning Manual, the VCCCD Strategic Plan, Decision-Making Handbook, District Functional Map, and the District and College's websites and within organizational charts.

**IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

### Evidence of Meeting the Standard

Revisions to the District Functional Map have been ongoing to reflect the organizational changes that have taken place and more clearly define roles and responsibilities and link these responsibilities to the mission and accreditation standards ([IV.D.2.01](#), [IV.D.2.02](#)). The updated Participatory Governance Handbook which is reviewed by Consultation Council reflects the Board's policies and procedures related to the roles and responsibilities of the District and the colleges to ensure that responsibilities are clarified and delineated ([IV.D.2.03](#)). The District serves as the coordinating agency, working collaboratively with the leadership of the three colleges, to provide specific centralized services that support the colleges in achieving their missions.

Operational responsibilities and functions are coordinated through cross-functional districtwide participatory governance committees such as the Chancellor's Cabinet, the District Council on Human Resources (DCHR), the District Council on Administrative Services (DCAS), the Information Technology Administrative Committee (ITAC), the District Council on Enrollment Management (DCEM), and the



Institutional Effectiveness Advisory Committee (IEAC) ([IV.D.2.03](#)). These committees work to ensure that the District provides needed services to support the colleges' missions and District's strategic goals. District committees are assessed via a yearly survey; this self-assessment is used to redefine goals for the upcoming year. The District services have been evaluated regarding their support to the colleges via surveys distributed to the colleges through the program review process ([IV.D.2.03](#), [IV.D.2.04](#)). The District Council on Accreditation Planning (DCAP) reviews these responsibilities and functions as they relate to the accreditation standards ([IV.D.2.03](#))

Functions specifically conducted by District staff include ([IV.D.2.01](#)):

- Institutional Effectiveness ([IV.D.2.03](#), [IV.D.2.05](#), [IV.D.2.06](#)),
- Human Resources ([IV.D.2.07](#), [IV.D.2.08](#)),
- Business and Administrative Services ([IV.D.2.09](#), [IV.D.2.10](#), [IV.D.2.11](#)),
- Instructional Technology ([IV.D.2.12](#)),
- Educational Support Services ([IV.D.2.06](#), [IV.D.2.10](#)), and
- Public Affairs and Marketing ([IV.D.2.13](#)).

The District has expanded its level of service with the addition of positions such as the Vice Chancellor of Institutional Effectiveness and the Director of Public Affairs and Marketing ([IV.D.02.14](#)). This expansion is intended to support the efforts of the colleges in meeting their mission and institutional effectiveness goals.

### Analysis and Evaluation

District staff work to support the activities at the colleges and to provide the needed resources for the colleges to meet their established missions in accordance with the accreditation standards. There is a balance of responsibility of service and support activities between the District and the colleges. Functional Maps and the District Participatory Governance Handbook have been developed and refined by District committees with broad representation. DCAP, in planning the Institutional Self-Evaluation Report, has reviewed the District's processes for allocation of resources and planning to ensure the District's performance is reflected in the accredited status of the institution.

**IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

### Evidence of Meeting the Standard

BP 6200 Budget Preparation outlines eight budget development criteria that must be integrated in the budget planning process, including a commitment to supporting individual college institutional planning in alignment with the college's educational master plans as well as the requirement that "Unrestricted general fund reserves shall be no less than 5% of the current year unrestricted and designated general fund budgeted expenditures" ([IV.D.3.01](#)). The board policy provides a framework for the more detailed procedures that appear in AP 6200 ([IV.D.3.02](#)).



The Chancellor and the Vice Chancellor of Business and Administrative Services work with the leadership at the colleges on budget preparation and allocation to ensure effective operations and sustainability of the colleges and the District. The District uses a Budget Allocation Model and an Infrastructure Funding Model that address the distribution of resources and are not prescriptive of how funds are to be spent at the colleges and District Administrative Center, and these models are reviewed annually ([IV.D.3.03](#), [IV.D.3.04](#), [IV.D.3.05](#), [IV.D.3.06](#)). To ensure these processes are well-understood across the district, the Budget and Resource allocation is reviewed and discussed at the District Council for Administrative Services (DCAS), which is a districtwide participatory governance group ([IV.D.3.01](#)).

The District prepares an annual Adoption Budget and provides regular updates to the Board on the budget and financial status of the District ([IV.D.3.07](#), [IV.D.3.08](#)). The District budget and expenditures are audited annually, and these audits are reviewed, discussed, and approved by the Board of Trustees ([IV.D.3.09](#), [IV.D.3.10](#)).

### Analysis and Evaluation

The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the District. The District uses approved allocation models to allocate resources, and it ensures effective control of expenditures through the budget review process. The District operates in a financially solvent position with an adequate level of reserves. The District employs a conservative approach to allocating funded growth dollars through the allocation model.

**IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

### Evidence of Meeting the Standard

BP 2430 Delegation of Authority to Chancellor establishes that “The Chancellor will ensure that District college presidents have primary authority for institutional quality and provide effective leadership in planning, organizing, budgeting, selecting, and developing employees and assessing campus effectiveness” ([IV.D.4.01](#)). AP 7120-C Recruitment and Hiring: Academic Managers further provides that the college President has authority over processes for hiring those in college leadership positions. The President conducts final interviews and ultimately is the signatory for final hiring decisions at the college level ([IV.D.4.02](#)). The scope of the President’s authority is further delineated in the most recently revised Functional Map which provides roles and responsibilities as well as guidance for how tasks are identified for the respective functions to be administered by the colleges ([IV.D.4.03](#)). The Participatory Governance Handbook provides the roles and responsibilities of the various constituency groups and their role in the overall operational schemes at both the college and district levels ([IV.D.04](#)). Due to the pressures of the Covid-19 Pandemic, additional responsibilities have been focused with the Chancellor and delegated to the college Presidents. Consistency and standardization in response to the Pandemic and working conditions are balanced with the need for local campus decision making ([IV.D.4.05](#)).

Accountability of each college President is integrated in regular meetings with the Chancellor, as well as part of the annual evaluation process, in which goals for the year are established and mutually agreed

upon. The Chancellor assesses performance on these measures through the formal evaluation process ([IV.D.4.06](#)).

### **Analysis and Evaluation**

College Presidents are delegated with the responsibility and authority to serve as the CEO for their college. This includes the selection and management of their management team, accountability for budget development and fiscal status, short and long-term planning, and daily operations. The Presidents ensure that the colleges meet and maintain accreditation standards, provide quality programs and support services, and that resources are managed to provide for long-term operation. The District continues to value college autonomy in order to meet the different student and community needs and align with their respective missions. Through goal setting and evaluations, the Chancellor holds the college Presidents accountable for their performances and the operations of the colleges.

#### **IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

### **Evidence of Meeting the Standard**

The VCCCD Strategic Plan confirms the alignment of the State Chancellor's Office Vision for Success Goals with the Ventura County Community College District (VCCCD) Strategic Goals developed by the Board of Trustees; and allows the colleges to align their strategic plans accordingly, based on their respective planning cycles ([IV.D.5.01](#), [IV.D.5.02](#)). During the colleges' planning cycle, they establish and/or update their own strategic goals and metrics/measures, in alignment with the District's strategic goals and measures of achievement framework according to the educational, workforce, and cultural needs of the communities they serve. This process allows for the alignment with the VCCCD (and CCCCCO) as they determine the metrics they will focus on and establish their college-specific targets ([IV.D.5.03](#), [IV.D.5.04](#)).

To collect feedback on the metrics included in the VCCCD strategic plan, the VCCCD Strategic Measures of Achievement, the Strategies, the alignment with the CCCCCO's Vision for Success Goals, and the newly formed VCCCD Strategic Goals were placed into an easy-to-read "crosswalk" with correlating data and reasoning behind the metrics and baseline determination. Distribution throughout the District occurred between the months of August 2021 and October 2021 for review and comment ([IV.D.5.05](#), [IV.D.5.06](#), [IV.D.5.07](#), [IV.D.5.08](#)).

Although the VCCCD' Strategic Plan defines the Strategic Measures of Achievement that will be used for the district as a whole, in order to create a uniform methodology, the plan only includes districtwide targets, with the understanding that each of the colleges establishes metrics that maximize their growth in alignment with these targets. This strategic plan serves as a planning framework for the colleges, allowing colleges the autonomy and responsibility for implementing the goals and measures of achievement of the district plan, through their own college-based strategic or educational master plans ([IV.D.5.09](#)).

Annually, the VCCCD Chancellor reviews the progress made on each strategic measure of achievement, provides an update of accomplishments, and recommends areas of improvement to prioritize for continuous improvement at the Board of Trustees Strategic Planning Session(s) ([IV.D.5.10](#)).

The District Institutional Effectiveness teams' creation of Tableau Dashboard visualizations allow transparency while providing ongoing progress made toward the VCCCD Strategic Plan's measures of achievement ([IV.D.5.11](#)). Tableau provides the tool to disaggregate data by ethnicity, gender, age, location and multiple additional filters to identify success, diversity, and equity gaps among the various student populations. The VCCCD Strategic Plan's measures of achievement are subject to regular review and revision, while remaining responsive to the needs of the students and the community ([IV.D.5.12](#), [IV.D.13](#)).

The Institutional Effectiveness Advisory Council (IEAC) maintains a "survey calendar" which identifies the various surveys, participants, and timelines that are ongoing throughout the academic year ([IV.D.5.14](#)). These surveys offer insight as to what is working and what might need to be improved. The IEAC is a participatory governance committee composed of representation across the District ([IV.D.5.15](#)).

In addition, there are ongoing discussions throughout the District at other participatory governance committees, such as the District Council Enrollment Management, on priorities related to the strategic plan, with an emphasis on identifying those common activities that all three colleges can work on toward the achievement of desired VCCCD goals and strategic measures of achievement ([IV.D.5.16](#)). In addition, it offers the opportunity to have discussions to improve and/or support the enhancement of district support systems (business services, human resources, institutional effectiveness, marketing etc.) to promote the accomplishment of the strategic measures of achievement districtwide.

By creating districtwide measures, colleges will be able to compare their progress with the District as a whole. Utilizing data throughout the strategic plan cycle to refine and improve the support of all groups involved supports the continuous improvement of the District, and in turn, supports the success of all students at each of the colleges and within the community ([IV.D.5.17](#), [IV.D.5.18](#)).

In March 2022, the District Council on Accreditation Planning's (DCAP's) title and charge were modified to the District Council on Accreditation *and* Planning and assigned the responsibility of districtwide planning. Simultaneously, the District Council on Enrollment Management's (DCEM's) reporting structure was modified to report to the District Council on Accreditation *and* Planning (DCAP). ([IV.D.5.19](#), [IV.D.5.20](#), [IV.D.5.21](#), [IV.D.5.22](#)).

### **Analysis and Evaluation**

District and college planning are integrated with a framework and workflow that also ensures that the missions of the district and colleges align. The missions focus on student learning and achievement and involve institutional effectiveness for sustainability in providing quality educational opportunities throughout the county. Data on student learning and achievement are regularly evaluated at the colleges and presented to the board to inform the development of new goals and objectives by the

board as part of continuous quality improvement. The Strategic Plan serves as the framework for bringing together and integrating the goals of the California Community College Chancellor's Office, the VCCCD Board of Trustees and the three community colleges. The strategic plan focuses on realizing the full potential of each college within the district and meeting the future workforce needs of the region.

**IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

#### **Evidence of Meeting the Standard**

BP 3250 Institutional Planning describes a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research ([IV.D.6.01](#)). The VCCCD Participatory Governance Handbook is a comprehensive guide to collaborative decision-making and participatory governance processes between and among faculty, staff, and student representatives at each of the District's four sites and outlines reporting structures among committees to ensure that information is shared more broadly to relevant constituents. The purpose of this handbook is to clarify the participatory governance process used within our District, which is a significant pathway for communication regarding college and district business. The relationship of college committees to district committees is mapped, and the respective role and authority of the various governing bodies are defined. All District groups report to the Chancellor ([IV.D.6.02](#)).

The VCCCD Decision-Making Handbook is located on the District website and referenced in BP 2205 (Delineation of System and Board Functions), BP 2510 (Participation in Local Decision Making), and AP 2510 (Participation in Local Decision Making) ([IV.D.6.03](#), [IV.D.6.04](#), [IV.D.6.05](#)). Some of the key committees outlined in the handbook are:

- Chancellor's Cabinet
- Chancellor's Presidents Council
- Chancellor's Administrative Council
- District Consultation Council
- District Council on Administration Services
- District Council on Accreditation and Planning
- District Council on Human Resources
- Institutional Effectiveness Advisory Committee

Minutes from District and college council/committee meetings are shared publicly and available on BoardDocs ([IV.D.6.06](#), [IV.D.6.07](#)). District governance committees provide a forum for sharing information with college and district constituent groups. Each group consists of college and district administrators and constituent group representatives and meets regularly to ensure that information for decision-making is provided. At the initial meeting of each academic year, each governance committee reviews the committee charge and membership to ensure that the roles and responsibilities remain pertinent. This also serves as an

orientation for new committee members about their role in serving as a constituency representative and the responsibility of sharing information and action items with their constituency group.

A recent example of a communication cycle which illustrates how information is shared to inform students, employees, and the community about operational decisions relates to COVID-19 communications. The item has been regularly discussed during the Chancellor's Cabinet and Consultation Council meetings and placed on the agenda for Board of Trustees meetings ([IV.D.6.06](#)). District and college communications are distributed to students and employees with information on district and college decisions, protocols, policy, and other related information ([IV.D.6.07](#)). The district and college websites are also updated regularly with information on decisions impacting students, employees, and the community ([IV.D.6.08](#)).

### Analysis and Evaluation

There are multiple processes for sustaining timely, accurate, and complete information between the District and colleges. Regular meetings take place with the Chancellor's leadership team, Chancellor's Cabinet, district councils and committees, as well as task forces and workgroups, to ensure timely, accurate, and complete communication is provided about their decision-making processes. Meeting records are recorded and posted on the District's website and on BoardDocs, which connects district decision-making information to employees, students, and the public.

**IV.D.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### Evidence of Meeting the Standard

Board Policy 3225 Institutional Effectiveness identifies the VCCCD Board of Trustees' commitment to developing a framework of indicators designed to measure the ongoing condition of the District's operational environment ([IV.D.7.01](#)). The District's Institutional Effectiveness Advisory Committee (IEAC), which is a districtwide participatory governance committee, facilitates collaboration with relevant stakeholders across the District to improve the availability and accuracy of data (quantitative and qualitative) as well as the communication and sharing of districtwide resources assuring the linking of research, data collection, planning strategies, program development, and assessment ([IV.D.7.02](#)). The IEAC also maintains an annual survey calendar, identifying surveys throughout the District, which are updated on an ongoing basis at IEAC meetings ([IV.D.7.03](#)).

Systemwide, the Participatory Governance Handbook includes the District Governance Evaluation process for each participatory governance committee ([IV.D.7.04](#)). Each participatory governance committee throughout the District is evaluated annually, and results are utilized to inform the modification of the committee's charge as well as the development of new goals for the upcoming year ([IV.D.7.05](#), [IV.D.7.06](#)). Participatory Governance minutes, which include the committee's reflection on the outcomes, are publicly posted ([IV.D.7.07](#)).

Planning processes and communication about institutional effectiveness are also shared at meetings of the Board of Trustees. For example, at the June 21, 2021 Board of Trustees' Strategic Planning Session,

the Chancellor presented the State of the District Update and responded to trustee questions. The overview included a year-in-review, which integrated an overall assessment of the District's COVID-19 Response, discussion of the District's student success support systems, and a statewide/VCCCD comparative review of data trends. These trends included five-year course success rates - disaggregated by ethnicity, five-year college level Math and English completion rates disaggregated by ethnicity, as well as hiring demographics to include a three-year trend of ethnicity percentages by employee groups.

The Chancellor also presented multiple examples of the VCCCD's partnerships and service to the community, highlighting ongoing partnerships and activities across the three colleges. An examination of the financials related to HEERF COVID Relief funding, unrestricted general fund resources and tentative budget discussions was also provided, along with discussions focusing on districtwide sustainability, website redesign, information technology security, and employee development and support ([IV.D.7.08](#))

In follow-up, a discussion ensued, correlating the CCCC's Vision for Success and the VCCCD Strategic Goals. Each strategic goal was fine-tuned, based on the discussions at the Strategic Planning Session which included the Chancellor's presentation to the Board of Trustees. As a result of the Strategic Planning Session, a draft crosswalk was developed that identified the correlating CCCC Vision for Success Metrics, VCCCD Strategic Goal, the Measures of Achievement, and the Major Strategies to facilitate the obtainment of the measures ([IV.D.7.09](#)). These VCCCD Strategic Measures and Strategies were vetted at all three colleges and the District through the Classified Senates, Academic Senates, Chancellor's Cabinet, and Consultation Council ([IV.D.7.10](#), [IV.D.7.11](#)). The creation of a regularly updated public VCCCD Tableau dashboard facilitates the communication, identifies progress, and provides an ongoing status update relative to achieving the measures of achievement that directly correlate to the VCCCD Strategic Goals and the CCCC's Vision for Success Goals ([IV.D.7.12](#)). During the January 22, 2022 Board of Trustees meeting, the VCCCD Strategic Plan, which incorporated the Strategic Measures of Achievement and the Major Strategies, was reviewed ([IV.D.7.13](#), [IV.D.7.14](#), [IV.D.7.15](#)).

A regularly scheduled update on Institutional Effectiveness at the Board of Trustees strategic planning session meetings includes information and data on the VCCCD strategic measures of achievement ([IV.D.7.16](#)).

### **Analysis and Evaluation**

Governance and decision-making policies, procedures, and processes are routinely evaluated on an annual basis with a focus on evaluating effectiveness and making improvements as warranted. Under the Chancellor's leadership, the District implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness data and evaluation support. The most recent revision of the District's strategic planning process included alignment of the District's goals with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success Goals. This fostered a planning

environment with greater clarity to monitor outcomes using Tableau dashboards to assess and evaluate progress. The public Tableau dashboard is the tool utilized to widely communicate outcomes with data used as a basis for improvement.

### **Conclusions on Standard IV.D: Multi-College Districts or Systems**

Ventura County Community College District is composed of three colleges and the district offices. The Chancellor provides overall leadership for the District and ensures that there is coordinated planning across the District with sufficient direction to colleges to support agreed-upon district goals. Board policies and administrative procedures, along with the Participatory Governance Handbook, delineate roles and responsibilities between district offices and the respective colleges and outline decision-making processes. Regular communication across the District and an integrated planning process that aligns district and college efforts further support achievement of institutional outcomes. The Chancellor ensures effective control of expenditures and delegates authority to each President to implement policies. Regular assessment of systems, policies, and practices takes place, and results are shared via publicly posted planning documents, reports to the Board of Trustees, and communications across the District.

### **Evidence**

[IV.D.1.01](#) BP 1100: Ventura County Community College District  
[IV.D.1.02](#) Flex Day Presentation Fall 2020  
[IV.D.1.03](#) College Forums Presentation February 2020  
[IV.D.1.04](#) BP 2430: Delegation of Authority to Chancellor  
[IV.D.1.05](#) BP 3100: Organizational Structure  
[IV.D.1.06](#) AP 7120-B: Recruitment and Hiring: College President  
[IV.D.1.07](#) Minutes from BoT July 10, 2021  
[IV.D.1.08](#) BP 2425: Board/District Planning  
[IV.D.1.09](#) Participatory Governance Handbook  
[IV.D.1.10](#) Functional Map  
[IV.D.2.01](#) BP 2205 Delineation of System and Board Functions  
[IV.D.2.02](#) Functional Map 2016  
[IV.D.2.03](#) Participatory Governance Handbook  
[IV.D.2.04](#) 2021 05.13 IEAC Meeting Notes – Self Appraisal Reference  
[IV.D.2.05](#) BP 3225 Institutional Effectiveness  
[IV.D.2.06](#) 2021 02.09 Institutional Effectiveness Update to BoT  
[IV.D.2.07](#) BP 7120 Recruitment and Hiring  
[IV.D.2.08](#) BP 7140 Collective Bargaining  
[IV.D.2.09](#) AP 6200 Budget Preparation  
[IV.D.2.10](#) AP 6250 Budget Management  
[IV.D.2.11](#) AP 6300 Fiscal Management  
[IV.D.2.12](#) AP 3720-A Computer and Network Use  
[IV.D.2.13](#) Public Affairs and Marketing Board of Trustees Report October 2020  
[IV.D.2.14](#) Approval of the Director of Public Affairs Position BoT  
[IV.D.3.01](#) BP 6200 Budget Preparation  
[IV.D.3.02](#) AP 6200 Budget Preparation  
[IV.D.3.03](#) Budget Allocation Model 2021-2022



[IV.D.3.04](#) 2022 Infrastructure Funding Model  
[IV.D.3.05](#) BoT Budget Allocation Model Approval 2020 03.10  
[IV.D.3.06](#) BoT Infrastructure Funding Model Approval 2021 03.23  
[IV.D.3.07](#) 2019-2020 Adoption Budget  
[IV.D.3.08](#) BoT Adoption Budget 09.11.18  
[IV.D.3.09](#) BoT Audit Approval 2021 03.09  
[IV.D.3.10](#) 2020 Ventura County CCD Report  
[IV.D.4.01](#) BP 2430 Delegation of Authority to Chancellor  
[IV.D.4.02](#) AP 7120-C Recruitment and Hiring: Academic Managers  
[IV.D.4.03](#) Functional Map  
[IV.D.4.04](#) Participatory Governance Handbook  
[IV.D.4.05](#) March 2, 2020 email  
[IV.D.4.06](#) Administrator – Supervisor Evaluation 10.17 fill-in form  
[IV.D.5.01](#) Board of Trustees Strategic Planning Session Minutes 06.21.21  
[IV.D.5.02](#) Board of Trustees Strategic Planning Session Minutes 07.11.21  
[IV.D.5.03](#) VCCCD Strategic Plan 2021-2027  
[IV.D.5.04](#) Final Strategic Plan Presentation to the Board January 22, 2022  
[IV.D.5.05](#) Draft VCCCD Strategic Goals, Measures of Achievement and Strategies Revised 07.29.21  
[IV.D.5.06](#) Strategic Measures of Achievement & Strategies PowerPoint Classified Senate  
[IV.D.5.07](#) Strategic Measures of Achievement & Strategies PowerPoint DCEM Sept 10  
[IV.D.5.08](#) Strategic Measures of Achievement & Strategies PowerPoint Academic Senate  
[IV.D.5.09](#) Oxnard College Strategic Plan 2018 - 2023  
[IV.D.5.10](#) 2021 06 VCCCD State of the District Chancellor  
[IV.D.5.11](#) [Tableau Dashboard Data](#)  
[IV.D.5.12](#) VCCCD Board of Trustees Mid-Year Strategic Planning Session January 22, 2022 Minutes  
[IV.D.5.13](#) [VCCCD Board of Trustees Mid-Year Strategic Planning Session January 22, 2022 Video](#)  
[IV.D.5.14](#) IEAC Survey Calendar 03.02.21  
[IV.D.5.15](#) VCCCD Survey Strategy Plan v2 03.02.21  
[IV.D.5.16](#) 2021 12.10 DCEM Meeting Notes  
[IV.D.5.17](#) 2021 09.10 DCEM Meeting Notes  
[IV.D.5.18](#) 2022 01.14 DCEM Meeting Notes  
[IV.D.5.19](#) 2022 03.17 DCAP Meeting Notes  
[IV.D.5.20](#) 2022 03.04 DCEM Meeting Notes  
[IV.D.5.21](#) DCAP Charge  
[IV.D.5.22](#) DCEM Charge  
[IV.D.6.01](#) BP 3250 Institutional Planning  
[IV.D.6.02](#) VCCCD Participatory Governance Handbook  
[IV.D.6.03](#) BP 2205 Delineation of System and Board Functions  
[IV.D.6.04](#) BP 2510 Participation in Local Decision-Making  
[IV.D.6.05](#) AP 2510 Participation in Local Decision-Making  
[IV.D.6.06](#) 10.01.21 Consultation Council Meeting Notes  
[IV.D.6.07](#) 2021 10.14 IEAC Meeting Notes  
[IV.D.6.08](#) 2021 12.06 FY22 Marketing Communications Outreach Calendar  
[IV.D.7.01](#) BP 3225 Institutional Effectiveness  
[IV.D.7.02](#) Institutional Effectiveness Advisory Committee Charge  
[IV.D.7.03](#) Mar 11, 2021 - Institutional Effectiveness Advisory Committee Meeting Update: Survey Planning  
[IV.D.7.04](#) See page 13 Participatory Governance Handbook



[IV.D.7.05](#) 2021 DTRW-SS Self-Appraisal Results  
[IV.D.7.06](#) 2020 DTRW-I Self-Appraisal Results  
[IV.D.7.07](#) 2020 06 04 ATAC Meeting Notes  
[IV.D.7.08](#) VCCCD State of the District Chancellor Updates June 21, 2021  
[IV.D.7.09](#) Draft VCCCD Strategic Goals, Measures of Achievement and Strategies July 29, 2021  
[IV.D.7.10](#) Strategic Measures of Achievement, Strategies PowerPoint MC Classified Senate  
[IV.D.7.11](#) Strategic Measures of Achievement & Strategies PowerPoint Academic Senate  
[IV.D.7.12](#) [Tableau Dashboard Strategic Measures of Achievement – Data](#)  
[IV.D.7.13](#) VCCCD Strategic Plan 2021-2027  
[IV.D.7.14](#) Final Strategic Plan Presentation to the Board January 22, 2022  
[IV.D.7.15](#) [VCCCD Board of Trustees Mid-Year Strategic Planning Session January 22, 2022 Video](#)  
[IV.D.7.16](#) Institutional Effectiveness Quarterly Report to Board of Trustees

## Quality Focus Essay

### Introduction and Rationale

Ventura College is deeply committed to its vision to become a beacon of learning – a source of inspiration and guidance – for our students and community. In alignment with both this vision and our college mission, we have committed to several equity and social justice initiatives that focus on improving our students’ educational experiences, addressing and removing structural barriers and improving racial opportunity gaps.

The college president has not only publicly declared her commitment to this work ([QFE.01](#)), the Executive Management Team has outlined and published specific action steps that detail their plan to “Be on the SIDE of Antiracism” (Social justice, Inclusion, Diversity, Equity) ([QFE.03](#)). In addition, each of the college’s strategic plans ([QFE.02](#)) and operations plans ([QFE.04](#), [QFE.05](#)) address specific goals and strategies which demonstrate the college’s cultural humility and dedication to taking a firm stance to improve the social injustices which have created institutional barriers which have historically prevented many of our student populations from reaching their educational goals.

While Ventura College is guided by its strategic planning, our students, classified professionals, faculty, and administrators recognize the importance to be responsive to emerging needs that surface throughout our planning cycles. Our participatory governance processes allow for collaborative and innovative problem-solving, which support our dedication to meeting our students’ needs at the time they need assistance ([QFE.07](#)).

Our 2023 Quality Focused Project is the culmination of these collegewide plans, coupled with current projects which have emerged through participatory governance processes, program review conversations, and emergency planning. The below framework demonstrates the college’s dedication to creating a responsive, inclusive, and safe learning environment which allows all of our students to thrive. As the 2020-2023 Strategic Implementation Plan comes to a close, the goals, initiatives, and projects identified in the Equity Plan, Guided Pathways, and Caring Campus operational plans will inform the upcoming 2023-2026 Strategic Implementation Plan, continuing the College’s continuous cycle of integrated and strategic planning efforts.

The tables below are organized by the Strategic Objectives identified in our 2020-2023 Strategic Plan ([QFE.02](#)), creating a collaborative framework of our planning efforts. With this said, however, in the spirit of integrated and strategic planning, this Quality Focused Project will allow room for the framework to evolve and adapt as we continue in our work to better align all of our planning documents. This current representation of our work demonstrates the interconnectivity between projects as we see it today. This Quality Focused Project will inform the participatory governance discussions which will lead to our 2023 update to our Ventura College Strategic Plan and its associated objectives, ensuring that the College continues to be intentional and strategic, while allowing for flexibility and ingenuity in our work to meet the emerging needs of our students.

## Anticipated Impact on Student Learning and Achievement

Improvement in student learning and achievement is at the center of each Strategic Objective and associated change-projects identified. It is through the completion of each project that we will be able to make a difference for our students. Just as important, however, is the goal to *coordinate* each of our change-projects (initiatives) so that all planning groups can begin to recognize the integration of their individual work with overarching college planning *and the work of other planning groups*. Only as a united effort can we begin to see improvement in how we deliver the exceptional education and support that we strive to deliver for our students.

## Outcome Measures

Specific outcome measurements are identified in each of the operational plans (QFE.4, QFE.5, QFE.6) and summarized below.

## Project Action Plan

**Strategic Objective 1: Increase the six-year completion rate to be within the top five in the state**

Related plan(s)	Related Activities	Lead(s)	Intended Completion
<b>Educational Support for Students</b>			
Guided Pathways SOAA Student Equity Caring Campus Plan	<p>Further develop, name, and implement the eight (8) discipline clusters (meta majors).</p> <p>Develop a simplified process that ensures that students can get in touch with needed office/professionals, without numerous websites clicks or transferred calls.</p> <p>Create culture that supports “warm referrals” – meaning, call ahead or walk student to the office they need to get to, and then follow-up to ensure the student got there.</p> <p>Develop systems that improve access to college resources rather than create additional barriers to resources.</p>	<p>Guided Pathways CMP Workgroup</p> <p>Student Success &amp; Equity Committee</p> <p>Caring Campus Workgroup</p>	Spring 2024
Guided Pathways SOAA Student Equity	Provide online option for Academic Counseling for incoming students to complete their First-Semester Course Planning (1st-semester education plan) so students can complete on-demand.	Counselors	Spring 2024
Guided Pathways SOAA	<p>Finalize program mapping</p> <ul style="list-style-type: none"> <li>Finalize program sequences</li> <li>Program Program-Mapper</li> <li>Create marketing materials</li> </ul>	Program Faculty & Counselors	Spring 2023
Caring Campus Plan	All employees to wear name badges or lanyards with the so that students will know who to approach with questions.	Caring Campus Workgroup	Spring 2023

<b>Support and Professional Development for Employees</b>			
Student Equity  Caring Campus Plan	Increase college employee awareness of student support services and apply student-centered language and student-driven practices.	Professional Development	Spring 2023 (but will be an ongoing need)
Caring Campus Plan	Support Classified Professionals in their learning about other departments so that they know how to better refer students to appropriate offices for the assistance that they need.	Supervisors	Fall 2022
Guided Pathways SOAA  Student Equity	Deploy an Equity Summit, Guided Pathways, and Cohort Models to address retention and support issues.	Student Success and Equity Committee	Spring 2023
<b>Improve Systems and Processes</b>			
Guided Pathways SOAA	Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers. <ul style="list-style-type: none"> <li>• Dual enrollment</li> <li>• Career education alignment with industry needs</li> <li>• Update program websites and marketing materials</li> </ul>	Counselors & Instructional Program Faculty	Spring 2023
Guided Pathways SOAA	Continue to develop high school-to-career pathways through dual enrollment program sequencing.	Dean of Student Services & Deans of Career Education	Spring 2023
Student Equity Plan	Automate student withdrawal surveys to better understand why they are not persisting and work to address those issues.	IR, Registrar, & District I.T.	Spring 2023
Student Equity Plan  Caring Campus	Develop an institutionalized referral system for campus services from enrollment information (e.g. student clubs) as well as course performance (e.g. tutoring services).	Student Success & Equity Committee	Spring 2024
Guided Pathways SOAA  Student Equity Plan	Expand the use of Starfish (or related system), including actions taken when flags/indicators are presented. Optimize advising technology use, establish “on-demand” student support.	Student Success & Equity Committee	Spring 2023
Student Equity Plan	Increase the accuracy of DegreeWorks for degree audits and education plans	Counselors & IR	Spring 2023 (but will be an ongoing need)

**Strategic Objective 2:****Increase transfer-level English and Math completion rates to be within the top five in the state**

Related Plan(s) & Initiatives	Related Activities	Lead(s)	Timeline
Guided Pathways SOAA Student Equity Plan	Provide students informative guidance in terms of course selection in English, Math, and ESL options (in response to AB705). <ul style="list-style-type: none"><li>Clarify clear English, ESL, and Math flowcharts</li><li>Align ESL courses to support student transition to transfer-level English</li><li>Create guidance sheet for counselors to use in advising sessions with students</li></ul>		For Fall 2024 registration
Guided Pathways SOAA Student Equity Plan	Provide instructional support and sufficient tutoring offerings, classroom/embedded tutoring, and supplemental instruction, with an increase in provisional tutors, particularly in GE Gateway courses (identified through the use of data provided by IR).	LRC	Ongoing need
Guided Pathways SOAA Student Equity Plan	Continue assessing and expanding late-start support courses in English and math	English & Math departments	Fall 2024
Student Equity Plan	Develop a culturally proficient ESL/ELL program that supports retention and meets the needs of the community. Create cohort models in programs and barrier classes to better support students.	Dean of English and Math & Dean of Student Services/East Campus, with subject matter faculty leads	Spring 2024

### Strategic Objective 3: Increase the course success rate to be within the top five in the state

<i>3a: Close equity gaps between ethnic groups</i>			
<i>3b: Close equity gaps between gender groups</i>			
Related Plan(s) & Initiatives	Related Activities	Lead(s)	Timeline
Student Equity Plan	Provide free-resource options for students (traditional, evening, weekend, and online students) and ensure they are accessible to, such as ZTC/OER, Lending Library, access to technology and printing services.	ZTC Workgroup & Library Staff	Spring 2023
Guided Pathways SOAA Student Equity Plan	Promote the use of Starfish Early Alert to instructional faculty to increase usage.	Student Success & Equity Committee	Fall 2022
Guided Pathways SOAA	Pilot triage services to support students identified through Starfish Early Alert mechanisms (and perhaps Pirates Cove)	Guided Pathways Workgroup	Spring 2023
Guided Pathways SOAA	Expand experiential learning and/or internship opportunities to benefit more general education programs	Guided Pathways Workgroup	Spring 2024
Student Equity Plan	Implement distance education courses and services when relevant, and do so applying sound pedagogical methods. Explore class size impacts especially in areas in which relationship-development can play a significant role in retention, as well as how hybrid classes correlate		
Guided Pathways SOAA	Expand opportunities for instructional and counseling faculty to critically examine their role in advancing equity-minded teaching and advising practices at the college (i.e., culturally responsive curriculum audit, faculty academy topics, new faculty orientation program).	Professional Development Director	Spring 2023 (but will be an ongoing need)
Guided Pathways SOAA Student Equity Plan	Use language that students will understand---eliminate jargon in syllabi/catalogs/handouts/course materials etc. Expand the use of Starfish or related system, including actions taken when flags/indicators are presented.	Professional Development Director	Spring 2023 (but will be an ongoing need)

#### Evidence:

QFE.01: [Social Justice, Inclusion, Diversity, and Equity Website](#)

QFE.02: Ventura College [Strategic Plan](#)

QFE.03: [Be on the SIDE of Antiracism](#) – Social justice, Inclusion, Diversity, Equity (SIDE)

QFE.04: Ventura College's [Equity Plan](#)

QFE.05: Ventura College's [Guided Pathways Scale of Adoption](#)