Institutional Self Evaluation Report

Ventura College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Support of Reaffirmation of Accreditation

Submitted by:

Ventura College

4667 Telegraph Road

Ventura, California 93003

To

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

Submitted August 2016

Certification of the Institutional Self Evaluation Report

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

From: 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.

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of the institution.

Signatures:

_____

Dr. Greg Gillespie, President, Ventura College

_____

Larry Kennedy, Chairperson, Board of Trustees

_____

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

Signatures continued:

Alex Kolesnik, President, Academic Senate

Peder Nielsen, President, Classified Senate

Joannamarie Kraus, President, Associated Students Ventura College

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

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

Contents

Introduction

History of Ventura College

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

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

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

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

In 2002, Ventura County voters passed Measure S, authorizing $356 million general obligation bond to renovate and expand the campuses of the district's three colleges as well as the district training facilities for police, fire, and 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.

Ventura College serves a diverse student body through both credit and non-credit offerings. The college offers associate of arts or associate of science degrees in thirty-four majors,

along with 18 associate degrees designed specifically for transfer to the California State University System. Students are also able to obtain an associate of arts degree in general studies, using one of three options to obtain the required units. In addition, the college offers certificates of achievement in thirty-five career and technical education fields, and proficiency awards in twenty-six fields.

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

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

Since the last accreditation site visit in 2010, Ventura College has experienced significant turnover in top administrative positions. In addition to hiring a new college president in 2013, turnover has occurred in almost all top administrative positions during the transition from an Executive Vice President model to a three Vice President model in 2015. As of spring 2016, the College has completed the hiring processes for two vice presidents. The interim vice president for academic affairs was hired into the permanent position in March 2016, and the newly selected vice president for student affairs will begin in June 2016.

The Ventura County Community College District has grown to include two additional colleges, Moorpark College and Oxnard College, collectively serving more than 36,000 students per semester. The District Administrative Center offices are located on Stanley Avenue in Ventura through the end of 2016 after which the offices will be relocated to a newly purchased site at 730 Paseo Camarillo in Camarillo.

Service Area and Student Demographics

Ventura College Service Area

Ventura College serves a large geographic area that includes the cities of Ventura, Santa Paula, Fillmore, and Ojai, as well as the communities of Piru, Oak View, and Mira Monte. In

2015, the population of our service area was estimated at 138,789 residents. Between 2010 and 2022, the population of our service area is projected to decline by approximately 12 percent. In spite of this projected decline, however, the number of high school graduates in Ventura County is projected to remain fairly stable through 2022.

Ventura College Service Area

Projected Ventura College Service Area Population
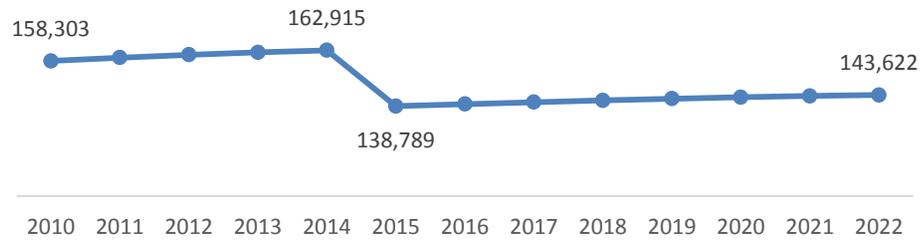
Source: Economic Modeling Specialists Inc., EMSI 2015.3 Data Set

Projected Ventura County Public High School Graduates
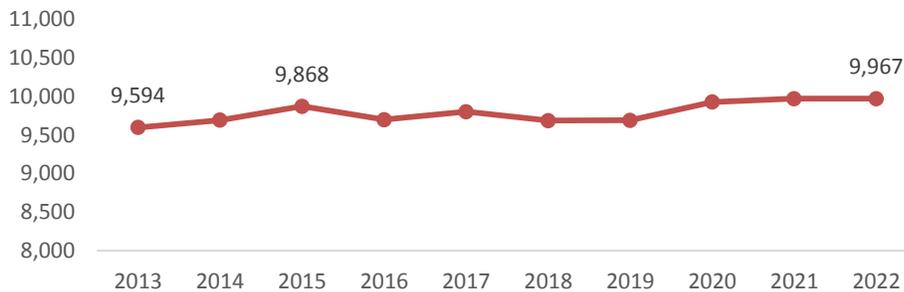
Source: CA Dept. of Finance, December 2014 California Public K-12 High School Graduate Projections by County

The median household income of the VC Service Area is slightly higher than the median household income for the State of California, but is much lower than that of Ventura County.

Fewer adults in the VC service area have a Bachelor's, Graduate, or Professional Degree compared to Ventura County and the State of California.

Median Household Income (Dollars)

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

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

Adult (Over 25) Educational Attainment

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

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

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

Projected VC Service Area Population Ethnicity
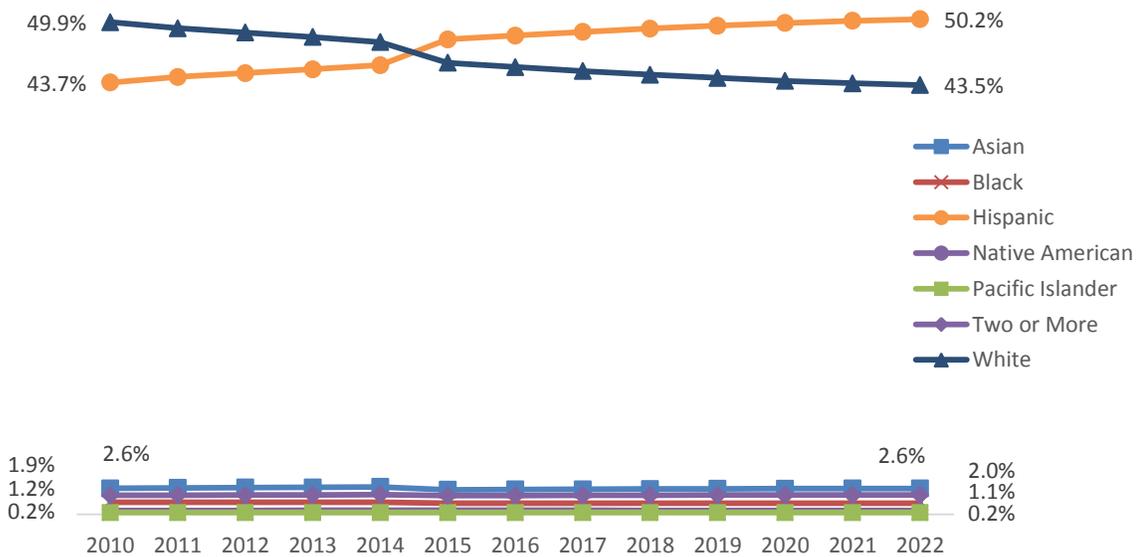
Source: Economic Modeling Specialists Inc., EMSI 2015.3 Data Set

Projected VC Service Area Population Gender

50.4%   50.9%

49.6%   49.1%

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

━●━ Female ━■━ Male
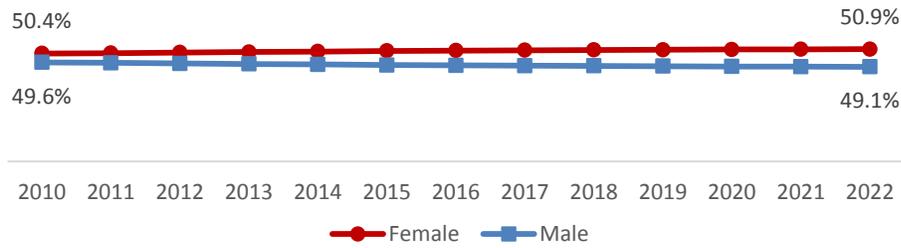
Source: Economic Modeling Specialists Inc., EMSI 2015.3 Data Set

Job growth in Ventura County is projected to increase by 10.6 percent over the next seven years. Growth is projected to be highest in the health care and social assistance industry. Ventura College offers multiple programs that prepare students for careers in this area. In addition, the College is developing programs in both agriculture (i.e. crop and animal production), and diesel technology (i.e. transportation), which both have a positive industry outlook.
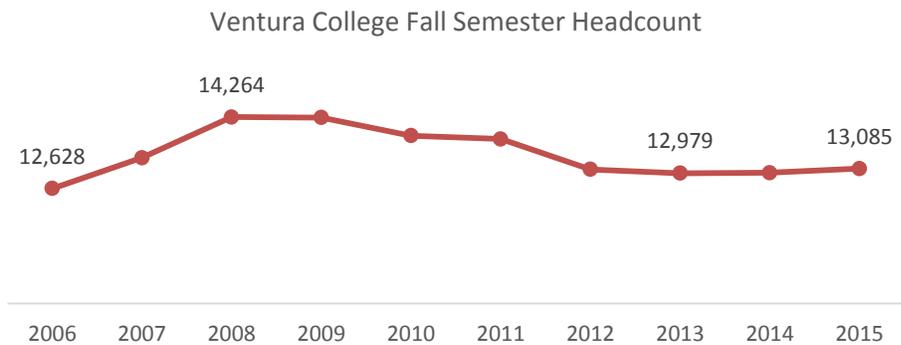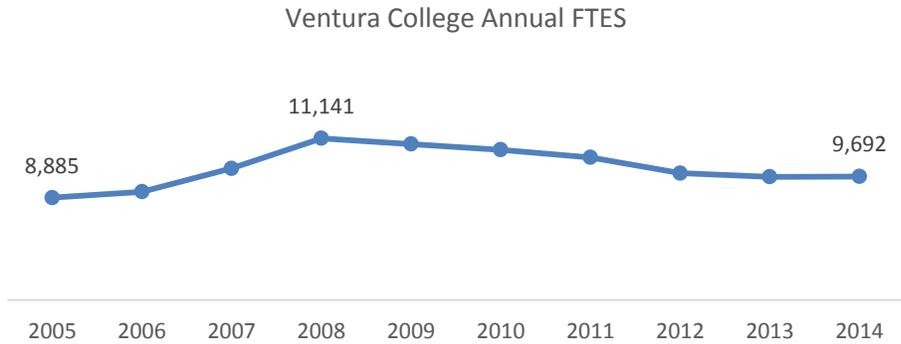
2015-2022 Ventura County Industry Projections

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

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

Student Enrollment and Demographics

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

Ventura College Annual FTES

11,141

8,885

9,692

| 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |

Ventura College Fall Semester Headcount

14,264

12,628

12,979

13,085

| 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |

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

VC Santa Paula Site Fall Semester Headcount

572

398

420

| 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
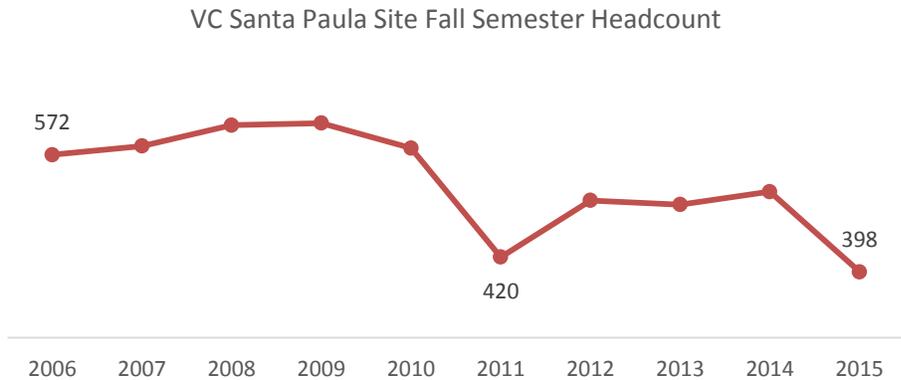
In contrast, enrollment in distance education courses has displayed a different pattern. It increased throughout the Great Recession, and then began declining, but the decline reversed

after 2012. Enrollment in distance education in fall 2015 was nearly equal to its peak during the recession.

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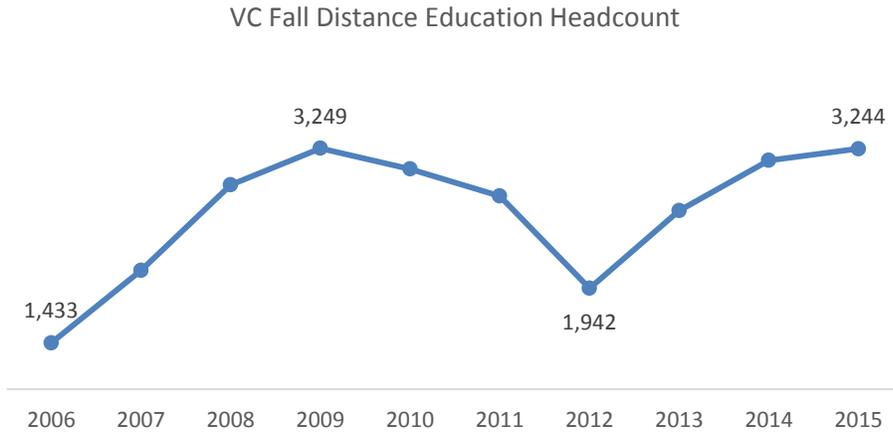
The demographics of Ventura College's student population have gradually shifted over the past 10 years to become younger and more Hispanic. There is also a slightly higher percentage of male students today than there were 10 years ago.

Ventura College Fall Semester Avg Student Age

Ventura College Fall Semester Student Gender
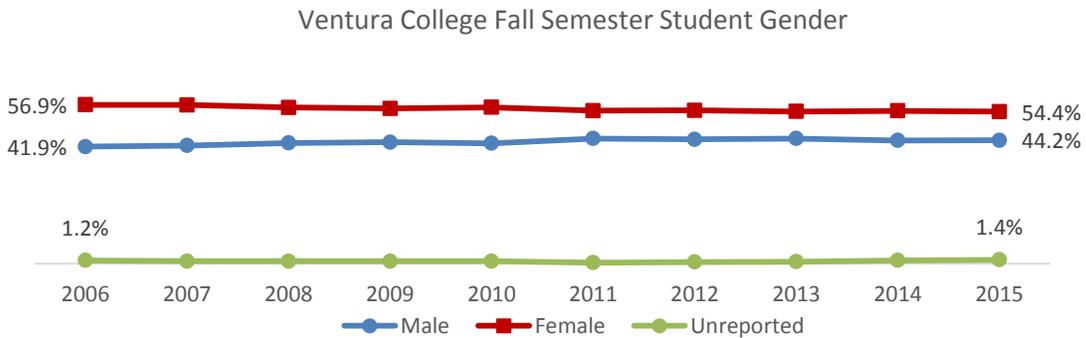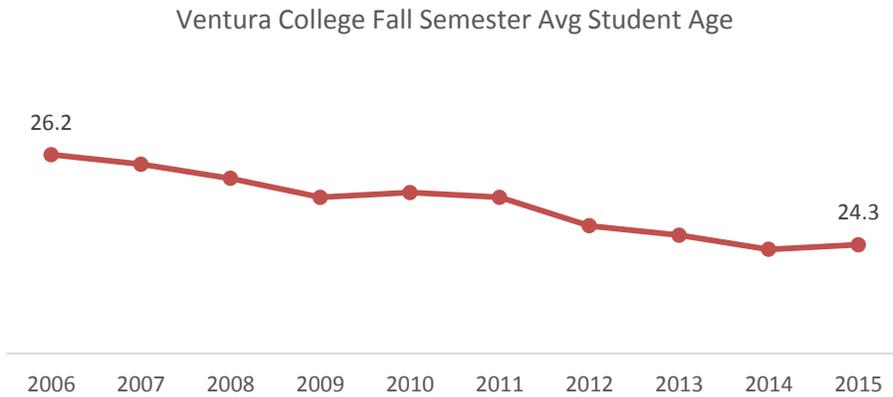
Ventura College Fall Semester Student Ethnicity
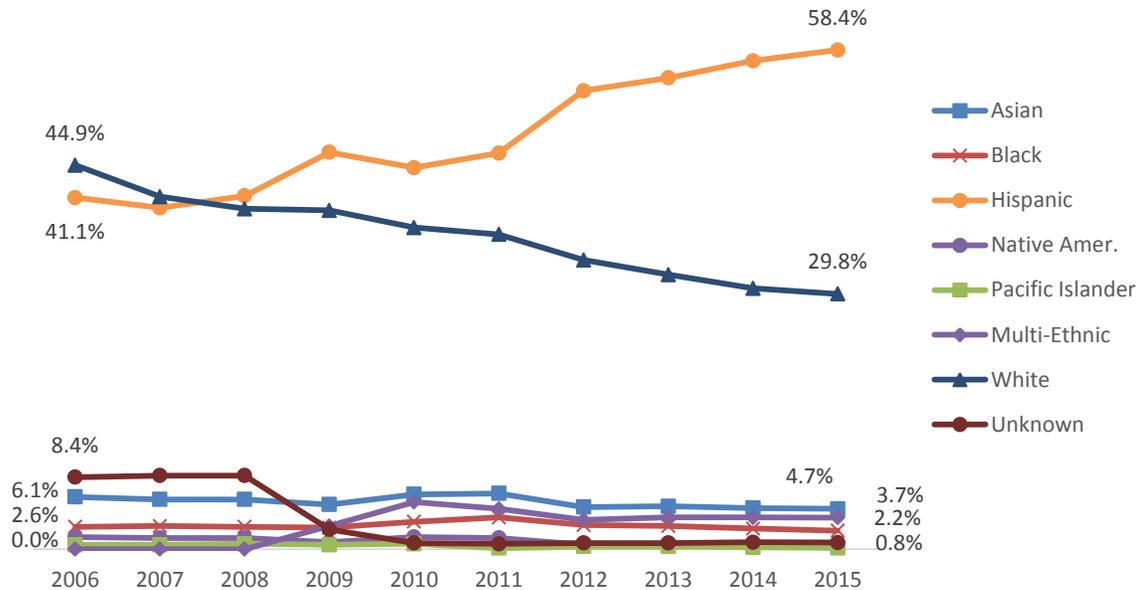
In addition, the percentage of students receiving financial aid at VC has been steadily increasing over the past five years.

Ventura College Students Receiving Financial Aid
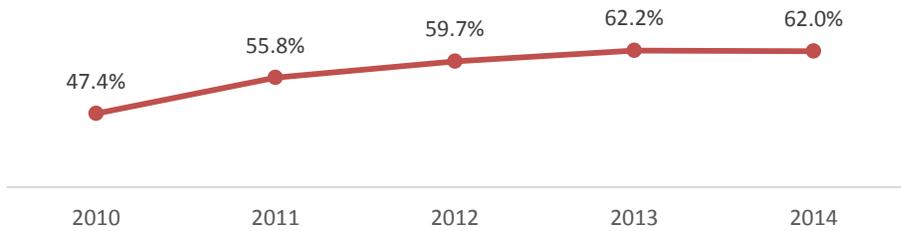
Source: California Community College Chancellor's Office DataMart

Student Achievement and Institution-Set Standards

Data on Incoming Students

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

Ventura College Fall Semester Student Educational Goal

- Degree/Transfer
- Job Skills/License
- Basic Skills
- HS Dipl Credit
- Voc Degree/Cert
- 4-Yr Student
- Undecided
- Unreported

78.6%
49.0%
18.9%
10.1%
6.8%
5.9%
2.2%
1.9%

2006 2007 2008 2009 2010 2011 2012 2013 2014 2015
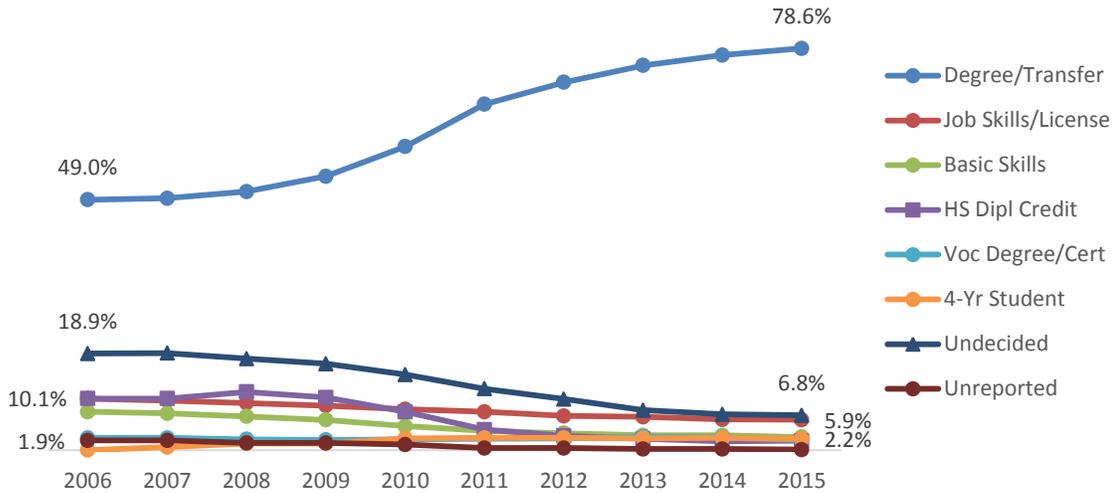
One obstacle that impedes students from completing their goals quickly is their level of English and math competency upon entry to the College. The majority of incoming students require some level of remediation in Math and/or English.

VC Fall First-Time Student First English Enrollment

% of First-Time Students

44.5%
29.7%
25.8%
41.6%
37.6%
20.8%

50.0%
40.0%
30.0%
20.0%
10.0%
0.0%

2011 2012 2013 2014 2015

Transfer Level · One Level Below · Two Levels Below

VC Fall First-Time Student First Math Enrollment

% of First-Time Students

50.0%
40.0%
30.0%
20.0%
10.0%
0.0%

8.5%

37.5%
31.8%
20.3%
10.4%

2011 2012 2013 2014 2015

Transfer Level · One Level Below · Two Levels Below
Three Levels Below · Four Levels Below
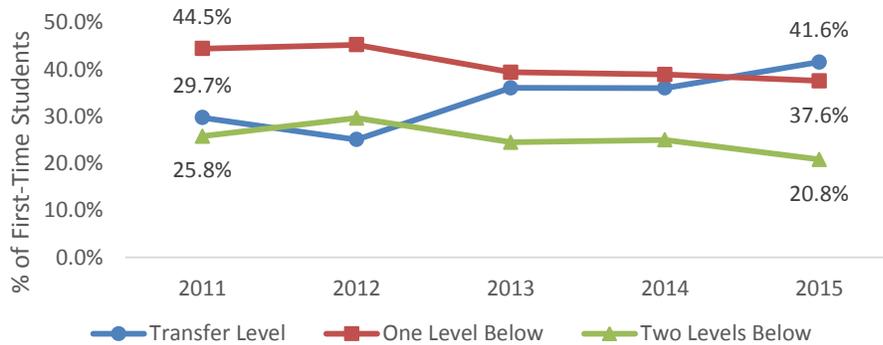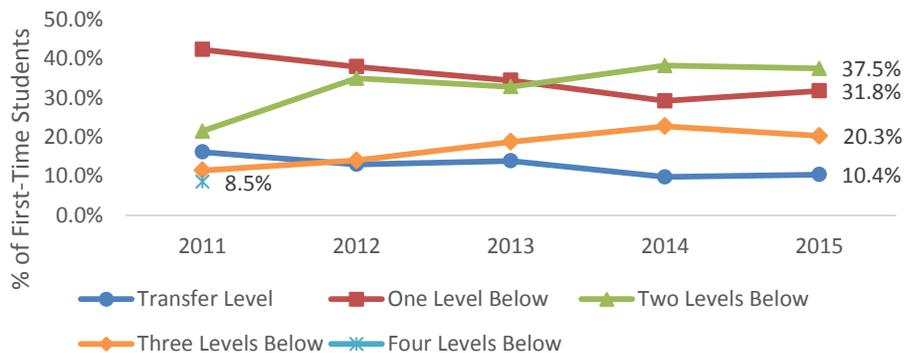
<u>Data on Enrolled Students</u>

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

Ventura College Fall Semester Student Study Load

68.6%   66.9%

31.2%   33.1%

2006 2007 2008 2009 2010 2011 2012 2013 2014 2015

■— Full-Time   ●— Part-Time
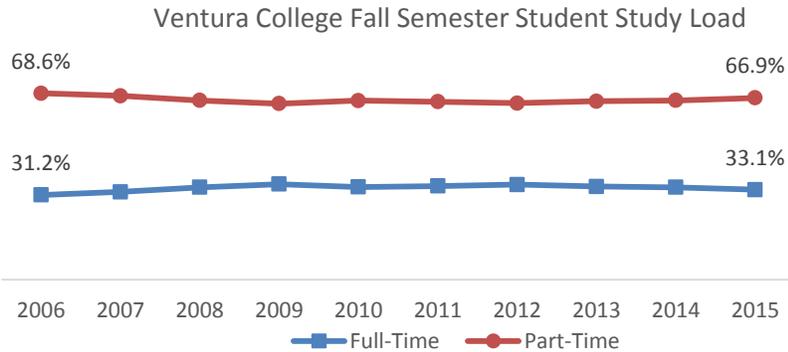
Course completion rates have shown a positive trend over the past 5 years. However, when the data are disaggregated, there are substantial differences between demographic groups.

VC Fall Semester Course Success Rate

72.3%

70.9%   71.4%   71.7%   72.0%

2011   2012   2013   2014   2015

VC Fall 2015 Course Success Rate by Gender

73.5%

70.4%

Female   Male
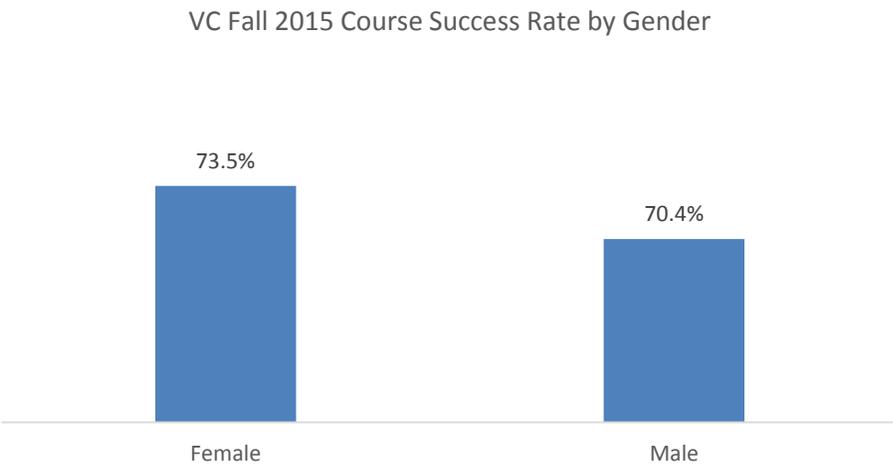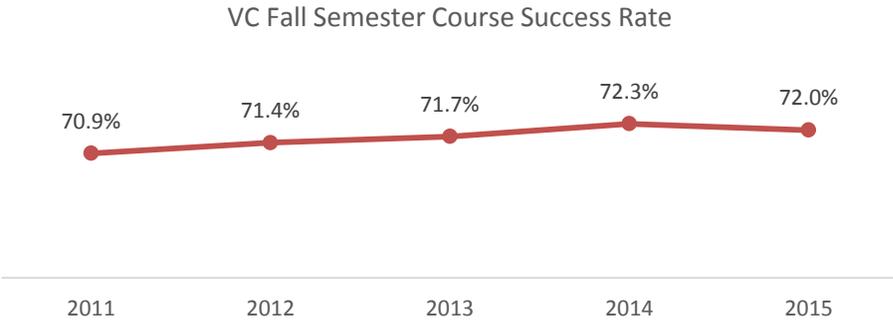
VC Fall 2015 Course Success Rate by Ethnicity

79.6%	63.6%	69.5%	80.0%	54.8%	71.4%	76.8%
Asian	Black	Hispanic	Native Amer	Pac Islander	Two or More	White

VC Fall 2015 Course Success Rate by Age

72.4%	70.7%	72.1%	75.1%	78.9%	71.6%
19 and younger	20 to 24	25 to 29	30 to 39	40 to 49	50+
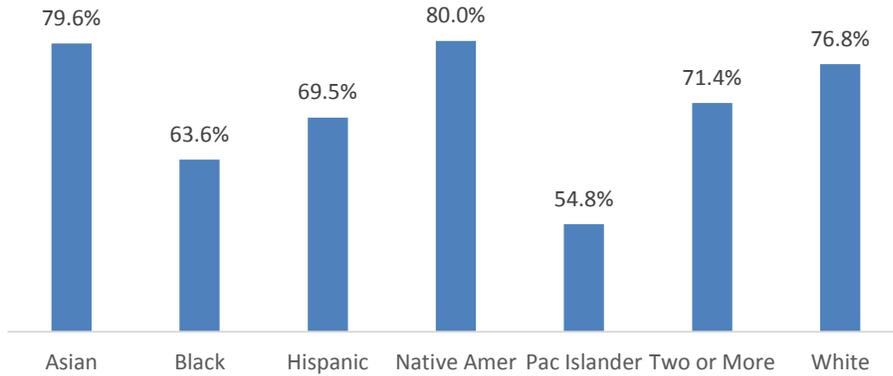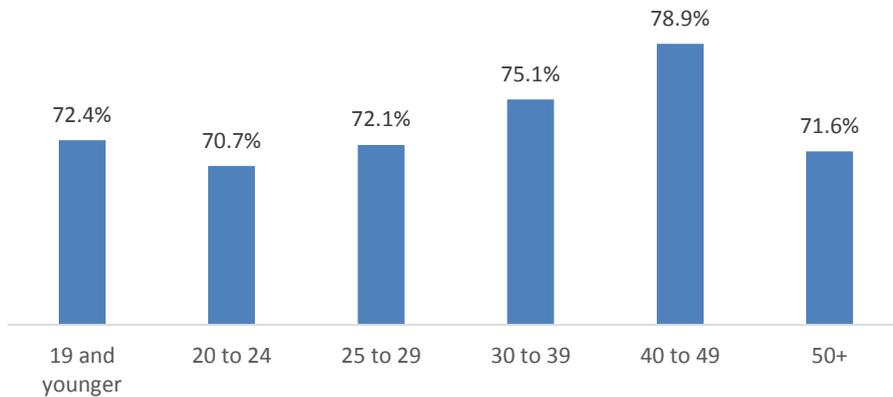
Course success in distance education (DE) has been lower than in face-to-face classes at Ventura College for years. To deal with this, the college implemented a number of policies designed to improve DE success. These appear to have had their intended effect, as the gap closed to 1.4 percent in spring 2015.

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

Face-to-Face: 62.1% (Fall 2006), 72.9% (Fall 2012), 68.2% (Spring 2015)
DE: 52.3% (Fall 2007), 66.1%, 66.8% (Spring 2015)

Legend: Face-to-Face, DE

Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Spring 2015
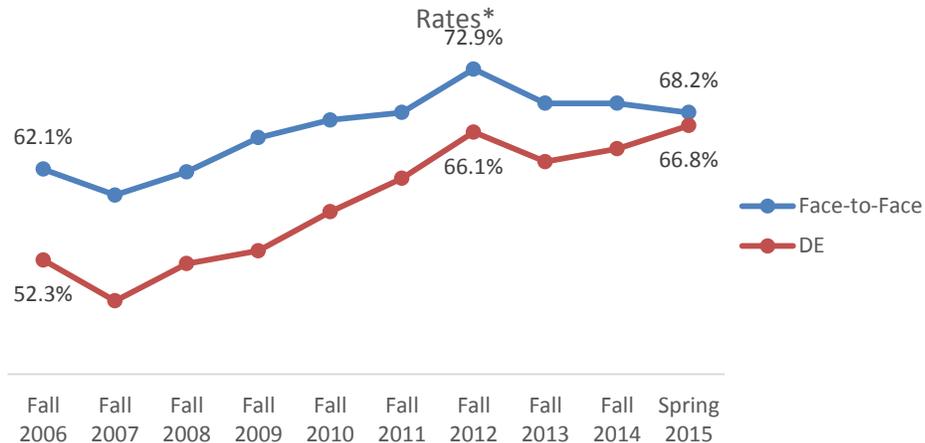
*Only includes courses that were offered both face to face and online
Course success rates at the Ventura College Santa Paula Site have fluctuated from year to year. These fluctuations are largely due to which classes are offered at the Santa Paula Site in a given semester.

Fall Success Rates at VC Santa Paula and VC Main Campus
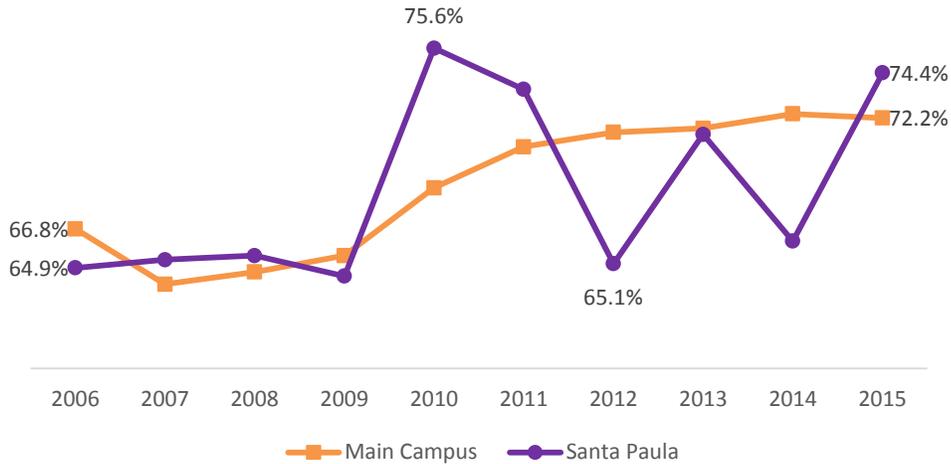
Term-to-term persistence rates have remained relatively unchanged over the past five years. However, when the data are disaggregated, there are substantial differences between demographic groups.

VC Term-to-Term Persistence Rates
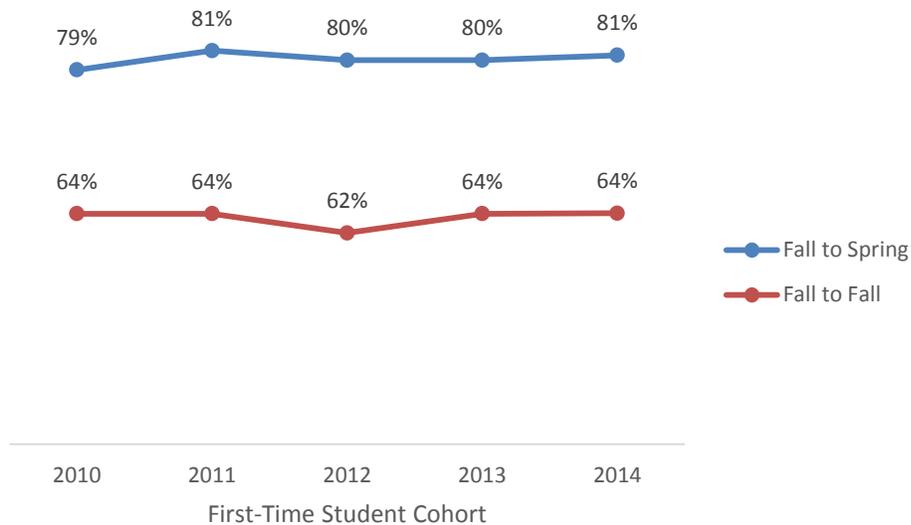
VC Fall 2014 First-Time Student Persistence by Gender

83%
63%
78%
64%

- Fall to Spring
- Fall to Fall

Female   Male
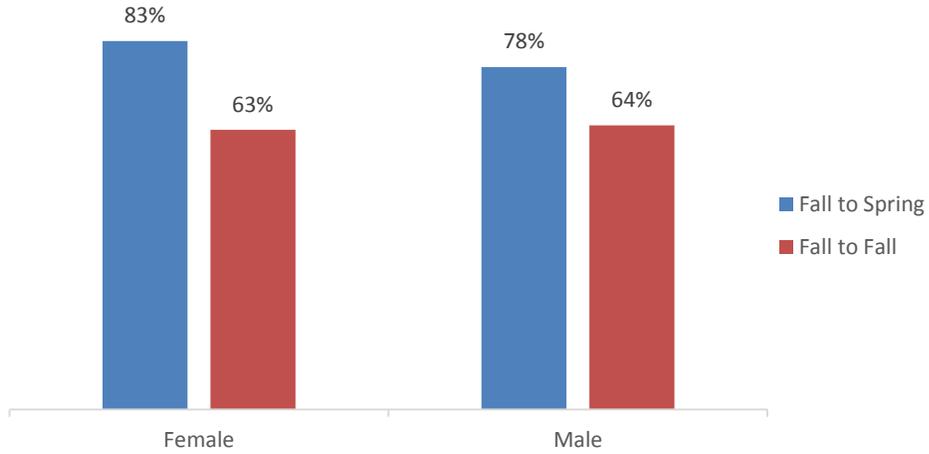
VC Fall 2014 First-Time Student Persistence by Ethnicity

87% 81%
61% 49%
82% 66%
89% 67%
60% 20%
80% 62%
77% 59%

- Fall to Spring
- Fall to Fall

Asian   Black   Hispanic   Native Amer   Pac Islander   Two or More   White

VC Fall 2014 First-Time Student Persistence by Age

84% 67%
63% 56%
58% 51%
60% 33%
46% 21%
52% 12%

- Fall to Spring
- Fall to Fall

19 and younger   20 to 24   25 to 29   30 to 39   40 to 49   50+
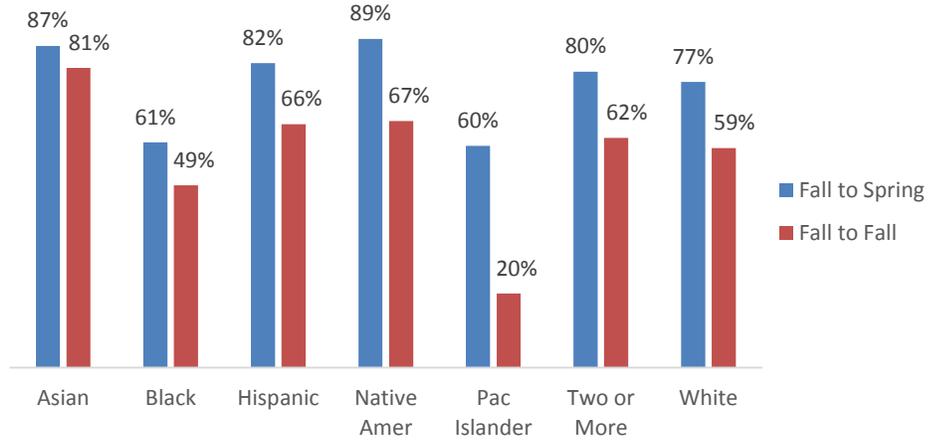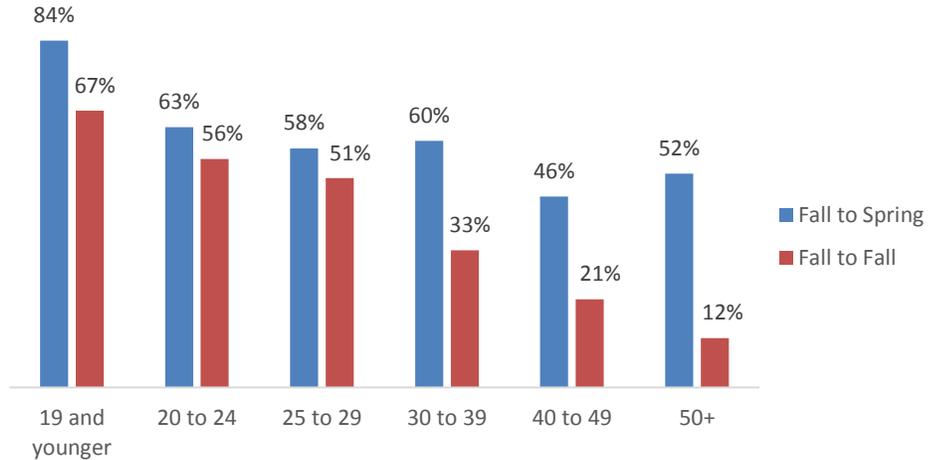
In general, there has been a positive trend in the number of degrees, certificates, and transfers over the past five years.

VC Degrees and Certificates Awarded
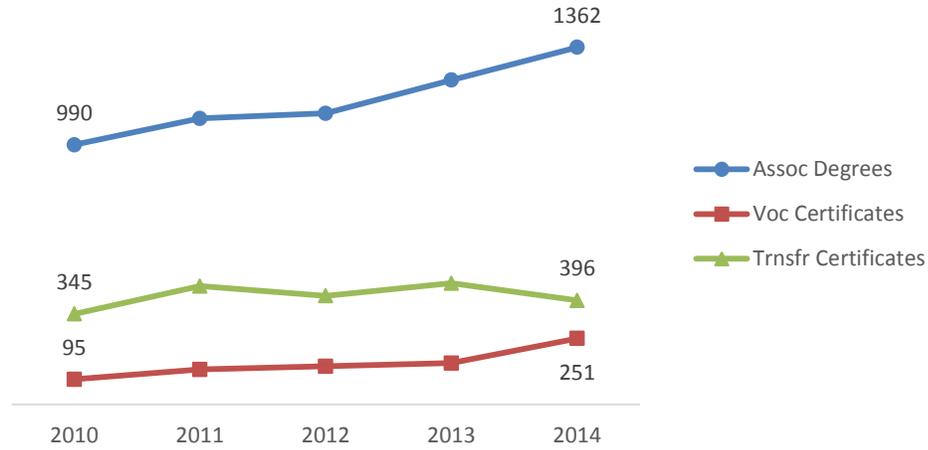
VC Transfers to 4-Year Universities
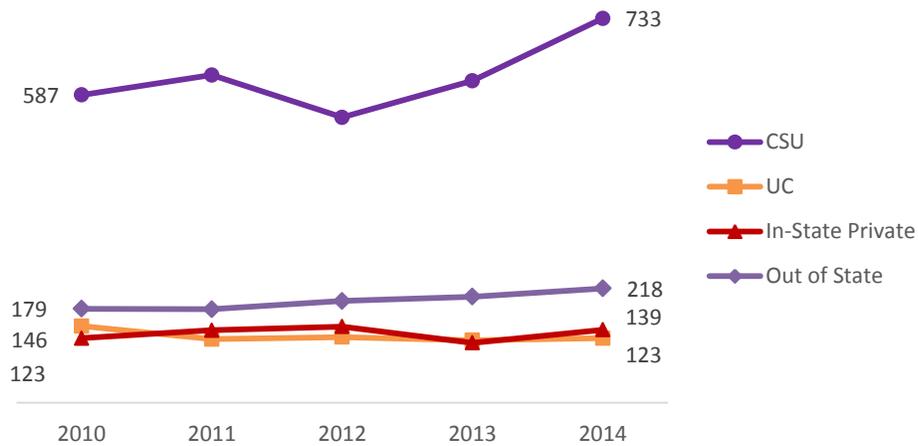
When the data are disaggregated, there are substantial differences in completion by demographic groups. Data presented below are six-year completion rates from the California Community College Chancellor's Office (CCCCO) Student Success Scorecard. This rate displays the number of completion-seeking students (i.e. students who completed a minimum of six units and attempted a Math or English course within their first three years) who completed a degree, certificate, and/or transfer within six years.

VC 2008 Cohort Six-Year Completion Rate by Gender

53.9%

48.3%

Female

Male

VC 2008 Cohort Six-Year Completion Rate by Ethnicity

75.0%

57.8%

44.0%

57.8%

61.2%

57.5%

Asian

Black

Hispanic

Native Amer

Pacific Islander

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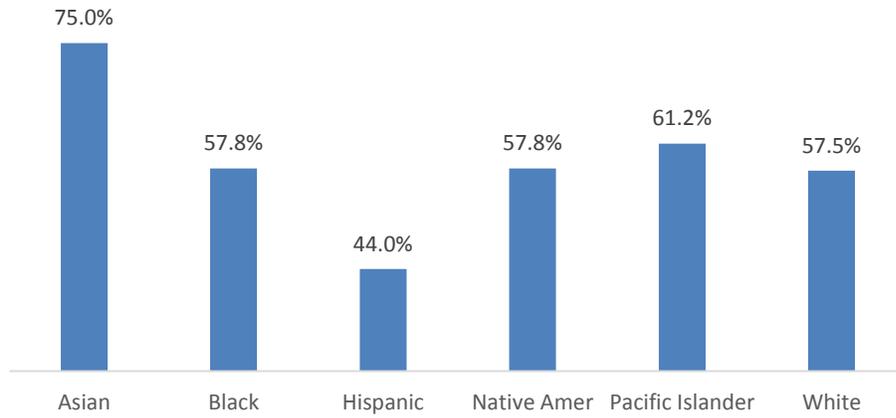
VC 2008 Cohort Six-Year Completion Rate by Age at Entry

52.5%

38.0%

49.2%

41.7%

Under 20

20 to 24

25 to 39

40+
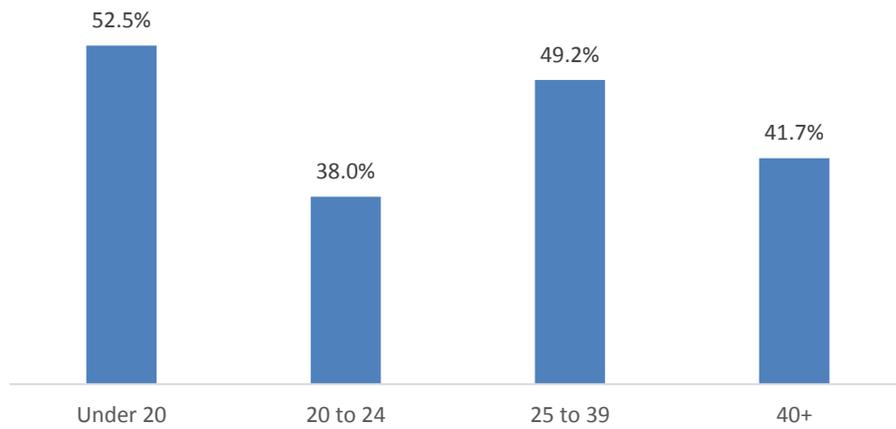
Institution-Set Standards

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

ACCJC-Required Standards						
Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-year Average
Fall Course Completion Rate	Successful Course Completion: % of A, B, C, or P grades, out of all grades	66.7%	Annually maintain or increase rate above Standard	72.0%	2011 = 70.9% 2012 = 71.4% 2013 = 71.7% 2014 = 72.3%	5 Yr Avg = 71.7%
Degrees and Certificates	Number of annual Degrees and Certificates awarded	1,178	Annually maintain or increase awards over Standard	1,724	2010 = 1,430 2011 = 1,676 2012 = 1,669 2013 = 1,856	5 Yr Avg = 1,671
Transfers	Number of annual transfers to 4-year universities	595	Annually maintain or increase transfers over Standard	1,213	2010 = 1,035 2011 = 1,062 2012 = 1,008 2013 = 1,049	5 Yr Avg = 1,002
Job Placement	Employment rates of CTE Program graduates	65.69%	Annually maintain or increase job placement rates over Standard	Accounting = 69.6% Bus Mgmt = 68.4% Office Tech = 55.2% Auto Tech = 87.5% MIT = 73.3% Civil/Const = 71.4% Water Tech = 75% Nursing = 84.7% Child Devel = 85.7% Adm Jus = 72.6%	Accounting = 72.7% Bus Mgmt = 61.9% Office Tech = 50% Auto Tech = 77.8% MIT = 78.6% Civil/Const = 61.1% Water Tech = 81.3% Nursing = 75% Child Devel = 48.1% Adm Jus = 73.5%	Accounting = 71.2% Bus Mgmt = 65.2% Office Tech = 52.6% Auto Tech = 82.7% MIT = 76% Civil/Const = 66.3% Water Tech = 78.2% Nursing = 79.9% Child Devel = 66.9% Adm Jus = 73.1%
Licensure Exam Pass Rates	Examination pass rates in programs for which students must pass a licensure exam	Reg Nursing = 92% CNA = 94% Paramedic = 100% EMT = 84%	Annually maintain or increase licensure pass rates	Reg Nursing = 90% CNA = 97% Paramedic = 100% EMT = 87%	Reg Nursing = 98% CNA = 93% Paramedic = 100% EMT = 74%	Reg Nursing = 95% CNA = 95% Paramedic = 100% EMT = 80.5%

			Additional Institution-Set Standards			
Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-year Average
Course Completion Rate (Retention)	% of students who do not withdraw from a class with a grade of W	83.4%	Annually maintain or increase rate above Standard	2014-2015 = 85.3%	2010 = 85.0% 2011 = 85.7% 2012 = 85.7% 2013 = 84.6%	5 Yr Avg = 85.3%
Retention Rate - All (Persistence)	Fall-to-fall persistence rate	54.0%	Annually maintain or increase rate above Standard	64%	2010 = 64% 2011 = 64% 2012 = 62% 2013 = 64%	5 Yr Avg = 64%
Retention Rate - Ethnicity (Persistence)	Fall-to-fall persistence rate for each ethnic group	Asian = 62.5% Black = 57.1% Hispanic = 55.9% Nat Amer = 50% White = 50.1% Other = 52.8% Unknown = 48.5%	Annually maintain or increase rate for each ethnic group above Standard	Asian = 87% Black = 49% Hispanic = 66% Nat Amer = 67% White = 59% Other = 62% Unknown = 50%	Asian = 81% Black = 40% Hispanic = 59% Nat Amer = 50% White = 55% Other = 51% Unknown = 57%	Asian = 81% Black = 40% Hispanic = 59% Nat Amer = 50% White = 55% Other = 51% Unknown = 57%
Student Satisfaction	Student Satisfaction metric from student survey	-	-	-	-	-
Active Learning	CCSSE Active Learning and Collaboration Score	50	Score at or above the national mean	49.6	48.3	48.2
Student Effort	CCSSE Student Effort Score	50	Score at or above the national mean	45.8	47	46.4
Academic Challenge	CCSSE Academic Challenge Score	50	Score at or above the national mean	49.5	49.7	48.9
Student-Faculty	CCSSE Student-Faculty Interaction Score	50	Score at or above the national mean	46.6	46.8	46.9
Support for Learners	CCSSE Support for Learners Score	50	Score at or above the national mean	45.8	46.2	47.2

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-year Average
Completion - Prepared	6-Year Prepared-Student Completion Rate from CCCCO Student Success Scorecard	69.7%	Score at or above the statewide average	69.5%	69.4%	5 Yr Avg = 70.7%
Completion - Unprepared	6-Year Unprepared-Student Completion Rate from CCCCO Student Success Scorecard	39.2%	Score at or above the statewide average	40.7%	44.3%	5 Yr Avg = 42.1%
Completion - Overall	6-Year Overall Completion Rate from CCCCO Student Success Scorecard	46.8%	Score at or above the statewide average	51.4%	54.6%	5 Yr Avg = 54.3%
Persistence - Overall	3-Term Persistence Rate from CCCCO Student Success Scorecard	71.7%	Score at or above the statewide average	64.5%	66.4%	5 Yr Avg = 65%
30 Units - Overall	6-Year 30 unit rate from CCCCO Student Success Scorecard	66.5%	Score at or above the statewide average	68.6%	72.7%	5 Yr Avg = 70%
Career Technical Education	CTE Completion Rate from CCCCO Student Success Scorecard	49.9%	Score at or above the statewide average	52.9%	53.9%	5 Yr Avg = 52.9%
Remedial - Math	6-Year Remedial Math Rate from CCCCO Student Success Scorecard	31.0%	Score at or above the statewide average	29.5%	30.7%	5 Yr Avg = 28.6%
Remedial - English	6-Year Remedial English Rate from CCCCO Student Success Scorecard	43.4%	Score at or above the statewide average	52.3%	45.3%	5 Yr Avg = 44.6%

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Multi-year Average
Remedial - ESL	6-Year Remedial ESL Rate from CCCCO Student Success Scorecard	28.4%	Score at or above the statewide average	4.5%	5.4%	5 Yr Avg = 4.8%
Transfer Velocity	% of students who transfer within 4 years to a 4-year university	29.0%	Annually maintain or increase rate above Standard	22.0%	25.0%	4 Yr Avg = 25%
Transfer Certified	Number of students who are CSU-GE or IGETC certified	155	Annually maintain or increase rate above Standard	375	2010 = 345 2011 = 451 2012 = 414 2013 = 462	5 Yr Avg = 409
Annual FTES	Maintain college's medium-sized college designation	9,635 (Varies each year)	Maintain college's medium-sized college designation	9,692	2010 = 10,705 2011 = 10,415 2012 = 9,819 2013 = 9678	5 Yr Avg = 10,062
Faculty Productivity	Meet District-established WSCH/FTEF goal	525	Meet District-established WSCH/FTEF goal	495	2010 = 570 2011 = 550 2012 = 541 2013 = 510	533.2
Fall 75/25 Ratio	State-mandated requirement that 75% or more of FTEF be full-time	50.6%	Annually increase rate above Standard	46.5%	2011 = 52.3% 2012 = 49.6% 2013 = 50.8% 2014 = 51.2%	50.1%
Institutional SLO's	-	-	-	-	-	-

Organization of the Self Evaluation Process

Since the 2013 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 2014, the self-evaluation process began under the leadership of the Accreditation Liaison Officer and the Academic Senate President as co-chairs of the Accreditation Steering Advisory Group (ASAG). This work group reviewed the revised 2014 Accreditation Standards, recruited subcommittee participants, and identified committees and groups on campus that would serve as resources for each Standard. Nine ASAG members also attended an one-day training workshop with ACCJC representatives at Allan Hancock College. ASAG formed 12 accreditation subcommittees—one for each subsection of the new 2014 Standards—to conduct an audit of alignment with the accreditation Standards, to pinpoint potential gaps and implement ways to strengthen compliance, and to begin the initial development of the self-evaluation narratives and a document database of evidence.

Early in spring semester 2015, Ventura College held a college wide Accreditation Forum to review the new 2014 Accreditation Standards, to update the campus on the progress of ASAG in the preparation of the college's self-evaluation report, and to provide an open forum for dialogue about the accreditation process. More than 20 faculty members, almost 20 classified staff members and most college administrators participated in the accreditation subcommittees. By the end of the 2014-2015 academic year, the ASAG subcommittees completed their gap analysis discussions and submitted early drafts of the narrative responses for their respective portions of the Standards.

During the summer of 2015, an accreditation work group began writing the first full draft of the self-evaluation report and continued to collect additional documents to augment the evidence database. At the beginning of fall semester 2015, the ASAG co-chairs sent subcommittee members electronic copies of the preliminary summer draft of the self-evaluation report and asked members to continue to work together to obtain the information needed to validate, modify, or augment the document. The various ASAG writing teams completed the development of the first full draft in November 2015.

During the spring 2016 FLEX week, the ALO led a college wide forum on accreditation to review the new standards, present the College's progress, and discuss preparations for a successful ACCJC visit and review. ASAG met twice monthly throughout the 2015-2016 academic year to receive regular updates on the self-evaluation process, to serve as the primary reviewing and editing body for the drafts of the report, and to encourage college wide participation in the review process.

During review of the self-evaluation study, discussions with Institutional Effectiveness Partnership Initiative (IEPI) peer review team and participation in Achieving The Dream activities, ideas for the Quality Focus Essay emerged as a part of these College wide conversations of areas for improvement. Multiple college committees also vetted the QFE ideas, including the Student Success Committee and the College Planning Committee.

In the second half of spring semester 2016, the Academic Senate, the Classified Senate, and the Associated Student government reviewed, provided input for revisions, and approved the self-evaluation report. The revised draft of the report was also shared as an electronic document with the entire campus. Faculty, staff, and students were asked to submit their comments, suggestions, modifications, and augmentations to the document for review and incorporation into the final draft.

The Board of Trustees was regularly informed of the self-evaluation process throughout the 2015-2016 academic year when an accreditation update was a standing item on Board agendas. The self-evaluation report was finalized in April 2016, shared with the Board of Trustees as a final draft in May 2016, and adopted by the Board of Trustees in June 2016.

Accreditation Self-Evaluation Preparation Timeline

Month	Activity
September 2015	• First semester meeting to discuss group assignments and timelines • All groups review drafts and identify areas that will need attention and possible sources of evidence.
October 2015	• Report on progress on draft and turn in evidence for electronic storage
November 2015	• Draft responses for all 4 standards are due to Accreditation Liaison Officer (ALO) • Share progress on initial response to each standard with Campus Committees and Forums • Accreditation Committee meets and responds to draft of standards • ALO forwards drafts to editor
December 2015	• Accreditation Committee meets and responds to draft of standards
January 2015	• Edits/comments on 1st Draft due from editor to ALO • Professional Development Presentation • ALO distributes 1st Draft to Standard Leads, President Gillespie, Academic Senate Alex Kolesnik, Classified Senate Peder Nielson, and Associated Students • Accreditation Committee meets and responds to draft of standards
February 2016	• <u>1st Draft due to DCAP</u>, local committees (Admin Council, Classified Senate, Academic Senate, and College Planning Committee). First and second readings where needed.
March 2016	• Draft revisions throughout the month of Feb. and March. Quality Focus Essay and planning pieces need to be in place.
April 2016	• 2nd Draft due to DCAP • Final drafts to A. Rambo by 9:00 a.m. for Planning, Accreditation and Student Success Committee Agenda

	• Draft due to Board for April Board Meeting***
May 2016	• Board meeting – first reading • Revisions as necessary; • Final Draft to A. Rambo for Board by May 26 by 9 am
June 2016	• Final Draft, Second Reading by Board of Trustees for June 14 meeting
August 2016	• Institutional Self Evaluation Report due to ACCJC
September 2016	• Site Team Visit: September 26-29

Accreditation Standards Subcommittees

Accreditation Liaison Officer	Kim Hoffmans (Oct. 2015-present); Patrick Jefferson (prior to Oct. 2015)
Introduction	**Lead- Eric Martinsen (Jan. 2016-present); Alex Kolesnik (Aug.-Dec 2015); Art Sandford (prior to Aug. 2015)**
1. Structure of the Institutional Self-Evaluation Report/History and effectiveness data	Eric Martinsen and Phillip Briggs
2. Organization of the Self-Evaluation Report and Organizational Information	Phillip Briggs and Kim Hoffmans
3. Eligibility Requirements	Kim Hoffmans, Greg Gillespie, Pat Ewins and Tim Harrison
4. Compliance with Commission Policies	Kim Hoffmans. Greg Gillespie, Pat Ewins and Tim Harrison
Quality Focus Essay	Pat Ewins, Greg Gillespie, Kim Hoffmans, and Tim Harrison
Standard I: Institutional Mission and Effectiveness	**Lead – Phillip Briggs**
1. Mission	Phillip Briggs and Maureen Eliot, Michael Callahan, Peter Sezzi, Lisa Anderson, Joannamarie Kraus (Student Rep), Classified Rep
2. Assuring Academic Quality and Institutional Effectiveness	Bill Hart, Sharon Beynon, Michael Callahan, Alex Kolesnik, Rachel Marchioni
3. Institutional Integrity	Debbie Newcomb, Andrea Horigan, Olivia Long, Jack Bennett, Phillip Briggs
Standard II: Student Learning Programs and Services	**Lead – Lynn Wright**
1. Instructional Programs	Alex Kolesnik/Lynn Wright, Jack Bennett, Peter Sezzi, Sharon Beynon, Andrea Horigan, Pamela Yeagley, Michael Bowen, Raeann Koerner
2. Library and Learning Support	Peter Sezzi, Tanya Shafer, Erika Hurtado

Services	
3. Student Support Services	Karen Engelsen, David Bransky, Rick Trevino, Bill Hart, Celia Rodriguez, Scott Brewer, Alma Rodriguez, Will Cowen, Emily Bartel, Debbie Newcomb
Standard III: Resources	**Lead – Tim Harrison**
1. Human Resources	Tim Harrison, Mike Shanahan, Peder Nielsen, Alex Kolesnik, Bill Hart, Maureen Eliot
2. Physical Resources	Jay Moore, Tim Harrison, Steve Palladino, Dan Kumpf
3. Technology Resources	Grant Jones, Gwendolyn Lewis-Huddleston, Mark Pauley, Rebecca Russell
4. Financial Resources	Tim Harrison, Jeanine Day, Peder Nielsen, Brenda Griego, Rebecca Russell, Mark Pauley, Lisa Smith
Standard IV: Leadership and Governance	**Lead – Alex Kolesnik**
1. Decision-Making Roles and Processes	Alex Kolesnik, Colleen Coffey, Olivia Long, Peder Nielsen, Tim Harrison, **Student Rep**
2. Chief Executive Officer	Greg Gillespie, Alex Kolesnik, Peder Nielsen
3. Governing Board	Greg Gillespie, Clare Geisen, Alex Kolesnik, Peder Nielsen
4. Multi-College Districts or Systems	Greg Gillespie, Clare Geisen, Alex Kolesnik, Peder Nielsen
Distance Education	Gwendolyn Lewis-Huddleston, Matthew Moore, Eileen Crump
SLOs	Bill Hart/Debbie Newcomb, Rachel Marchioni, Alma Rodriguez
Professional Development	Sharon Beynon, Eileen Crump
Student Equity	Kammy Algiers, Dan Kumpf, Rick Trevino

Organizational Information & Functional Maps

The following charts describe and explain the areas of functional responsibility between the District Administrative Center (District) and the Colleges within Ventura County Community College District (VCCCD), including Moorpark College, Oxnard College and Ventura College. It also includes the District's cross-college communication and advisory structures in the form of committees, councils, and task forces.

Functions that are the responsibility of the District are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of District operations. The provision of educational programs, student support services, direct campus operations, and various ancillary functions are the responsibility of the Colleges.

District-College Functional Map

KEY:

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

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.

		College	District
A.	**Mission**		
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)	B	B
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.	B	B
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.	B	B
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)	B	B
B.	**Assuring Academic Quality and Institutional Effectiveness**		
	Academic Quality		
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,	P	S

	appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)		
4.	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	Institutional Effectiveness		
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.	**Institutional Integrity**		
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	B	B

	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)		
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.	P	S
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

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.

		College	District
A.	**Instructional Programs**		
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, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related	P	S

	services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.		
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	P	S

	knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)			
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.	**Library and Learning Support Services**			
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	
C.	**Student Support Services**			
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	P	S	

			College	District
		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.		
	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 their finances.	P	S
	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

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).

			College	District
A.		**Human Resources**		
	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.	S	P

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.	S	P	
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.	P	S	
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)	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 equitably 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.	S	P	
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.	**Physical Resources**			
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
C.		**Technology Resources**		
	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
D.		**Financial Resources**		
		Planning		
	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
		Fiscal Responsibility and Stability		
	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	B	B

			College	District
	and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.			
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
	Liabilities			
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
	Contractual Agreements			
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

Standard IV: Leadership and Governance
The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

		College	District
A.	**Decision-Making Roles and Processes**		

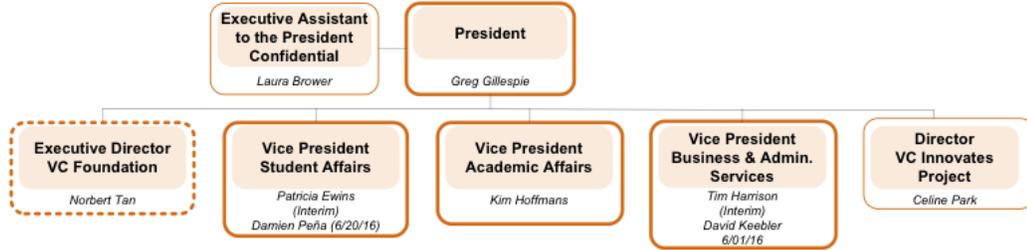|				
1.	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When 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.	**Chief Executive Officer**		
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: • 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.	P	S
4.	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation	P	S

		Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.		
	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
C.		**Governing Board**		
	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/sys- tem 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

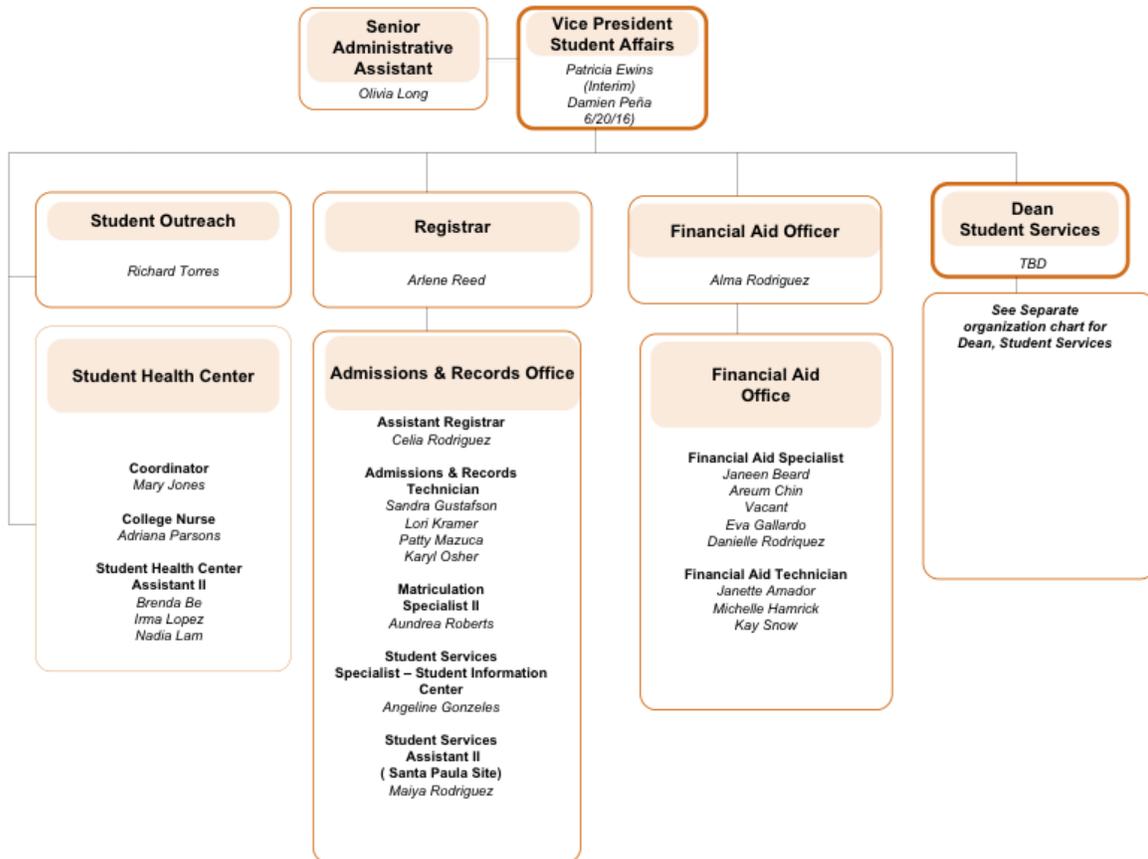| 12.	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		P
13.	The governing board is informed about the Eligibility 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.	**Multi-College Districts or Systems**		
1.	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	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.		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.		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.		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.		P
Catalog Requirements			
		College	District

	The following list of required information must be included in the college catalog.
	1. General Information
	    • Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
	    • Educational Mission
	    • Representation of accredited status with ACCJC, and with programmatic accreditors if any
		P	S

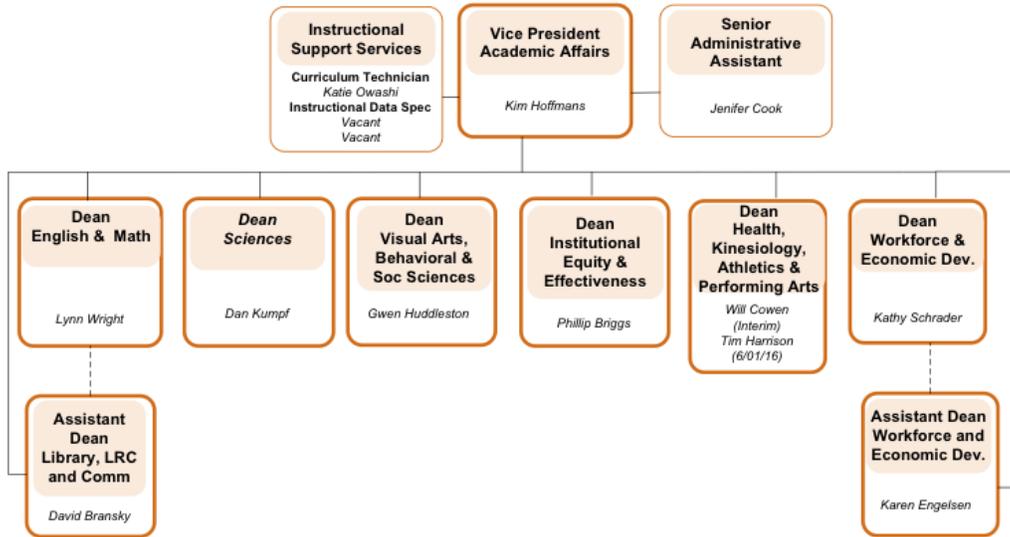|			
	• Course, Program, and Degree Offerings • Student Learning Outcomes for Programs and Degrees • Academic Calendar and Program Length, • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members **2. Requirements** • Admissions • Student Tuition, Fees, and Other Financial Obligations • Degrees, Certificates, Graduation and Transfer **3. Major Policies and Procedures Affecting Students** • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance and Transfer of Credits2 • Transcripts • Grievance and Complaint Procedures • Sexual Harassment		

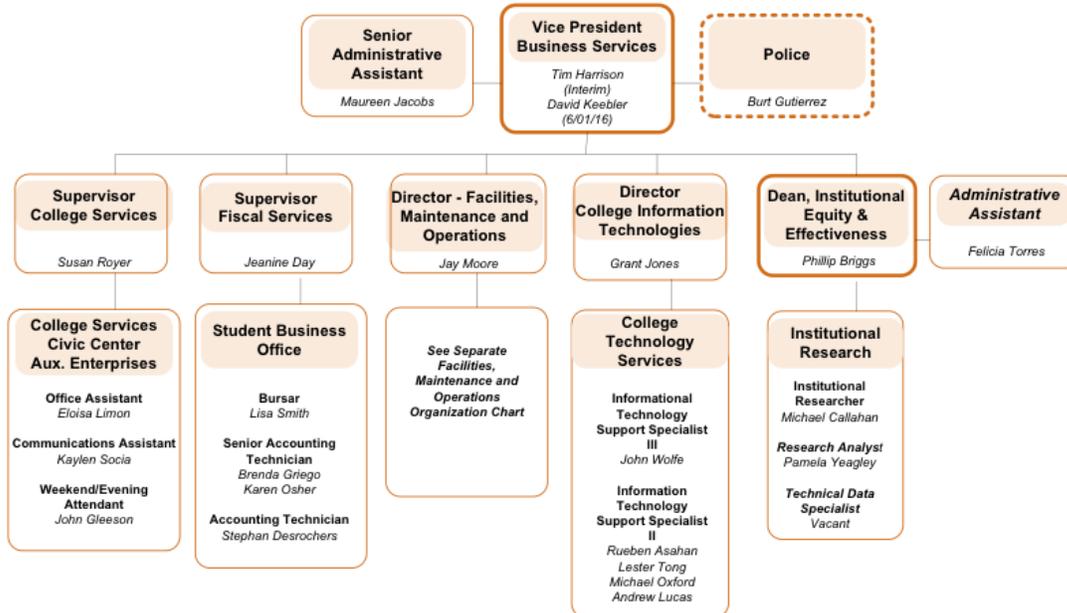**College Organizational Charts**

Ventura College – President's Office

Executive Assistant to the President Confidential
Laura Brower

President
Greg Gillespie

Executive Director VC Foundation
Norbert Tan

Vice President Student Affairs
Patricia Ewins (Interim)
Damien Peña (6/20/16)

Vice President Academic Affairs
Kim Hoffmans

Vice President Business & Admin. Services
Tim Harrison (Interim)
David Keebler 6/01/16

Director VC Innovates Project
Celine Park

Ventura College – VP Student Affairs

Senior Administrative Assistant
Olivia Long

Vice President Student Affairs
Patricia Ewins (Interim)
Damien Peña 6/20/16)

Student Outreach
Richard Torres

Registrar
Arlene Reed

Financial Aid Officer
Alma Rodriguez

Dean Student Services
TBD

See Separate organization chart for Dean, Student Services

Student Health Center

Coordinator
Mary Jones

College Nurse
Adriana Parsons

Student Health Center Assistant II
Brenda Be
Irma Lopez
Nadia Lam

Admissions & Records Office

Assistant Registrar
Celia Rodriguez

Admissions & Records Technician
Sandra Gustafson
Lori Kramer
Patty Mazuca
Karyl Osher

Matriculation Specialist II
Aundrea Roberts

Student Services Specialist – Student Information Center
Angeline Gonzeles

Student Services Assistant II (Santa Paula Site)
Maiya Rodriguez

Financial Aid Office

Financial Aid Specialist
Janeen Beard
Areum Chin
Vacant
Eva Gallardo
Danielle Rodriquez

Financial Aid Technician
Janette Amador
Michelle Hamrick
Kay Snow

Ventura College – VP Academic Affairs

Instructional Support Services
Curriculum Technician
Katie Owashi
Instructional Data Spec
Vacant
Vacant

Vice President Academic Affairs
Kim Hoffmans

Senior Administrative Assistant
Jenifer Cook

Dean English & Math
Lynn Wright

Dean Sciences
Dan Kumpf

Dean Visual Arts, Behavioral & Soc Sciences
Gwen Huddleston

Dean Institutional Equity & Effectiveness
Phillip Briggs

Dean Health, Kinesiology, Athletics & Performing Arts
Will Cowen (Interim)
Tim Harrison (6/01/16)

Dean Workforce & Economic Dev.
Kathy Schrader

Assistant Dean Library, LRC and Comm
David Bransky

Assistant Dean Workforce and Economic Dev.
Karen Engelsen

Ventura College – VP Business and Administrative Services

Senior Administrative Assistant
Maureen Jacobs

Vice President Business Services
Tim Harrison (Interim)
David Keebler (6/01/16)

Police
Burt Gutierrez

Supervisor College Services
Susan Royer

Supervisor Fiscal Services
Jeanine Day

Director - Facilities, Maintenance and Operations
Jay Moore

Director College Information Technologies
Grant Jones

Dean, Institutional Equity & Effectiveness
Phillip Briggs

Administrative Assistant
Felicia Torres

College Services Civic Center Aux. Enterprises
Office Assistant
Eloisa Limon
Communications Assistant
Kaylen Socia
Weekend/Evening Attendant
John Gleeson

Student Business Office
Bursar
Lisa Smith
Senior Accounting Technician
Brenda Griego
Karen Osher
Accounting Technician
Stephan Desrochers

See Separate Facilities, Maintenance and Operations Organization Chart

College Technology Services
Informational Technology Support Specialist III
John Wolfe
Information Technology Support Specialist II
Rueben Asahan
Lester Tong
Michael Oxford
Andrew Lucas

Institutional Research
Institutional Researcher
Michael Callahan
Research Analyst
Pamela Yeagley
Technical Data Specialist
Vacant

Certification of Eligibility Requirements

1. AUTHORITY

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

Ventura College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges (ER 1.1), 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 1.2).

2. OPERATIONAL STATUS

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, certificates, proficiency awards, and basic skills for transfer to four-year colleges and universities (ER 2).

3. DEGREES

Ventura offers programs leading to 16 Associate in Arts (AA) degrees, 24 Associate in Science (AS) degrees, 13 Associate in Arts for Transfer (AA-T) degrees, 5 Associate in Science for Transfer (AS-T) degrees, 35 Certificates of Achievement, and 20 Proficiency Awards (ER 3).

Noncredit Certificates courses and Certificates of Completion are in the developmental stage at Ventura College. Currently, we have 12 noncredit courses for students (ER 3.1).

4. CHIEF EXECUTIVE OFFICER

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

5. FINANCIAL ACCOUNTABILITY

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

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

Evidence:
ER 1.1 Alpha List of Community College
ER 1.2: ACCJC Reaffirmation of Accreditation Letter
ER 2: Fall 2015 and Spring 2015 Class Schedule
ER 3: Ventura College Catalog
ER 3.1: Ventura College Catalog- Noncredit section
ER 4: Gillespie Biography
ER 4.1: BP/AP 7120 on Authority of College President
ER 5: VCCCD External Audit Report

Certification of Commission Policies

As part of the Accrediting Commission for Community and Junior Colleges (ACCJC), Ventura College specifically addresses compliance with Federal Regulation and related Commission Policies (CP) in the checklist and narrative information in this section.

Regulation citation: 602.23(b)	Public Notification of an Evaluation Team Visit and Third Party Comment
Checklist	**Ventura College Narrative**
The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.	On March 2, 2016, a VCCCD Policy Hearing on Accreditation was held at the Ventura County Office of Education to inform the public about the College visit in September, current ACCJC Standards, accreditation planning reports and public discussion/questions (CP.1). Prior to the accreditation visit in Fall 2016, Ventura College will notify the public by positing notification on the College webpage and in the local newspaper, the Ventura County Star, and invite the public to submit comments regarding the College's accreditation status.
The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.	Ventura College will cooperate and assist the ACCJC evaluation team and Commission as requested.
The institution demonstrates compliance with the Commission *Policy on Rights and*	In addition to the public notification in the webpage (CP.2) and local paper, the College has invited the College community to discussion forms (CP.3). Administration notified the College community regarding the

Responsibilities of the Commission and Member Institutions as to third party comment.	ACCJC team visit by sending an Outlook Calendar invitation to 1195 recipients (CP.4).
Evidence	• CP.1: <u>Accreditation Web Page</u> • CP.2: Policy Hearing on Accreditation Agenda from 3/02/2016 • CP.3: Accreditation Presentation and Minutes from 1/08/2016 • CP.4: Screen Shot of Outlook calendar invitation

Regulation citation: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)	**Standards and Performance with Respect to Student Achievement**
Checklist	**Ventura College Narrative**

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.	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 "Core Indicators of Effectiveness" (CP.5). The Core Indicators of Effectiveness are broad measures that act as important gauges of the college's overall effectiveness as an institution of higher education. Using effectiveness indicators from several colleges as models, the CPC analyzed and discussed the various effectiveness measures before deciding on the particular metrics that were most applicable to VC (CP.6). Using academic year 2008-2009 as a baseline, data associated with each indicator is tracked over time to ascertain the College's performance. Thus, these baseline measures serve as the College's institution-set standards.
	
	The 13 Core Indicators of Effectiveness include (not in any ranked order) (CP.7):
	    1. Course Completion Rates
	    2. Course Success Rates
	    3. Student Retention Rates
	    4. Student Satisfaction
	    5. Student Engagement
	    6. California Community Colleges Student Success Scorecard
	    7. Degrees and Certificates Awarded
	    8. Transfers to Four-Year Universities
	    9. Licensure Pass Rates
	    10. Annual Full-Time Equivalent Students
	    11. Faculty Productivity (WSCH/FTEF)
	    12. Full-Time/Part-Time Faculty 75/25 Ratio
	    13. Institutional Student Learning Outcomes

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.	In 2015, selected institution-set standards were incorporated into program review. Instructional programs analyzed course success rate and WSCH/FTEF data relative to the College's institution-set standards. Further, faculty and staff responded to questions about how they are contributing to the College's institution-set standard of degrees and certificates awarded. Through this process, each program is able to use the institution-set standards as benchmarks against which to compare their own performance. In addition, program-specific standards have been set for job placement and licensure exam passage rates for relevant career-technical education programs (CP.8).
The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution wide planning to evaluate how well the	Using effectiveness indicators from several colleges as models, the CPC analyzed and discussed the various effectiveness measures before deciding on the particular metrics that were most applicable to VC. Using academic year 2008-2009 as a baseline, data associated with each indicator is tracked over time to ascertain the College's performance. Through its tracking of Core Indicators of Effectiveness and its integrated program review and planning model, VC systematically assesses the effectiveness of programs and services, using multiple sources of assessment data in order to inform decision-making and direct resources to initiatives designed to improve student learning. During the program review process, each program is provided with comprehensive student achievement data spanning five years (CP.9). 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 (CP.10). Data tracking the degree to which the College has met or exceeded its baseline targets for the Core Indicators are

institution fulfills its mission, to determine needed changes, to (allocate) resources, and to make improvements.	reported to the CPC and the campus as a whole each year, and shortfalls provide institutional committees with insight into areas in need of additional attention.
The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.	Data tracking the degree to which the College has met or exceeded its baseline targets for the Core Indicators are reported to the College Planning Committee and the campus as a whole each year, and shortfalls provide institutional committees with insight into areas in need of additional attention.
Evidence	• CP.5: 2016 ACCJC Annual Report • CP.6: CPC Minutes, May 9, 2012 • CP.7: Screenshot, Core Indicators of Effectiveness • CP.8: 2014-2015 College Profile and Institutional Effectiveness Report • CP.9: 2015 Program Review Datasheet • CP.10: 2015 Program Review Form

Regulation citation: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9	Credits, Program Length, and Tuition
Checklist	**Ventura College Narrative**
Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).	Ventura College complies with state and federal law for awarding credits and degrees. Course credit hours and units are included on every course outline of record in CurricUNET. Ventura 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). An automated, locally developed tracking database computes these relationships, eliminating any chance of human error. These relationships are documented in CurricUNET and in the college catalog's descriptions of individual courses.

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).	The Curriculum Committee is responsible for verifying credit hours and degree program lengths as part of the review process for courses and programs (CP.11). These elements are also reviewed by the District Technical Review Workgroup for Instruction (CP.12). Credit Hour and Degree requirements as well as their calculations are documented in the Curriculum Handbook and BP/AP 4020 (CP.13).
Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).	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 in the Course Catalog, pg. 19 (CP.14).
Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.	Ventura College does not offer any clock hour programs.
The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.	Transfer degrees are strictly limited to a maximum of 60 units; the College Curriculum Committee and CCCCO ensures this by not approving degrees less than 60 units (CP.15).
Evidence	• CP.11: Minutes, Curriculum Committee, February 19, 2016 • CP.12: DTRWI web page with agendas and meeting notes • CP.13: Board Policy and Administrative Procedure for Program and Curriculum Development • CP.14: Ventura College Catalog Fees Section • CP.15: College Catalog

Regulation citation: Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)	Transfer Policies
Checklist	**Ventura College Narrative**
Transfer policies are appropriately disclosed to students and to the public.	Information on the process of submitting transcripts for evaluation and granting of credit are detailed in the College Catalog (CP.16), on page 18, and other transfer information, on pages 63- 84, (CP.17).
Policies contain information about the criteria the institution uses to accept credits for transfer.	The following statement is on the bottom of page 18 of the College Catalog: "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.18).
The institution complies with the Commission Policy on Transfer of Credit.	Ventura College complies with the Commission Policy on Transfer of Credit. The College Catalog (CP.19) identifies 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 on page 19 (CP.15) publicly communicates the process and criteria for acceptance of transfer credits.
Evidence	• CP.16: Catalog information- <u>Acceptance of Transfer Coursework</u> • CP.17: Catalog information- <u>Transfer Information</u> • CP.18: Catalog information- <u>From Other Accredited Institutions</u> • CP.19: <u>Catalog information-From Foreign Colleges and Universities</u>

Regulation citation: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38	Distance Education and Correspondence Education
Checklist	**Ventura College Narrative**
The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in	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.20). This definition includes both hybrid and fully online courses. Distance Education Handbook also stipulates that all courses offered by distance education must be approved separately by the curriculum committee (CP.21).

alignment with USDE definitions.	
There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).	The college's Curriculum Committee reviews course distance education proposals on an individual basis. Any instructor wishing to offer a course through distance education must complete and submit a Distance Education Addendum (CP.22), identifying the modes of contact used to conduct the course and certifying that regular and substantive contact between faculty and students is achieved through the use of assignments and discussions.
The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is	Ventura College is in compliance by using of unique user ID's, password protected user accounts, and proctored exams for hybrid classes to access course Learning Management System (LMS) through the College Portal (CP.22). Additionally, students are forced to change passwords at regular intervals to further protect user accounts.

protected.	
The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.	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. The Associate Vice Chancellor chairs the Instructional Technology Advisory Committee which meets monthly to make recommendations to revise instructional technology as needed, prioritize tasks, and develop implementation timelines. Ventura College does not offer correspondence education.
The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.	Ventura College complies with all elements of the Commission Policy on Distance Education and Correspondence Education (CP.22).
Evidence	• CP.20: AP 4105-Distance Education • CP.21: Distance Education Handbook, page 14. • CP.22: Distance Education Substantive Change Proposal

Regulation citation:	Student Complaints
Checklist	**Ventura College Narrative**
The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.	Appendix III on page 258 of the College Catalog (CP.23) explains the Sexual Harassment Complaint Procedures. Appendix V on page 260 explains the Grievance Process. The Ventura County Community College District (VCCCD) Unlawful Harassment/Discrimination Policy is published on the college website and can be found under the "Quicklinks" section of the front page. Additional information about unlawful harassment/discrimination can be found; including the complaint form (CP.24).
The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.	All student complaint files are maintained in the office of the Dean responsible for student grievances.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.	Compliance will be determined by the external visiting team.
The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.	Ventura College's accreditation status with the ACCJC (CP.25) as well as program accreditation for Nursing and Allied Health Programs is posted on the college website along with contact information for filing of complaints.
The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.*	In accordance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions, Ventura College publishes the following statement (CP.25): *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 as www.accjc.org.*
Evidence	• CP.23: College Catalog • CP.24: Unlawful Harassment/Discrimination Policy Page • CP.25: College Accreditation webpage

Regulation citation: 602.16(a)(1))(vii); 668.6	Institutional Disclosure and Advertising and Recruitment Materials

Checklist	Ventura College Narrative
The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.	Information about programs, locations, and policies is published in the College Catalog (CP.26), the Schedule of Classes, and on the college website. The Schedule of Classes (CP.27). Changes to the Schedule of Classes are updated instantly on the website to ensure accuracy and timeliness of information. The College Catalog is revised on an annual basis.
The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. *The institutional*	Ventura College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. The College Catalog (CP.26)) includes all required elements as identified in the Commission Policy. Student recruitment is conducted by specifically identified, professional staff charged with particular sets of duties that are described in official job descriptions for their positions. Scholarships are awarded and administered through the Ventura College Foundation based on clearly published, specific criteria, related to merit or financial need (CP.28). Programs requiring external evaluation by accrediting agencies, other than the ACCJC, publish their accredited status, as required by the policy, on their program web pages and in published materials. The Commission Policy on Representation of Accredited Status (*ACCJC*) is addressed in the preceding section on Student Complaints.
The institution provides required information concerning its accredited status as described above in the section on Student Complaints.	See preceding section on Student Complaints.
Evidence	- CP.26: <u>College Catalog</u> - CP.27: <u>Online Schedule of Classes</u> - CP.28: <u>Ventura College Foundation Scholarship Program</u>

Regulation citation: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.	Title IV Compliance
Checklist	Ventura College Narrative

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.	Ventura College does not have any outstanding or recent findings from the USDE.
The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.	Ventura College does not have any outstanding or recent findings from the USDE.
The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.	Ventura College's loan default rates are acceptable at a three-year official rate of 18.2 percent which is below the federal requirement of <30 percent. However, the College has recently entered into a contract with USA Funds which is a national default servicing company to reach out to delinquent borrows requesting payment. As such, the default percentage is expected to decrease. Below is a chart with Ventura College's cohort default rates over the last several years. The official three-year rates are highlighted in yellow. **Cohort Default** **Rate History List** | Fiscal	Rate Type	Rate	Process Date	

Year			
2013	3YR DRAFT	21.9	01/23/2016
2012	3YR OFFICIAL	18.2	08/08/2015
2011	3YR DRAFT	18.1	01/24/2015
2011	2YR OFFICIAL	14.4	07/27/2013
2011	2YR DRAFT	14.3	02/23/2013
2011	3YR OFFICIAL	20.4	07/26/2014
2011	3YR DRAFT	20.1	01/11/2014
2010	2YR OFFICIAL	11.3	08/04/2012
2011	2YR DRAFT	11.2	02/11/2012
2011	3YR OFFICIAL	19.2	07/28/2013
2011	3YR DRAFT	19	02/24/2013

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.	Ventura College's contracts to offer or receive educational, library, and support services meet Accreditation Standards. Refer to Standards II.B and III.D for details.
The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.*	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.
Evidence	

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

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

> At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.
>
> Approved by the Board of Trustees, April 8, 2014 (1.A.1.1)
>
> Approved with modification by the Board of Trustees, July 14, 2015 (1.A.1.2)

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

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

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

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

Analysis and Evaluation

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

Action Plan

None.

Evidence

1.A.1.1: Minutes, Board of Trustees, April 8, 2014, page 1-8
1.A.1.2: Minutes, Board of Trustees, July 14, 2015, page 1-9
1.A.1.3: 2015-2016 College Catalog

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

Evidence of Meeting the Standard

VC's Institutional Equity and Effectiveness (IEE) division generates and organizes data to assess achievement of the institutional mission. The primary institutional effectiveness reports that utilize these data are the Educational Master Plan (I.A.2.1), the Strategic Implementation Plan (I.A.2.2), the College Profile and Institutional Effectiveness Report (I.A.2.3), the Facilities Master Plan (I.A.2.4), the Technology Plan (I.A.2.5), and the data

sheets used by departments and divisions during the annual program review process (I.A.2.6).

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

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

As discussed more extensively in I.B.3, the College Planning Committee (CPC) established baseline levels and targets for each Core Indicator (I.A.2.8). The IEE division analyzes progress toward the targets annually and reports to the CPC each fall semester (I.A.2.9).

Analysis and Evaluation

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

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

In March 2011, an Office for Institutional Effectiveness was established with a dean assigned responsibility for institutional research, integrated planning, program review, and student learning outcomes. In addition to these areas, the dean was also responsible for oversight of several academic programs, including English, Communication Studies, the Library,

Tutoring, the Learning Resources Center, and a Title V Grant. During the summer of 2014, the dean assigned to this area left to accept a position at another institution. Concurrently with this change, an evaluation of the College's research capacity was conducted as part of developing the College's Student Equity Plan. As a result of that evaluation, the college president decided to create a separate IEE division lead by a dean who did not oversee additional academic programs or grants (1.A.2.10). In January 2015, the College also hired a research analyst with expertise in qualitative research methods and analysis to augment the efforts of an existing faculty institutional researcher.

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

Action Plan

None.

Evidence

I.A.2.1: Educational Master Plan, 2009 to 2019
I.A.2.2: 2013-2016 Strategic Implementation Plan
I.A.2.3: 2014-2015 College Profile and Institutional Effectiveness Report
I.A.2.4: Facilities Master Plan, 2004-2015
I.A.2.5: Technology Plan, 2012-2015
I.A.2.6: Program Review data sheets
I.A.2.7: CPC Minutes, May 9, 2012
I.A.2.8: 2014-2015 College Profile and Institutional Effectiveness Report, Section II.B
I.A.2.9: CPC Minutes, August 26, 2015
I.A.2.10: Recommendation to Hire Institutional Effectiveness Dean, 2014-2015 Student Equity Plan, page 32-33.
I.A.2.11: Tableau Dashboard Screenshots

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

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 34 majors and 18 AA/AS degrees for transfer. The College also offers Certificates of Completion and Proficiency Awards in 47 areas of study and maintains Transfer Agreements with California State University Channel Islands, California State University Irvine, California State University Northridge, and the University of California at Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. In addition, public school students can earn dual high school and college enrollment credit by working with their own high schools and middle schools, or by enrolling with the College's onsite middle college, El Camino High School.

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

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

Analysis and Evaluation

Ventura College meets this Standard. To guide institutional decision-making, College programs and services conduct data-driven self-analysis through the program review process,

and are further assessed by the College Planning Committee (CPC) for alignment to mission and viability relative to the Core Indicators (I.A.3.3). The interconnectedness of the mission statement, the Educational, Facilities, and Technology Master Plans, the Strategic Plan, the Annual College Effectiveness Report, and the program review cycle are described for College personnel in the Integrated Planning Manual (I.A.3.4).

During the program review process, departments request resources to support the development of initiatives. These requests are then prioritized at a meeting of all faculty and staff at the division level. The Faculty Staffing Priorities Committee, the Classified Staff Priorities Committee, the Facilities Oversight Group, and the Technology Advisory Group each prioritizes requests for their specific category. The Faculty Staffing Priorities Committee uses a rubric to guide its decision-making (I.A.3.5), while the rest of the committee's decide through general discussion. To improve the objectivity of ranking of initiatives during the program review process for classified positions, maintenance of facilities, and purchase of technology, rubrics will be developed by the relevant committees (Classified Senate, Facilities Oversight Advisory Group, and the Technology Advisory Group) to use in the ranking process. All requests are linked to one or more Educational Master Plan goals that support the mission of the college. After all requests are prioritized, the lists are submitted to the president and vice presidents for review. In most cases, the highest priority requests are funded, contingent on available funding. High priority unfunded initiatives are tracked for possible implementation as future funds become available.

Action Plan

None.

Evidence

I.A.3.1: 2015-2016 Planning Parameters
I.A.3.2: Integrated Planning Diagram
I.A.3.3: 2015 Program Review Template
I.A.3.4: 2016 Integrated Planning Manual
I.A.3.5: 2015 Faculty Staffing Priorities Rubric

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 the College Catalog (I.A.4.1), the College website (I.A.4.2), and on posters displayed throughout the campus (I.A.4.3). The mission is reviewed and revised through an inclusive process that initiates with the CPC, includes review and comment by the campus community, and culminates in approval by the Board of Trustees.

In accordance with the Integrated Planning Manual, the mission statement is reviewed every six years (I.A.4.4). 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 would also be reviewed and updated (I.A.4.5). The previous college mission statement, approved by the Board of Trustees in 2009, underwent significant review and revision in 2011 and 2012. College faculty, staff, administration, and students engaged in a collegial process of crafting a new mission statement for the college. The Board of Trustees approved the revised mission statement on April 8, 2014 (I.A.4.6).

In fall of 2013, a group of faculty, staff, administrators, and students worked collaboratively as part of a "Visioning Team" and drafted the college's Vision and Guiding Principles (I.A.4.7, I.A.4.8, I.A.4.9). As part of this process, the group recommended one minor edit to the College mission statement. The slightly revised mission statement was approved, along with a new Vision and Guiding Principles, by all constituent groups on campus and by the Board of Trustees in July 14, 2015 (I.A.4.10).

Analysis and Evaluation

The College meets this Standard. The College reviews its mission statement every three years, and if necessary, updates it to better reflect the purpose of the College, 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.

Action Plan

None.

Evidence

I.A.4.1: 2015 Mission Statement, College Catalog, page 6
I.A.4.2: Mission Statement Screenshot from College Webpage
I.A.4.3: Mission Poster
I.A.4.4: 2016 Integrated Planning Manual
I.A.4.5: CPC Minutes, November 18, 2015
I.A.4.6: Minutes, Board of Trustees, April 8, 2014, page 1-2
I.A.4.7: Classified Senate Minutes, Feb 12, 2014
I.A.4.8: Academic Senate Minutes, March 6, 2014
I.A.4.9: President Email to Campus Re: Mission, Vision, Guiding Principles
I.A.4.10: Minutes, Board of Trustees, July 14, 2015, page 1-9

I.B. Assuring Academic Quality and Institutional Effectiveness

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

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.1.1, I.B.1.2, I.B.1.3). Department faculty also discusses 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. Faculty and staff review and formally discuss equity data related to student achievement in their programs as a component of the annual program review process. In addition, Student Equity has been a focus of a series of facilitated focus groups and campus wide discussions (I.B.1.4). In addition, the Student Equity Advisory Group meets regularly to develop, implement, and monitor the activities identified in the Student Equity Plan. Agendas and minutes from this group are available on the college website (I.B.1.5). The IEE division has also developed online equity data dashboards, which display disaggregated data on each of the five metrics required in the Student Equity Plan (I.B.1.6). Plans to address gaps in student achievement among student groups are documented in the Student Equity Plan (I.B.1.7).

Academic Quality: Program review and the Educational Master Plan are the primary institutional mechanisms for dialog about academic quality. Program review provides the most comprehensive opportunity for individual programs to discuss all factors that support academic quality, including the review of student learning and student achievement data, program curricula, student support, instructional equipment, staffing, technology, facilities, and budgets (I.B.1.8; I.B.1.9).

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.1.10). The Educational Master Plan is operationalized through the three-year Strategic Plan and the annual program review process.

Institutional Effectiveness and Continuous Improvement: VC regularly monitors institutional effectiveness through a number of College meetings and councils. The annual program review process is the primary location for dialog on continuous program improvement, and the CPC is the primary location for dialog on continuous institutional improvement (I.B.1.11). The CPC is a participatory governance committee that makes recommendations on the viability of programs and the relevance of new improvement initiatives to the college president. The CPC is composed of members from every constituent group at the College and is co-chaired by a faculty member and the dean of IEE.

The Student Learning Outcomes Advisory Group is another important venue for dialog about continuous improvement (I.B.1.12). SLOAG 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 elected 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.1.13). The advisory group also regularly reviews and updates the Student and Faculty Distance Education Handbooks and web pages (I.B.1.14). 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.1.15).

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

Analysis and Evaluation

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

Student Outcomes: The College engages in substantive dialog about student outcomes as a component of the annual program review cycle and as an ongoing topic of discussion at

department meetings. In addition, there are numerous other forums for faculty, staff, and administrators to engage regularly in discussions related to student outcomes. These venues include:

- Academic Senate
- Professional Development Advisory Group
- Learning Communities Committee
- College Planning Committee
- Curriculum Committee
- Distance Education Advisory Group
- Student Learning Outcomes Advisory Group
- Basic Skills Advisory Group
- Department Chair and Coordinator Council
- Student and Faculty Equity Forums
- Library and Learning Resources Committee
- Student Services Leadership Team (I.B.1.16)

Student Equity: VC regularly engages in substantive dialog on student equity. On October 1, 2012, VC began activities under a grant from the United States Department of Education, Title V, Hispanic Serving Institutions, designed to scale-up transfer services, improve student academic success outcomes at barrier points, increase institutional effectiveness, and proactively work toward closing the differential in course success and transfer outcomes. At that time Hispanic students were successful (as defined by earning a grade of A, B, C or Pass) at a rate that averaged 8.3 percent lower than the class as a whole on the 20 courses found to be the most challenging for students to pass in order to transfer to a university. As part of its ongoing efforts to improve access and success for all students, the College contracted with the Center for Urban Education (CUE) of the University of Southern California to help discover and analyze the reasons for the inequitable outcome for subgroups of the College's students (I.B.1.17).

On August 21, 2013, Dr. Estela Bensimon, the co-director of CUE, addressed over 100 faculty, staff, and administrators on the subject of equity on campus. CUE representatives led VC personnel in an analysis of VC's Student Service's website to identify and remedy information that was presented in a biased or inequitable manner. CUE also began work with the Math Department to help the Math V03 (Intermediate Algebra) faculty examine their syllabi to ensure that the information in those documents was not off-putting to any segments of the student body. Approximately 30 Math faculty members participated in this activity. Finally, CUE trained three faculty members (one each from the Biology, Chemistry, and English Departments), one researcher, and one administrator on CUE's tactics for examining a syllabus so VC would have personnel able to lead other departments in an examination of their syllabi.

Other related activities included the following:

- In September 2013, CUE meet with several counselors and other faculty, other student services personnel, and some administrators (approximately thirty people total) to initiate the Equity Scorecard effort (I.B.1.18)
- In March 2014, CUE reported findings to Student Services personnel (approximately 25 people in attendance) and to Math faculty (approximately 30 people in attendance) (I.B.1.19; I.B.1.20).

The final CUE report was presented to the Ventura College administration in September 2014 (I.B.1.21). This report served as the foundation for the college's Student Equity Plan.

In fall of 2014, the College received word that it would be receiving ongoing annual funds from the state of California to promote student equity. The initial requirement to receive that money was to write a campus wide Student Equity Plan that would address identified gaps in student equity and outline a general plan for how the College would close those gaps. A 20-member Equity Team composed of faculty, staff, administrators, and students was assembled to undertake this task. The Student Equity Team met 13 times during the 2014-15 academic year to advance Student Equity efforts and draft the College's Equity Plan (I.B.1.22).

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

An additional task force of 12 faculty and staff were trained to conduct focus groups to extract qualitative information from students and faculty as to why performance gaps might occur and to solicit thoughts from the groups on appropriate interventions to close the gaps. In addition, the College's Student Equity Team sponsored a campus wide forum on October 24, 2014, at which approximately 100 college personnel engaged in a six-hour workshop focused on the concept of student equity and examined areas in which unintended inequities may exist (I.B.1.23).

On April 9, 2015, a Student Equity Roundtable discussion was held with 15 faculty members, eight classified employees, and four administrators participating. The intent was to further campus conversation about Student Equity and to provide feedback for the Student Equity Team (I.B.1.24).

Also, during the spring of 2015, the first focus groups of sub-populations of students took place. Among the groups who participated in the first focus groups were students with disabilities, African American students, and English language learners. Focus group leaders collected and distributed the qualitative research data to the Student Equity Team on April 16, 2015 (I.B.1.25). Smaller groups from the Student Equity Team then met to examine the information and formulate suggested interventions to address identified issues.

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

student success and completion, focused primarily on helping low-income students and students of color complete their education. ATD offers a research and evidence based approach to improving outcomes for students and uses coaches and facilitators to assist colleges in the process of understanding equity, developing a culture of evidence and equity, and achieving equitable outcomes for students. In conjunction with the ATD initiative, VC held a college wide data summit on November 6, 2015. At this summit, campus staff analyzed VC student demographic data and equity gaps in student outcomes (I.B.1.26). Kay McClenney and Mark Figueroa, who are national experts on improving outcomes for community college students, led the summit. The College will continue to hold regular data summits and forums to bring the College together to discuss these constructs.

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 topics including SLO development and assessment, teaching and classroom management strategies, student services, campus safety, and effective utilization of instructional technologies (I.B.1.27). In addition to the Flex Week program, the Distance Education staff conducts some 15-20 training sessions each academic year for faculty teaching online or web-enhanced courses (I.B.1.28). Faculty are also encouraged to apply to the Faculty Travel Fund Pool to secure the resources that allow them to attend trainings and conferences in their professional area.

As part of a federal Title V Cooperative Grant, the Professional Development Advisory Group organized Summer Institute for Teaching Excellence (SITE) conferences from 2011 – 2015 (I.B.1.29). These four-day conferences were designed to stimulate discussion and introspection on approaches to educating students, and were attended by a cumulative total of over 200 faculty over the five-year period they were held. The SITE Team, with assistance from faculty and staff, designed collegial experiences to demonstrate the power of learning communities, technology in the classroom, and experiential learning. The teams worked to help faculty get to know each other, to get to know student services, and to consider the student perspective when designing learning and assessment activities.

The faculty evaluation process, as negotiated between the faculty union (American Federation of Teachers) and the District, is a peer-review process designed "to provide a genuinely useful and substantive assessment of faculty performance, to recognize and

acknowledge good performance, to enhance performance, and to help employees further their own growth. The evaluation process should be implemented in a positive, supportive manner that encourages self-improvement and excellence in the faculty members' areas, promotes professionalism and enhances performance." (I.B.1.30) This evaluation process combines classroom observation with frequent feedback and coaching meetings intended to foster instructional and service excellence.

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

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

- tracking of student achievement data in basic skills courses
- reading and writing across the curriculum
- integrating student services with basic skills instruction
- accelerated course instruction
- tutoring and supplemental instruction
- qualitative research conducted that targets basic skills students (I.B.1.31).

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.

Employee Satisfaction with Communication: In spring 2015 the District conducted an "Employee Satisfaction Survey." While many of the responses indicated that faculty, classified staff and administrators are devoted to Ventura College and appreciative of the support from their colleagues, there were also frequent comments about feeling dissatisfied with campus communication and participatory governance processes (I.B.1.32). In spring 2015, Ventura College hosted a technical assistance visit on participatory governance and collegiality in action with David Morse, state academic senate president, and Thuy Thi Nguyen, interim president and chief executive officer of the Community College League of California. In fall 2015, an Institutional Effectiveness Partnership Initiative (IEPI) team

visited the College to interview members of the campus community. In addition to recommendations on decision making and integrated planning, the IEPI team also identified the need for the College to improve communication on campus and build more trust in the campus community (I.B.1.33). In spring 2016, only slightly more than half of respondents (56 percent) to an online Formal Communications Survey agreed that campus communication is current and timely (I.B.1.34). While the College provides ample venues and opportunities for sustained, substantive, and collegial dialog, a sustained effort to improve formal communications and to build a campus climate with greater trust in the participatory governance process is warranted.

Action Plan

See Action Project #2 in the Quality Focus Essay on shifting to a campus culture with broad participation, improved communication, and strong collegial support.

Evidence

I.B.1.1: Spring 2016 ISUO Forum Minutes
I.B.1.2: Spring 2016 ISLO 3 Forum Handouts
I.B.1.3: Department Minutes with SLO Discussion
I.B.1.4: Spring 2015 Student Equity Focus Group Data
I.B.1.5: Student Equity Advisory Group webpage screenshot
I.B.1.6: Equity Dashboard Screenshots
I.B.1.7: 2015 Student Equity Plan
I.B.1.8: Program Review Data Sheet
I.B.1.9: Program Review Template
I.B.1.10: 2009 Educational Master Plan
I.B.1.11: 2016 Integrated Planning Manual
I.B.1.12: SLO Advisory Group Minutes, 2/5/2013, 2/11/2014, and 9/8/2015
I.B.1.13: Distance Education Advisory Group Minutes, October 8, 2015
I.B.1.14: Student and Faculty Distance Education Handbooks
I.B.1.15: Screenshot of Distance Education Webpage
I.B.1.16: Making Recommendations Document
I.B.1.17: Overview, Contract for Services, Center for Urban Education
I.B.1.18: September 2013 Agenda, Center for Urban Education Meeting Regarding Equity Scorecard
I.B.1.19: March 2014 Minutes, Center for Urban Education Report to Student Services
I.B.1.20: March 2014 Minutes, Center for Urban Education Report to Math Faculty
I.B.1.21: Final Center for Urban Education Report
I.B.1.22: 2014 Student Equity Plan
I.B.1.23: October 2014 Minutes, Student Equity Forum
I.B.1.24: April 2015 Minutes from Student Equity Roundtable, April 9, 2015
I.B.1.25: Reports from Equity Focus Group Leaders, April 16, 2015
I.B.1.26: November 2015 PowerPoint, Achieving the Dream Data Summit
I.B.1.27: Fall 2015 Flex Week Schedule
I.B.1.28: Calendar of Distance Education Trainings

P a g e 6 5
I . B . A s s u r i n g A c a d e m i c Q u a l i t y a n d I n s t i t u t i o n a l
E f f e c t i v e n e s s

I.B.1.29: SITE Webpage Screenshot
I.B.1.30: VCCCD/AFT Agreement, Article 12.1
I.B.1.31: Minutes, Basic Skills Advisory Group, 9/14/15
I.B.1.32: Spring 2015 VCCCD Employee Satisfaction Survey
I.B.1.33: Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team report, January 2016
I.B.1.34: VCCCD Formal Communications Survey, January 2016

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.2.1).

SLOAG 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. SLOAG recommends improvements to the SLO/SUO process to the Academic Senate, and documents SLO/SUO efforts and results for accreditation. SLOAG membership is comprised of the IEE dean, six faculty members drawn from all academic divisions (appointed by the Academic Senate), two student services faculty, one library faculty, one academic dean, two classified staff members (appointed by the Classified Senate), three classified supervisors, one Business Services representative, one Distance Education representative, one student representative (appointed by the Associated Student Body), and two faculty SLO facilitators (I.B.2.2).

Programs and departments adhere to a five-year rotational plan to ensure all courses, programs, degrees and certificates are reviewed (I.B.2.3). Service programs assess SUO's annually. Modifications to instructional techniques and revisions to course content are made based on the conclusions drawn from these assessments.

Analysis and Evaluation

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

- whether any of their courses have never been assessed (and if so, why)
- what percentage of their program's courses have assessed at least half of their SLOs
- what changes have been made to courses based on the results of SLO assessment

- how many of their courses have assessed SLOs, implemented a change, and then reassessed the SLOs
- how closely they have adhered to their SLO rotational plan
- how many meetings they have held in which SLOs were discussed (I.B.2.4).

In addition, instructional programs are asked how their program facilitates the achievement of the College's Institutional Student Learning Outcomes (ISLOs). Student service programs are asked to provide similar information about their SUOs (I.B.2.5).

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

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

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

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

The two ISUOs are:

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

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

(Adopted by the Academic Senate on October 18, 2012.)

All faculty teaching courses mapped to an ISLO perform assessments regardless of the teaching modality of face-to-face, hybrid or fully online during the assigned year and provide analysis of their data as well as suggestions for increasing student success. During the 2012-2013 academic year, the College focused on ISLO #1 (Communication). Faculty created distinct rubrics for assessing written, oral, visual and performance communication, as appropriate to their subject discipline or service area (I.B.2.6). During the 2013-2014 academic year, faculty focused on ISLO #2 (Scientific and Quantitative Reasoning). Faculty created two rubrics for this ISLO: one for scientific reasoning (I.B.2.7) and one for quantitative reasoning (I.B.2.8). During the 2014-2015 academic year, faculty focused on ISLO #3 (Critical Thinking and Problem Solving), for which one rubric was developed (I.B.2.9). The focus in the 2015-2016 academic year was on ISLO #4 (Informational Literacy) (I.B.2.10). All rubrics were created with input from faculty across campus. These rubrics are available on the SLO webpage on the Ventura College website and are updated as needed (I.B.2.11)

Campus ISLO and ISUO forums are held each year, focusing on the ISLO/ISUO that was assessed the previous year. Data is reviewed and speakers provide insight into ways to incorporate the institutional level skills across the curriculum and/or services. These forums ensure that there is campus wide dialogue on an ongoing basis about ISLO/ISUO data and improving ISLO/ISUO outcomes. On March 17, 2014, SLOAG held a forum for ISLO #1 (Communication) at which a summary of data and suggestions from faculty were presented. Speakers from the English Department provided insight on how to improve writing skills across the curriculum and handed out a booklet with tips of simple classroom activities that can be used to improve writing skills. A speaker from the Communications Department discussed ways to increase oral communication skills across the curriculum (I.B.2.12). On March 10, 2015, the SLO Advisory Group held a forum for ISLO #2 (Scientific and Quantitative Reasoning). Again, a summary of data and suggestions from previous assessments were presented. Speakers from the Geosciences program provided insight on how these concepts can be integrated into classroom instruction and interaction (I.B.2.13). A forum for ISLO #3: (Critical Thinking and Problem Solving) was held in April 2016, and a forum for ISUO #1 was held in March 2016 (I.B.2.14, I.B.2.15).

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

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

- training individuals and/or departments in the development of SLOs/SUOs, in the entering of data into TracDat, and in the use of data for meaningful improvement of courses, programs, and services
- monitoring compliance by all departments and service units with SLO/SUO responsibilities
- providing SLO/SUO status reports to the vice presidents, deans, and department chairs (I.B.2.16)

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

- Forms were created for gathering assessment data (I.B.2.17)
- A quality assurance plan was developed to ensure that all SLO processes are followed across campus in a meaningful way to improve student success (I.B.2.18).
- Newsletters were distributed to inform faculty and staff in SLO matters and to provide calendars of events and training opportunities (I.B.2.19)
- Updated forms for gathering SLO and SUO assessment data, rubric templates and ISLO rubrics were made available on the SLOAG webpage on the VC website (I.B.2.20).

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

Action Plan

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

Evidence

I.B.2.1: Courses and Programs with SLOs
I.B.2.2: SLOAG Committee Membership and Charge
I.B.2.3: SLO Rotation Plan
I.B.2.4: Instructional Program Review Template, Section E
I.B.2.5: Service Program Review Template, Section C
I.B.2.6: Sample ISLO Rubrics for Communication

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

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

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

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

P a g e 7 0
I . B . A s s u r i n g A c a d e m i c Q u a l i t y a n d I n s t i t u t i o n a l
E f f e c t i v e n e s s

13. Institutional Student Learning Outcomes

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

Analysis and Evaluation

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

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

Action Plan

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

Evidence

I.B.3.1: CPC Minutes, May 9, 2012
I.B.3.2: Screenshot, Core Indicators of Effectiveness
I.B.3.3: 2014-2015 College Profile and Institutional Effectiveness Report
I.B.3.4: 2015 Program Review Datasheet
I.B.3.5: 2015 Program Review Form

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

Analysis and Evaluation

The College meets the Standard. While data collection is systematic and uniform for instructional programs, the same could not be said for student service programs until 2016 (I.B.4.1). This lack of uniformity previously made it difficult for the CPC to make data-driven recommendations to the administration about the relative need and merit for additional personnel or equipment or to evaluate the degree to which proposed initiatives are necessary. However, this issue has been recognized and addressed by the College, and will be further evaluated over the next two years. During the 2016-2017 and 2017-2018 academic years, the IEE division will work with the student services programs to identify and track uniform data elements for use in program review.

Action Plan

None.

Evidence

I.B.4.1: 2016 Draft Student Services Program Review Data Dashboard

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

Analysis and Evaluation

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

Program review at Ventura College includes a thorough and systematic assessment of each program's strengths and weaknesses based on multiple data measures. All programs reference the College mission, vision, and guiding principles and provide information on the qualifications of the full-time personnel responsible for operating the program. A significant element of the program review process involves the analysis of disaggregated data. Each program describes and analyzes the results of SLO/SUO assessments and links these assessments to new initiatives. Likewise, colleagues in each program examine the effectiveness of their instruction or services based on data disaggregated by student age, race, ethnicity, and gender (I.B.5.2). These data include multiple measure of performance for programs and courses including student enrollment, retention, student success, and program completion. Each program also provides data on its operations, including budget, faculty productivity, staffing, equipment inventory, and facility needs, and summarize the outcomes of any initiatives taken as a result of the previous program review cycle. Finally, as part of the reflective process, each instructional program completes a "Rubric for Instructional Program Vitality" survey (I.B.5.3), developed and approved annually by the Academic Senate (I.B.5.4). The program vitality rubric requires instructional faculty to assess the viability of their program based on the following variables:

- enrollment demand

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

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

As part of the assessment of the program review process, each program or department is asked to provide feedback on positive and negative aspects of the program review process itself, and to offer suggestions for how the process could be improved (I.B.5.5). The CPC considers this input regarding the program review process and appoints a work group (Program Review Process Team) to engineer needed changes. Based on feedback received during the annual program review cycle, the elements and format of the data presented for program review are modified to enhance the ability of College personnel to analyze student achievement trends and other elements essential to mission.

During the period from 2013 to 2015, the CPC discussed program review and the program review process in all of its monthly meetings (I.B.5.6). In the spring of 2014, the group reached consensus on the creation of a three-year cycle for program review in which, in any given year, one-third of College programs would undergo a complete program review ("full process"), while two-thirds would complete a modified, slightly slimmed down review ("interim process") (I.B.5.7). Additional recommendations adopted by the CPC were as follows:

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

These changes were evaluated by a CPC taskforce in spring 2016. The taskforce developed a list of refinements (I.B.5.8) which were approved by the CPC, the Academic Senate, and the

Classified Senate in Spring 2016 ([I.B.5.9](), [I.B.5.10](), [I.B.5.11]()). For the 2017-2018 program review cycle, the CPC agreed that one-third of the College's instructional programs would conduct a full program review and to incorporate the program review process improvements identified above. The new three-year rotational plan allows for every program to conduct its program review and continue the ongoing discussion of their performance and how to improve the student outcomes on an annual basis, while at the same time, relieving some of the burden of re-analyzing extensive amounts of data every year. Programs conducting the "interim" process are expected to focus on their previous findings and to create initiatives designed to improve student outcomes. Due to compliance issues related to the Student Success and Support Program and other federal and state mandates, student services operations will continue to conduct full program reviews annually.

The College does not rely on quantitative assessments alone; several sources of qualitative data are obtained, analyzed, and incorporated into college wide planning initiatives. In May 2014, the research analyst released her finding from a qualitative study of student perceptions of the matriculation process and of the College's academic quality ([I.B.5.12]()). The study was designed to create a greater understanding of students' perceptions of the College's academic programs and student services and how these related to their success. Overall, the results indicated that students experienced both barriers and supports to student success. The study helped inform the dialog surrounding the greater integration of student services and instruction. The study further identified key factors for student engagement in the classroom, including faculty:

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

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

Each semester, the IEE produces a report entitled "Success Rates by Method of Instruction" ([I.B.5.1]()). Method of instruction is defined as the manner in which a class is conducted or the process by which instruction occurs. The report details student enrollments, credit units, and success rates by instructional method. At VC, the four main instructional methods in order of enrollments are: lecture and/or discussion (65 percent), lecture/lab (16 percent), distance education (12 percent), and laboratory/studio/activity (7 percent). The success rate data in distance education classes and in traditional classes (i.e., all non-distance education classes) are further disaggregated by ethnicity in order to assess disproportionate impacts on any ethnic group. Further, the IEE provides longitudinal data on success rates in distance education classes compared to success rates in all other classes in the same course. The purpose of this report is to provide longitudinal success data for use by deans, department chairs, instructional designers, and faculty for the purposes of assessing the efficacy of the distance education instructional mode.

Action Plan

None.

Evidence

[I.B.5.1: Success Rates by Method of Instruction Report, Fall 2015](#)
[I.B.5.2: 2015 Program Review Data Sheet](#)
[I.B.5.3: Sample Rubric for Instructional Program Vitality](#)
[I.B.5.4: Minutes Showing Approval of Rubric for Instructional Program Vitality, Academic Senate](#)
[I.B.5.5: 2015 Program Review Process Assessment](#)
[I.B.5.6: Sample CPC Minutes Documenting Discussions of Program Review Process](#)
[I.B.5.7: CPC Minutes, February 26, 2014](#)
[I.B.5.8: 2016-2017 Proposed Program Review Improvements](#)
[I.B.5.9: CPC Minutes, April 27, 2016](#)
[I.B.5.10: Academic Senate Agenda, May 7, 2016](#)
[I.B.5.11: Classified Senate Minutes, May 5, 2016](#)
[I.B.5.12: Findings, Qualitative Study of Student Perceptions, May 2014](#)

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 CPC and various other College committees.

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

- Dashboard Report: Status of Progress Toward Completion of Five Year Objectives ([I.B.6.1](#))
- High-Risk Barrier Courses: Outcomes and Equity Gaps Report ([I.B.6.2](#))
- Peer Mentoring, 2013/2014 Report ([I.B.6.3](#))
- Fall 2011 to Fall 2015: First-Time, Full-Time Students with Transfer or Degree Goal ([I.B.6.4](#))
- Reading and Writing Center, Fall 2015 ([I.B.6.5](#))

P a g e 7 6
I . B . A s s u r i n g A c a d e m i c Q u a l i t y a n d I n s t i t u t i o n a l
E f f e c t i v e n e s s

- Supplemental Instruction (SI): Spring 2015 Academic Performance of SI Students (I.B.6.6)
- Accelerated Learning: Spring 2015 Math and English (I.B.6.7)
- Success Rates for Hispanic Students in High-Risk "Barrier" Courses (I.B.6.8)
- Tutoring Center, Fall 2015 (I.B.6.9)
- Math Center, Fall 2015 (I.B.6.10)

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

As part of its Student Equity Plan, the College recently joined the Achieving the Dream Initiative (I.B.6.11). This nationwide initiative provides colleges with best practices and resources to close equity gaps in student outcomes. It also provides each college with two coaches, who guide the College through the process of implementing large-scale interventions. The coaches for Ventura College are Kay McClenney and Mark Figueroa, and they are both nationally recognized experts in improving equitable student outcomes.

In order 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 (I.B.6.13). The charge of this committee is to integrate the efforts and resources of the College's Student Equity Plan, SSSP Plan, and Basic Skills Plan. This committee also serves as the College's Achieving the Dream Core Team. This integration will ensure that there is no duplication of efforts amongst the different student success efforts, and will focus resources from each effort into a manageable set of large-scale, empirically proven student success interventions. In spring 2016, the SCC identified a performance gap between students placed below transfer level in math and English and students placed directly into transfer-level courses. For example, according to data from the Basic Skills Cohort Tracker, only 36 percent of English students placed two levels below transfer and 50 percent of students placed one level below will complete the required transfer-level English course within three years. Because SCC includes members from the Basic Skills Advisory Group and the Equity Advisory Group, the committee also identified that Hispanic students are almost three times as likely as white students to be placed into English courses that are two level below transfer. The "Sail to Success" project in the Quality Focus Essay below is in large part a response the equity issues in assessment/placement and the impact of long course sequences on students.

The College also regularly examines data by instructional mode. Each semester, the IEE produces a report entitled "Success Rates by Method of Instruction" (I.B.6.13). Method of instruction is defined as the manner in which a class is conducted or the process by which instruction occurs. The report details student enrollments, credit units, and success rates by instructional method. At VC, the four main instructional methods in order of enrollments are:

lecture and/or discussion (65 percent), lecture/lab (16 percent), distance education (12 percent), and laboratory/studio/activity (7 percent). The success rate data in distance education classes and in traditional classes (i.e., all non-distance education classes) are further disaggregated by ethnicity in order to assess disproportionate impacts on any ethnic group. Further, the IEE provides longitudinal data on success rates in distance education classes compared to success rates in all other classes in the same course. The purpose of this report is to provide longitudinal success data for use by deans, department chairs, instructional designers and all faculty for the purposes of assessing the efficacy of the distance education instructional mode.

Analysis and Evaluation

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

Action Plan

None.

Evidence:

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

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

P a g e 7 8
I . B . A s s u r i n g A c a d e m i c Q u a l i t y a n d I n s t i t u t i o n a l
E f f e c t i v e n e s s

The College documents the role of its committee structure and its governance processes in its "Making Recommendations" document (I.B.7.1). A standard operating procedure for campus committees is to conduct a one goal-setting session at the start of the new academic year and a self-evaluation of the committee's performance at the conclusion of the academic year. Goal-setting sessions provide the opportunity to reflect on the charge of the committee and how well it is serving the College mission and goals. In addition, the goal-setting sessions allow for dialog related to institutional policies and practices and help to guide the efforts of the group for the coming year. Similarly, at the close of the academic year, each group is tasked with reflecting on its accomplishments and any shortcomings in its efforts. These self-evaluations are typically conducted via an online survey platform such as Survey Monkey. The results of the self-evaluations are shared at the conclusion of the academic year and at the beginning of the next one (I.B.7.2).

Analysis and Evaluation

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

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

The CPC reviews the Making Recommendations document during the spring of each academic year and makes recommendations to the administration and the Academic and Classified Senates for updates and improvements to the document.

Action Plan

None.

<u>Evidence</u>

I.B.7.1: Making Recommendations Document
I.B.7.2: SLO Committee Evaluation Results and Discussion
I.B.7.3: President Email to Campus Regarding Action Team
I.B.7.4: CPC Minutes, March 25, 2015
I.B.7.5: Classified Senate Minutes, November 13, 2015
I.B.7.6: Academic Senate Minutes, November 19, 2015

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 in the process of formulating their annual program reviews. All of this data is readily available to College personnel and to students and the general public on the College Institutional Equity and Effectiveness web page (I.B.8.1). Interactive data dashboards are available on that page, as well as a number of PDF reports dating back multiple years, which include the following:

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

In addition, as described earlier, the College administration and faculty hold regular campus forums focused on student equity and specific topics throughout the school year. Further, the Title V Velocidad Grant publishes its annual reports on Hispanic student achievement at the College each spring (I.B.8.2).

Analysis and Evaluation

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

Action Plan

None.

Evidence

I.B.8.1: Screenshot, Institutional Equity and Effectiveness Webpage
I.B.8.2: 2015 Annual Report, Title V Velocidad Grant

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

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 provide the context for the development by the CPC of the three-year Strategic Plan with its Strategic Goals and specific Action Steps outlined with a timeline for completion. Each spring the College administration publishes its Planning Parameters to provide direction and context for the formulation of the following year's program reviews (I.B.9.1).

Analysis and Evaluation

Ventura College meets this Standard. As part of the program review process, faculty, staff, and administrators analyze pertinent student learning and achievement data and "close the loop" on prior year program initiatives. They then draft new initiatives for improving instruction and services to students and request appropriate resources required to meet their goals. College committees then review the initiative requests based on the nature of the initiative. Requests for facilities are discussed at the Facilities Oversight Group (FOG.) Requests for classified staff positions are heard by the Classified Staffing Priorities Committee and requests for full-time faculty are heard by the Faculty Staffing Priorities Committee. Requests for computers and related technology are heard by the Technology Advisory Group and requests for other equipment are heard by the Budget Resource Council. The Office of Business Services, under the direction of the vice president of business services, compiles all of the initiative requests and creates spreadsheets for the review by the CPC, which then makes its recommendations to the College leadership team (I.B.9.2).

Action Plan

None.

Evidence

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

I.C. Institutional Integrity

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

Evidence of Meeting the Standard

The College mission statement is readily available and accessible on the VC webpage under "College Information" (I.C.1.1) and in the College Catalog (available in print and online) on page 6 (I.C.1.2). Information regarding SLOs and SUOs are available on the "College Information" tab of the College website (I.C.1.3). ISLOs and ISUOs also listed in the College catalog on page 9. 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 (I.C.1.4) includes a model for SLO inclusion on course syllabi.

A comprehensive list of all academic programs offered at the College is available on the College website at http://www.venturacollege.edu/departments/academic and on page 45 of the College Catalog. This list is updated annually by curriculum technician and the Curriculum Committee faculty co-chair and then reviewed for accuracy by the College articulation officer, the College administrative team, and department chairs.

Information regarding available student support services is provided on the College webpage under the "Services for Students" tab (I.C.1.5) as well as in the College catalog on pages 32-42. This information is updated annually by the assistant dean of student services and reviewed for accuracy by the Vice President of Student Development, as well as the College's administrative team and department coordinators.

Information regarding the College's accreditation by the ACCJC is available from a link on the College homepage (I.C.1.6) and in the College Catalog on page 7.

Analysis and Evaluation

Ventura College meets this Standard in that the College provides accurate and relevant information to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services.

The mission statement is accessible online and in the College Catalog. Learning outcomes are stated on the SLO/SUO page on the College website. Academic programs, student services, and accreditation status are stated both in the College catalog and on the website. In reviewing the requirements of I.C.1 for purposes of this self-evaluation, it became clear that the College's accreditation status was not easy to find on its website because it required moving through multiple levels of the menu. To address this, a link to the College's accreditation status was added to the College's home page.

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

Action Plan

None.

Evidence

I.C.1.1: Mission Statement Webpage
I.C.1.2: College Catalog
I.C.1.3: SLO/SUO Webpage
I.C.1.4: Faculty Handbook
I.C.1.5: Student Services Webpage
I.C.1.6: Accreditation Webpage

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 both in print and online. The online version of the catalog can be viewed on screen or downloaded and saved as a PDF file. Catalogs for ten prior years are also available online (I.C.2.1).

The College Catalog is supplemented three times per year by the fall, spring, and summer Schedules of Classes. The Schedule of Classes contains additional information about enrollment policies and procedures, assessments, orientations, educational planning services, financial aid, how to add or drop courses, and more. Included in each Schedule of Classes is a chart that explains where to go for assistance on a variety of concerns. 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.2.2)

Analysis and Evaluation

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

Action Plan

None.

Evidence

I.C.2.1: College Catalog
I.C.2.2: Schedule of Classes

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

Evidence of Meeting the Standard

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

- The College's current Accreditation status and ACCJC correspondence (I.C.3.1)
- All program reviews and program-level student achievement data (I.C.3.2)
- SLO's, course outcomes, program outcomes, and institutional outcomes (I.C.3.3)
- A variety of data reports on student achievement, student learning, program evaluation, student and faculty demographics, distance education, and other information (I.C.3.4)

- The College Profile and Institutional Effectiveness Report, an exhaustive factbook that shows trends in enrollment, student demographics, student completions, and the annual budget (I.C.3.4)
- Interactive data dashboards that display data on a variety of enrollment, student achievement, and student equity indicators (I.C.3.5).

Analysis and Evaluation

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

Action Plan

None.

Evidence

I.C.3.1: Screenshot of VC Accreditation webpage
I.C.3.2: Screenshot of VC program review webpage
I.C.3.3: Screenshot of VC SLO webpage
I.C.3.4: Screenshot of VC OIEE webpage
I.C.3.5: Screenshot of VC OIEE data dashboards

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 both online in a downloadable PDF format and in printed format, where it is available at the Bookstore, Admissions and Records Office, Counseling Services, the Library, and each division office. Each program listing states the program purpose, course requirements, recommended additional courses (when applicable), and program SLOs (I.C.4.1)

The College website contains program web pages. These web pages contain information about the program purpose, description, program, and College SLOs, career opportunities, degrees and/or certificates awarded, and links to the program's listing in the College Catalog. Academic counselors (and, in the case of occupational programs, department chairs) also advise students regarding the courses needed to complete a degree or certificate (I.C.4.2).

An additional source of information available to students is program brochures published by the Career and Technical Division. Each brochure describes the purpose, content, and course requirements for their degrees and certificates (I.C.4.3).

Analysis and Evaluation

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

Action Plan

None.

Evidence

I.C.4.1: Sample Program Page from College Catalog
I.C.4.2: Screenshot, Sample Program Webpage
I.C.4.3: Sample CTE Program Brochure

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

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.5.1).
- The Classified Senate supports and advocates for all classified staff on matters of participatory governance. The Senate interfaces with the College management in the implementation of College goals and objectives, and collects, evaluates, disseminates information to and from classified staff as appropriate. Actions and minutes from each meeting are posted on their website (I.C.5.2).

- The ASVC (Associated Students of Ventura College) assumes responsibility for expressing student concerns, interests, and viewpoints to the administration and College community. The ASVC constitution and by-laws are posted on the College website (I.C.5.3).

At the District level, Board Policies (BPs) and Administrative Policies (APs) are updated on a two-year cycle or as necessary. All institutional policies and procedures are available on the Ventura Community College District website (I.C.5.4). The District has a Making Decision's Handbook that outlines how employees are involved in the processes that lead to recommendations in their respective areas of responsibility and the accountability they have in decision-making (I.C.5.5).

Analysis and Evaluation

Ventura College meets this Standard. The College's Making Recommendations document is updated and distributed every year. The District Decision-Making Handbook is updated every two years and as needed. The Academic, Classified, and Student Senates review procedures as appropriate to their role in the governance process.

Action Plan

None.

Evidence

I.C.5.1: Academic Senate Website
I.C.5.2: Classified Senate Website
I.C.5.3: ASVC Website
I.C.5.4: District Policies and Procedures Website
I.C.5.5: District Making Recommendations Handbook Website

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.6.1). Although the catalog does not include specific information about the costs of textbooks, students can use the Bookstore's website to locate required texts and their cost (I.C.6.2). On VC's "Paying for College" webpage, students are provided with links for fees, financial aid, payment plans, scholarships and grants, and the Ventura College Promise program (I.C.6.3).

The website also provides Gainful Employment information for each certificate program that is approved for financial aid (I.C.6.4). Information provided includes the career pathway, cost of the program (including tuition, fees, books, and supplies), financing options, and length of the program. All programs offering Certificates of Achievement are required to review and update their gainful employment information annually. All new programs are required to provide gainful employment information before the Financial Aid Department is able to submit the program for federal financial aid. This policy ensures that useful, up-to-date information is provided for students.

The Financial Aid Department's webpage includes a link to information about the total costs of attendance (COA), estimated family contribution (EFC), and financial need (FN) (I.C.6.5). Here students are provided with descriptive information, helpful charts, and a video explanation of EFC. In addition, the Financial Aid Department offers a free Financial Aid Handbook & Planner to all students (I.C.6.6). This publication contains complete information about financial aid and cost of attending, as well as a budget worksheet. It also includes a listing of other student support services with contact information, purpose, and services provided.

Ventura College is supported by the Ventura College Foundation, which provides a number of opportunities to assist students in paying for their education. These services are communicated on the VC website, in the student portal, via e-mail, and through marketing campaigns. The Foundation provides a variety of direct support programs such as Ventura College Promise, the Textbook Lending Library and Textbook Voucher programs, and General and Phoenix scholarship programs.

Ventura College Promise: Since 2006, the VC Foundation has offered the Ventura College Promise program. This program was created to remove economic barriers to education for local graduating high school seniors, improve the number of students attending college in Ventura County, and enhance the workforce quality in the area. Through the program, qualified Ventura County high school graduates have their enrollment, student representation, health, and Student Center fees covered during their first year of attendance at Ventura College. The program is also extended to students with a GED (I.C.6.7).

Textbook Lending Library and Textbook Voucher Programs: The textbook lending library allows students to check out textbooks for the semester. Frequently, the cost of textbooks exceeds the cost of tuition, making it challenging for students to have the resources they need to succeed in their classes. Over 9000 students have benefited from this program since its inception in 2006. In addition to the lending library, the Ventura College Foundation provides eligible students with vouchers that can be redeemed for the purchase of textbooks at the College Bookstore (I.C.6.8).

General Scholarship and Phoenix Scholarship Programs: Students attending Ventura College may also offset the cost of their education by applying for various scholarships offered by the Ventura College Foundation. The Foundation provides over $400,000 in scholarships annually.

Analysis and Evaluation

VC meets and exceeds the Standard by providing extensive, accurate information to current and prospective students regarding the total cost of education, including tuition, fees, textbooks, and other expenses, through multiple media, such as the College Catalog, online videos, and a variety of webpages on the College website. In addition, students are able to access gainful employment information and a variety of financial aid resources on the College website to assist them in planning for their educational needs.

Action Plan

None.

Evidence

I.C.6.1: Fees Information, College Catalog, page 19
I.C.6.2: Screenshot, Bookstore Website
I.C.6.3: Screenshot, Paying for College Webpage
I.C.6.4: Screenshot, Gainful Employment Webpage
I.C.6.5: Screenshot, Financial Aid Webpage
I.C.6.6: Financial Aid Handbook & Planner
I.C.6.7: Screenshot, VC Promise Webpage
I.C.6.8: Screenshot; Textbook Lending Library Webpage

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.7.1). An administrative procedure supports this policy, AP 4030 (I.C.7.2). Links to these policies are provided on the College website on the Faculty and Staff page. The BP and AP are supported by both the Office of Student Learning and the Academic Senate.

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

Analysis and Evaluation

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

Action Plan

None.

Evidence

I.C.7.1: BP 4030 Academic Freedom
I.C.7.2: AP 4030 Academic Freedom
I.C.7.3: Academic Freedom Statement, College Catalog, page 275
I.C.7.4: Academic Freedom, Full-time Faculty Handbook, page 17
I.C.7.5: Academic Freedom, Part-time Faculty Handbook, page 11

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

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

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

Analysis and Evaluation

Ventura College meets this Standard. Formal policies and procedures regarding academic honesty, responsibility, and integrity are published on the College website and in the College Catalog. Faculty are directed in these policies in the Full-time and Part-time Faculty Handbooks. District BPs and APs regarding academic honesty are published on the District website and links are provided on the College's website.

Action Plan

None.

Evidence

I.C.8.1: BP 5500 and AP 5500, Standards of Conduct
I.C.8.2: BP 5520 and AP 5520, Student Discipline Procedures
I.C.8.3: BP 5530 and AP 5530, Student Rights and Grievances
I.C.8.4: BP 3900 and AP 3900, Speech: Time, Place, and Manner
I.C.8.5: Screenshot, Student Conduct Webpage
I.C.8.6: Student Conduct, College Catalog, Appendix VII, pages 265-266.
I.C.8.7: Screenshot, Turnitin Webpage

I.C.9 Faculty distinguish between personal convictions 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.9.1). This code is included in the Full-time Faculty Handbook (on page 38), the Part-time Faculty Handbook (on page 31), and on the College website. Classified staff have adopted their own Code of Ethics (I.C.9.2).

Analysis and Evaluation

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

Action Plan

None.

<u>Evidence</u>

[I.C.9.1: AAUP Statement on Professional Ethics](#)
[I.C.9.2: Classified Code 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.

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

Action Plan

None.

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

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

Action Plan

None.

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

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.12.1](#)), which describes the District's policy of compliance with ACCJC standards and processes. Per ACCJC requirements, the District website includes a webpage explaining the accreditation status of the Colleges and

links to all accreditation reports and letters, in the interest of full disclosure to the public (I.C.12.2).

The College further complies with public disclosure requirements. The VC website hosts an accreditation page documenting the current accreditation status (I.C.12.3). It also has links to accreditation evaluations, reports, and ACCJC action letters. The College's midterm report from October 2013, as well as ACCJC's action letter, are posted on this webpage. Accreditation status is also documented in the College Catalog.

The College has an Accreditation Steering 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 self-study and mid-term reports. All recommendations from the College self-study and directives from the Accrediting Commission are referred to the CPC for incorporation into the College plan. Interval reports delineating actions taken are prepared as required and posted on the College's website. The CPC monitors the College's compliance with Accreditation Standard I.

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

Action Plan

None.

Evidence

I.C.12.1: BP 2000 (Accreditation)
I.C.12.2: Screenshot, District Accreditation Webpage
I.C.12.3: Screenshot, VC Accreditation Webpage

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 regulations and statutes of several external agencies and maintains positive relationships with these. Examples of the relationship of College programs and external agencies are listed below:

- CTE programs are approved by the South Central Regional Consortium and are reviewed regularly by advisory committees (I.C.13.1).
- POST Certified Regular Basic Course (Academy) is offered by the Criminal Justice Program and is certified by the California Commission on POST (Peace Officers Standards and Training) (I.C.13.2).
- The Nursing program is approved by the California Board of Registered Nursing (BRN) and received national accreditation from the Accreditation Commission for Education in Nursing (ACEN) (I.C.13.3).
- The Paramedic Studies program is fully accredited by the Commission on Accreditation of Allied Health Education Programs (I.C.13.4).
- The Automotive Program is fully accredited by the National Automotive Technicians Education Foundation (I.C.13.5).

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

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

Intercollegiate sports are guided under district BP 5700/AP 5700, which states that athletic programs must comply with the laws, rules, and regulations established by the State of California and the California Community College Athletic Association (CCCAA). The athletics webpage (http://www.vcweplayhard.com) contains a link to the compliance page on the CCCAA webpage. The athletics programs 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.

The College also participates in the Title V Cooperative Grant, Title V Velocidad Grant, and the VC Innovates Grant. Grant participation requires compliance with the regulations of the supervising agencies.

Analysis and Evaluation

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

Action Plan

None.

Evidence

I.C.13.1: List of CTE Advisory Committees
I.C.13.2: POST Certification Information
I.C.13.3: BRN Accreditation
I.C.13.4: Commission on Accreditation of Allied Health Education Program
I.C.13.5: National Automotive Technicians Education Foundation Accreditation

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

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.

Action Plan

None.

Standard II: Student Learning Programs and Support Services

II.A. Instructional Programs

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

Evidence of Meeting the Standard

Ventura College's instructional programs align with its mission to support associate degree and certificate completion, transfer, workforce preparation, and basic skills. The College offers Associate of Art (AA) and Associate of Science (AS) degrees in 34 majors. Ventura College (VC) also offers Certificates of Completion and Proficiency Awards in 47 career and technical education (CTE) areas of study (II.A.1.1). Transfer agreements are maintained with California State University Channel Islands, California State University Irvine, California State University Northridge, and the University of California at Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. In addition, the College has transfer agreements with California Lutheran University and the University of LaVerne (II.A.1.2).

Under the leadership of their department chairs, faculty develop new courses and revise and/or update degrees and certificates, with the review and endorsement of the Curriculum Committee (a subcommittee of the Academic Senate) and the approval of the Board of Trustees. The Curriculum Committee reviews each course outline of record (COR) to ensure that the courses meet the College mission; courses are then reviewed every five years for possible updates. CTE courses and programs are reviewed every two years for occupational relevance and currency by advisory committees (II.A.1.3). Distance education (DE) courses undergo additional Curriculum Committee and Distance Education Advisory Group approval processes to ensure educational integrity. The rigor applied to VC's DE courses and delivery has led to a closing of the achievement gap between online and face-to-face instruction (II.A.1.4). In spring 2015, a comparison of classes showed that success in online classes was only 1.4 percentage points lower than the face-to-face version of the same course (68.2 percent success in non-DE course sections compared to 66.8 percent success in DE course sections), an unprecedented achievement as success rates in online classes are typically much lower (II.A.1.5).

Student learning outcomes (SLOs) are identified for each course, degree, or certificate through the process described in II.A.3. For instructional programs, faculty map courses to Program Student Learning Outcomes (PSLOs). All courses map to one or more Institutional Student Outcomes (ISLOs). All courses also have an SLO assessment rotation identified in TracDat, our SLO assessment software. Deans and department chairs work with VC's two SLO coordinators to ensure understanding of the process and adherence to the rotation schedule. At designated department meetings, faculty analyze and discuss SLO data for

improving course content and/or delivery; they also assess attainment of PSLOs and ISLOs, furthering the connection between courses and the broader College mission (II.A.1.6). The program review process provides yet another avenue for faculty to analyze learning outcomes and other data to evaluate the relevancy and effectiveness of their programs (II.A.1.7). Faculty use the results to determine program updates or other changes.

Attainment of certificates, degrees, and transfer has steadily increased over the past several years. Degrees and certificates awarded have increased from 1,430 awards in 2010 to 1,857 awards in 2013, and 2,009 awards in 2014 (II.A.1.8). Transfers to California State Universities (CSUs) have risen from 587 in 2010 to 733 in 2014 (II.A.1.9). These data provide evidence that VC's courses and programs, and their corresponding learning outcomes, are appropriate and effective.

Analysis and Evaluation

Ventura College meets the Standard. Degrees and certificates are offered in fields consistent with the College's mission, and the units attained are accepted for transfer and credit toward a Bachelor's Degree major at both public and private universities. Courses and programs are regularly reviewed through the Program Review process, which includes analysis of learning outcomes. In addition, the relevance and appropriateness of CTE certificates and proficiency awards are monitored by occupational advisory committees. The Office of Institutional Equity and Effectiveness tracks and makes public on the VC website course success rates, the number of degrees awarded, and students who transfer to CSU and UC campuses (II.A.1.8; II.A.1.9; II.A.1.10).

Action Plan

None.

Evidence

II.A.1.1: 2015-2016 College Catalog, Curriculum: Courses, Degrees, Certificates, and Awards, page 45.
II.A.1.2: Transfer Agreements, California Lutheran University, and University of LaVerne
II.A.1.3: Sample CTE Advisory Committee Minutes
II.A.1.4: Curriculum Committee Charge, Procedures, and Minutes
II.A.1.5: Spring 2015 Distance Education Course Success Data
II.A.1.6: SLO/PSLO/ISLO information
II.A.1.7: 2016 Integrated Planning Manual, page 7
II.A.1.8: Degrees and Certificates Awarded, 2010-2014
II.A.1.9: CSU Transfers, 2010-2014
II.A.1.10: University of California (UC) Transfers, 2010-2014

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional

standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to ensure currency, improve teaching and learning standards, and promote student success.

Evidence of Meeting the Standard

Continual improvement of courses, programs, and services is achieved through systematic SLO assessment, curriculum review, program review, and planning. Department chairs lead their full- and part-time faculty through these processes to certify that the content of their courses and the method and mode of their instruction meet academic and professional standards and expectations.

The Curriculum Committee, a shared governance subcommittee of the Academic Senate, reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings. VC faculty members are charged by California's Title 5 regulations with the primary responsibility for making recommendations in the areas of curriculum and academic standards (II.A.2.1).

Each academic program is required to assess and, where necessary, update its curriculum through a five-year course review calendar administered by the Curriculum Committee (II.A.2.2). Faculty members are required to identify the variety of teaching methodologies that are employed, and must provide a list of representative assignments, textbooks, and supplementary materials (II.A.2.3). In addition, the Curriculum Committee requires that all new courses include learning outcomes, and it reviews all proposed distance education (DE) curriculum to ensure online courses meet the same standards and rigor as traditional courses (II.A.2.4). Faculty members who have submitted proposals for DE classes must identify whether the course is partially or fully online, the means that will be used to ensure regular and effective contact between the instructor and student, and whether students will be required to come to campus to take exams or attend an orientation session for the course (II.A.2.5). The DE submission form is reviewed and approved by the DE Advisory Group faculty representatives. The form is also reviewed and approved by a representative of the Educational Assistance Center (EAC) to verify that the course meets Americans with Disabilities Act (ADA) requirements. The Curriculum Committee debates the pedagogical soundness of the proposed course and the appropriateness of the content delivery method. As required by Title 5, if the Curriculum Committee approves the course, they make a separate motion on whether or not to approve the DE aspect of the course (II.A.2.4). Through these processes, the Curriculum Committee fulfills its mission to provide guidance, advocacy, and oversight for VC's curriculum and academic programs (II.A.2.1).

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 rotational basis, such that all courses are assessed within a five-year period (II.A.2.6). The assessment data are entered into TracDat, Ventura College's SLO assessment software. Reports are generated and the results are used to create initiatives to improve

student success in the courses and programs that are submitted to the Program Review Committee. Once the initiatives are implemented, faculty members reassess the SLOs to see if the initiatives brought a higher level of student attainment.

The annual Program Review and Planning Process is another opportunity for faculty to synthesize learning outcomes data to analyze course and program effectiveness and make data-informed changes (II.A.2.7).

Analysis and Evaluation

Ventura College meets the Standard. The College has established multiple processes that require the use of data and other inputs to ensure that course content is relevant and that student learning is being enhanced by the methods and techniques with which the courses are taught.

Action Plan

None.

Evidence

II.A.2.1: Curriculum Sub Committee Mission and Charge
II.A.2.2: Five-Year Course Review Calendar
II.A.2.3: Course Review Template
II.A.2.4: Curriculum Committee DE Procedures
II.A.2.5: Curriculum Committee Distance Education Form
II.A.2.6: Sample Five-Year Rotations, Program Level SLO Assessments
II.A.2.7: Sample Program Review

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 Student Learning Outcomes Advisory Group (SLOAG) is charged with overseeing the campus wide process of developing, assessing, and refining program, course, and institutional SLOs (II.A.3.1), and TracDat serves as the College's online repository for

learning outcomes, assessments, and learning outcomes assessment rotational schedule. SLOAG, and the College's two SLO coordinators in particular, provides active support to faculty with regularly scheduled trainings on how to use TracDat and how to write SLOs, in addition to SLO assessment workshops, and offering individualized support upon request. Through TracDat, learning outcomes (or Service Unit Outcomes—SUOs—for student services areas) have been mapped to program outcomes (PSLOs) and to applicable 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 that all of this information is maintained in TracDat.

Disaggregated data are provided to faculty for analysis of student learning by the Institutional Equity and Effectiveness (IEE) office (II.A.3.2), and the use of data is a required component for preparing the annual program reviews. In addition, the program review process requires instructional programs to report on the degree to which they are maintaining their SLO assessment rotational schedule (II.A.3.3). Working together, faculty design rubrics, select methods for assessing student attainment of the SLOs (II.A.3.4), and develop initiatives to improve student learning (II.A.3.5).

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

Analysis and Evaluation

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

Action Plan

None.

Evidence

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

Evidence of Meeting the Standard

VC offers pre-collegiate curriculum in Mathematics, English, English as a Second Language (ESL), and English for Multilingual Students (ENGM); these courses are identified as pre-collegiate in the official course outline of record (COR) via CB21 coding, a state-mandated coding system that indicates course levels (whether transfer level or one, two, or more levels below). The College Catalog, available online and in print, distinguishes pre-collegiate curriculum from college level curriculum via notations in the course description that the class is "Not applicable for degree credit" (II.A.4.1) and through flow charts that document the path to be taken to reach collegiate level performance (II.A.4.2; II.A.4.3; II.A.4.4).

Pre-collegiate courses are offered in accelerated, compressed, extended, and traditional formats, and through a variety of delivery methods including online, partially online, and on-campus classes. For example, to assist students who require more time to absorb material, the Math Department offers the traditional one-semester MATH V01 course (Elementary Algebra) (II.A.4.5) in a format that is extended over two semesters (MATH V11A-B) (II.A.4.6). The Math Department also offers the one-semester MATH V03 (Intermediate Algebra) course (II.A.4.7) in a format that is extended over two semesters (II.A.4.8). For those who learn best by attempting fewer classes in a more intense format, the Math Department offers MATH V01 and MATH V03 in a compressed schedule that enables students to take both MATH V01 and MATH V03 in one semester. Beginning in fall 2016, the English Department will offer a new accelerated course, ENGL V03A (Accelerated Basic English Composition) (II.A.4.9), which provides students with a direct pathway from placement two levels below transfer into the transfer-level English course in one semester. Since spring 2012, the English department had offered compressed versions of ENGL V02 (Fundamentals of English Composition) (II.A.4.10), and ENGL V03 (Basic English Composition) (II.A.4.11), to allow students to complete two levels in a single semester. The ESL Department offers several levels of classes in which students are encouraged to take higher-unit oral communication courses with lower-unit vocabulary and grammar courses

([II.A.4.12](#)). These courses are taught in a lecture/lab format and are supplemented with computer software.

In addition to providing a range of paces and delivery formats for courses, VC prepares students for college level curriculum by providing a wide variety of student support services. These services include, but are not limited to, the Counseling Center, the Educational Assistance Center (EAC), Disabled Student Programs and Services (DSPS), the Tutoring Center, the Math Center, a Supplemental Instruction program, the MESA Center, the Library, and the Learning Resource Center. These services are described more fully in II.B and II.C.

The Basic Skills Advisory Group, comprised of the deans and department chairs of English, ESL, and mathematics as well as representatives from academic support and student services, meet monthly to analyze, discuss, and address pre-collegiate-level student needs and the courses and programs that serve these students ([II.A.4.13](#)). At the beginning of each academic year, this BSI Advisory Group establishes goals and develops an action plan to submit to the California Community Colleges Chancellor's Office (CCCCO). Progress on the action plan is reported out at the meetings, and a formal report is submitted to the CCCCO annually. Goals for AY 2015-2016 included revision of ESL and math curriculum and work groups to improve and expand academic support (facilitated work groups and tutoring) for pre-collegiate math and English ([II.A.4.14](#)). The Basic Skills Advisory Group reports to the Student Success Committee.

Through the efforts of the Student Success Committee, which coordinates the efforts of the Basic Skills Initiative, the Equity Plan, the Student Success and Support Program, and Velocidad Title V grant, there is now college wide recognition that a significant number of VC's entering students need remediation, and that these students struggle to complete the necessary remediation and move on to the transfer-level courses that are required for certificates, degrees, and transfer. According to the College's California Community Colleges Student Success Scorecard, which tracks cohorts of students over a six-year period, the rate of completion of a transfer-level course for students in Remedial English has increased by more than 14 percentage points to 54.2 percent and for students in Remedial Math by almost 8 percentage points to 34.3 percent over the last five years ([II.A.4.15](#)). While these rates exceed the statewide average, there is room for further improvement.

The College has developed a plan to coordinate efforts focusing on entering underprepared students with the goal of ensuring that these students become "college ready" within their first two semesters at the College. The initial plan was developed in response to the CCCCO's Request for Application 15-068, the Basic Skills and Student Outcomes Transformation program grant opportunity ([II.A.4.16](#)). VC's grant application was successful, and work to achieve the goals set forthwith have begun prior to the official grant start date of July 1, 2016. The goals set forth are to be achieved by June 30, 2019.

Analysis and Evaluation

Ventura College meets the Standard. Pre-collegiate curriculum, offered in a variety of modes, is clearly identified in the College Catalog, through both text and flow charts. VC's pre-

collegiate courses are designed to prepare students to be successful in college level curriculum. The exit skills of the pre-collegiate curriculum are matched with the entry skills of the college level curriculum, providing students with the knowledge and skills necessary for success in certificate, degree, and transfer-level courses.

Action Plan

None.

Evidence

II.A.4.1: Sample Course Description Notations (showing "Not applicable for Degree Credit")
II.A.4.2: Flowchart, Math
II.A.4.3: Flowchart, English and Reading
II.A.4.4: Flowchart, English as a Second Language
II.A.4.5: MATH V01 Course Description
II.A.4.6: MATH V11A-B Course Description
II.A.4.7: MATH V03 Course Description
II.A.4.8: MATH V13A-B Course Description
II.A.4.9: ENGL V03A Course Description
II.A.4.10: ENGL V02 Course Description
II.A.4.11: ENGL V03 Course Description
II.A.4.12: Catalog Descriptions, ESL Courses
II.A.4.13: BSI Advisory Group Agendas and Minutes
II.A.4.14: BSI 2015-2016 Work Plan submitted to CCCCO
II.A.4.15: 2016 Student Success Scorecard
II.A.4.16: Basic Skills Transformation Grant Proposal

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 VC's AA/AS degrees and CTE programs are vetted through a rigorous, multi-tiered process, ensuring that the degrees and programs meet the professional standards of length, breadth, depth, and rigor and that they follow practices common to American higher education. The process begins at the departmental level, where discipline faculty members develop courses and degree/certificate programs (II.A.5.1). These courses or degree/certificate programs are based on transfer requirements and local employment needs. Once developed, the courses or degree/certificate programs go to the Technical Review Committee, (a subset of the Curriculum Committee), where the submitted material is reviewed for accuracy of proposed unit load, appropriateness of instructional delivery format,

logic of placement of the course within the program sequence, similarity in content to existing courses, and other issues (II.A.5.2). After the technical review process, the College's Curriculum Committee examines the courses or degree/certificate programs. Committee members scrutinize each proposal to determine that it is rigorous and appropriate to higher education. The Curriculum Committee can choose to accept, reject, or suggest modifications to proposals (II.A.5.3). Next, these courses or degree/certificate programs move to the District Technical Review Workgroup-Instructional (DTRW-I) committee for a final review (II.A.5.4). The DTRW-I then submits the courses or degree/certificate programs to the Board of Trustees for approval. Once approved, the courses or degree/certificate programs are then submitted to the state Chancellor's Office for approval. This multiphase vetting process ensures that the courses or degree/certificate programs offered by the College meet accepted standards for length, breadth, depth, and rigor.

The VCCCD Administrative Procedure (AP) 4100 directs that an AA or AS degree requires completion of 60 units, including courses in general education and courses in the chosen major (II.A.5.5). As of 2015-2016, VC offers 22 Associate Degrees for Transfer (ADTs), 18 of which are Associate in Arts for Transfer (AA-T) degrees and 4 of which are Associate in Science for Transfer (AS-T) degrees (II.A.5.6). These degrees are capped at 60 units and designed specifically for transfer to the California State University System as mandated by Senate Bill 1440 (II.A.5.7). VC also offers Associate in Arts (AA) or Associate in Science (AS) degrees in specific majors (II.A.5.8) as well as an Associate Degree in General Studies option (Patterns I, II, and III) that allows students to choose an area of emphasis from a group of disciplines rather than a specific major (II.A.5.9). Students desiring an AA or AS must complete coursework in the natural sciences, the social and behavioral sciences, the humanities, language and rationality, and health and physical education, and must take a class in either ethnic studies or women's studies. In addition, students must demonstrate that they have mastered the College's Institutional/GE student learning outcomes (ISLOs) of written, oral, and visual communication; scientific and quantitative reasoning; critical thinking and problem solving; information literacy; and personal/community awareness and academic/career responsibilities, as mapped across the curriculum (I.A.5.10).

VC maintains articulated transfer agreements with California public universities (CSU Channel Islands and CSU Northridge and UC Davis, Irvine, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz) as well as private universities such as California Lutheran University and the University of LaVerne (II.A.5.11).

Analysis and Evaluation

Ventura College meets the Standard. Programs leading to degrees conform to the VCCCD Administrative Procedure (AP) 4100 (II.A.5.4), which derives its authority from Title 5 of the California Code of Regulations §55063. Courses, degrees, and certificates are reviewed at the College and District levels prior to Board approval. Four-year colleges review individual courses for articulation purposes, and in accordance with Transfer Agreements accept classes taken at VC as meeting prerequisite requirements for upper division work in specific subject majors.

Action Plan

None.

Evidence

II.A.5.1: VC College Curriculum Committee Technical Review Training Guide
II.A.5.2: Sample Technical Review Committee Minutes
II.A.5.3: Sample Curriculum Committee Actions
II.A.5.4: DTRW-I Committee Description
II.A.5.5: AP 4100: Graduation Requirements for Degrees and Certificates
II.A.5.6: College Catalog, Earn an Associate Degree for Transfer, page 46
II.A.5.7: Senate Bill 1440
II.A.5.8: 2015-2016 College Catalog, Associate Degree in Specific Majors, page 49.
II.A.5.9: 2015-2016 College Catalog, Associate Degree in General Studies Patterns I, II, and
        II, pages 50 – 53.
II.A.5.10: Screenshot, ISLO Mapping
II.A.5.11: Transfer Agreements

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

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

Course schedule rotation also is discussed in College Planning Committee meetings (II.A.6.2), where last year it was noted that a few courses were not offered because of cancellations due to low enrollment. Bringing this issue to light at CPC led to greater awareness and accountability. Department chairs and the administration now use transfer needs as a major criterion when determining whether to keep or cancel a low-enrolled class. The CPC also has recognized the need to update course scheduling plans as the College continues to develop and approve new Associate Degrees for Transfer (ADTs) so that students can have access to the appropriate courses required of these new CSU transfer degrees. ADTs now serve as a guideline for course scheduling patterns and rotations. And, as a part of its commitment to getting all entering students enrolled in transfer-level math and English courses within three semesters, plans are being developed to ensure that a sufficient number of developmental and transfer-level math and English courses will be offered each term.

In addition, in AY2014-2015, VC went to a uniform block schedule designed to avoid overlap in class start times, permitting students to create efficient course schedules that allow them to complete required courses in fewer semesters.

Analysis and Evaluation

Ventura College meets the Standard. Tracking course scheduling over a four-semester time period assures that students are able to complete their required coursework in a timely manner. College completion rates affirm that VC courses are scheduled effectively. The 2016 Ventura College Student Success Scorecard reveals an overall completion rate of 50.9 percent for the cohort tracked six years through 2014-15 (II.A.6.3), which is more than three percentage points higher than the overall statewide average of 47.1 percent (II.A.6.4). In addition, transfer rates to the CSU system has been increasing; between 2010-2014, transfers to CSUs have gone from 587 to 733, a 25 percent increase.

Action Plan

None

Evidence

II.A.6.1: Sample Four-Semester Rotations
II.A.6.2: CPC agenda and minutes showing discussion of course schedule rotation
II.A.6.3: 2016 Ventura College Student Success Scorecard
II.A.6.4: Student Success Scorecard Statewide Completion Rates

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

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

- Lecture
- Multimedia presentations
- Class discussions
- Collaborative group work
- Computer-aided presentations
- Guest speakers
- Inquiry research
- Community service

- Flipped classrooms
- Web-enhanced instruction
- Use of course management systems
- Learning communities
- Field trips
- Performance coaching
- Portfolios

Courses at Ventura College are offered fully online, partially online, web-enhanced, face-to-face, off-site in Santa Paula and in a limited number of hospital clinic environments as well as through dual enrollment at various high schools.

In fall 2015, success rates by method of instruction were 69 percent for all non-Distance Education classes compared to an overall success rate of 65.1 percent for Distance Education (fully online) classes. This difference in success rate of 3.9 percent points is lower than the average between online and face-to-face courses. When the data are disaggregated, however, achievement gaps among ethnicities are apparent in both face-to-face and online classes. In DE (online) classes, Asian students succeed at a rate of 72.6 percent compared to Hispanics who have a 60.8 percent success rate. In face-to-face classes, Asian students achieve a 78.7 percent success rate, compared to 73.7 percent for white students, 66.7 percent for Hispanic students, and 64.6 percent for African American students (II.A.7.2). VC is working to narrow these achievement gaps through a variety of mandated initiatives—the Student Success and Support Program (3SP), the Student Equity Plan (Equity), and the Basic Skills Initiative (BSI)—and through participation in Achieving the Dream (ATD) and the Online Educational Initiative (OEI).

VC is a leader in distance education thanks to the work of the dean of distance education, the instructional technologists/designers, and the Distance Education Advisory Group. Stringent standards for teaching online have been developed; faculty must complete a comprehensive certification program to teach online. A DE handbook, two instructional technologists/designers, and regularly scheduled training programs are made available to support faculty (II.A.7.3; II.A.7.4). In addition, VC leadership in online learning also is reflected by its position as a full participant in the CCCCO's Online Educational Initiative (OEI), piloting the use of Canvas, an online learning platform that has been adopted for statewide use among California community colleges (II.A.7.5); Proctorio, an online test proctoring system; Quest Café, an online one to one counseling program; a Readiness online tool for students; and Quest for Success, an online orientation for students wishing to take Distance Education courses. OEI is a collaborative California community colleges effort to increase student success and completion through access to quality online courses and support services. OEI has developed a rubric and set of standards for online course design and instructor training and has endorsed model subject matter course shells; the model course shell for English 1A (transfer-level English composition) was designed by one of VC's English professors. In addition, the dean of Learning Resources and two tutoring specialists are members of the OEI's online tutorial services work group, piloting online tutoring services via NetTutor, which has been contracted by the CCCCO. This OEI work group is

developing statewide recommendations for the effective use of online support services. These online support services will help VC expand and increase access and success.

VC courses are offered as appropriate to the discipline in traditional, extended, compressed, or accelerated formats to meet the diverse learning styles of enrolled students, as described in II.A.4. With our new Basic Skills and Student Outcomes Transformation (BSSOT) grant and the related "Sail to Success" initiative, VC will develop more accelerated courses that help students to progress more effectively and quickly to degree-applicable coursework that leads to completion. Plans are in place to offer more sections of the successful accelerated courses. These varied course formats are complemented by a wide range of learning support services that meet the diverse and changing needs of students, as described in II.B.1 and II.C.2. The new BSSOT grant will also address embedding and expanding the use of academic support services so that more students may benefit from them (II.A.7.6).

Over the past several years, student success and equity has grown into an even greater focus on campus. This focus has been driven by three CCCCO initiatives: The Student Success and Support Program (3SP), the Student Equity Plan (Equity), and the Basic Skills Initiative (BSI). The primary goal of the 3SP is to enhance student access to California community colleges and to support student success. Core 3SP services include orientation to college, assessment to place students in appropriate courses, counseling and advisement to assist in identifying educational and career goals, preparation for transfer or advanced training, and connection with additional support services. The Equity plan focuses on increasing access, course completion, ESL and basic skills completion, and completion of degrees, certificates and transfer for all students. With an emphasis on identifying and supporting underrepresented populations disproportionally impacted.

Similarly, the BSI is a part of the CCCCO's 2006 Strategic Plan Goal Area 2: Student Success and Readiness; it addresses credit and noncredit ESL and basic skills programs designed to help underprepared students complete their remediation and transition to degree- and transfer-applicable coursework. Funding is tied to 3SP, Equity, and BSI, and the College prepares and submits annual progress reports and work plans that include expenditure plans for each (II.A.7.7; II.A.7.8; II.A.7.9). The work plans and progress reports require analysis of student achievement data using the CCCCO's Student Success Scorecard and the Basic Skills Progress Tracker, as well as other sources, and necessitate looking at disaggregated data to identify and address achievement gaps.

In addition to participating in these state-required student success and equity programs, the College elected to become an Achieving the Dream (ATD) college beginning in fall 2015. Achieving the Dream is a national reform network dedicated to community college student success and completion, focused primarily on helping low-income students and students of color complete their education and obtain market-valued credentials (II.A.7.10). Throughout 2015-2016, VC's ATD coaches helped the campus community use data to identify equity gaps, increase campus wide awareness of these gaps, and work to unify activities and interventions for broader impact toward equity-minded student success (II.A.7.11). One result of ATD's guidance is the new (spring 2016) Student Success Committee, which brings

together the leads from the SSSP, Equity, and BSI advisory groups to coordinate and leverage (rather than duplicate) similar efforts.

Another result of ATD's influence this past academic year has been the identification of two campus wide improvement initiatives that will meet our ATD objectives as well as those for our ACCJC Quality Focus Essay. There is a growing awareness by faculty, staff, and administrators that success inequities exist, and together we are developing integrated and cohesive plans to improve scheduling, curriculum, instructional methodologies, and structural policies and procedures that close achievement gaps and increase student success

Analysis and Evaluation

Ventura College meets the Standard. College faculty members employ a variety of instructional methodologies as appropriate to their subject disciplines (II.A.7.1). Services, described in II.B.1 and II.C.2, are designed to support the diverse and changing needs of students, in support of equity in success for all students. Finally, dialogue about achievement gaps and equity—and action planning to address these—occurs regularly and formally through Program Review as well as special widespread participation in initiatives such as 3SP, Equity Planning, BSI, and ATD.

Action Plan

None.

Evidence

II.A.7.1: Sample Course Outlines Showing Diversity of Instructional Methodologies
II.A.7.2: Fall 2015 Success Rates by Method of Instruction (03/29/2016)
II.A.7.3: Distance Education Advisory Group meeting agendas and minutes
II.A.7.4: DE Handbook
II.A.7.5: OEI website
II.A.7.6: Basic Skills and Student Outcomes Transformation grant proposal
II.A.7.7: SSSP 2015 Report to CCCCO
II.A.7.8: Equity Plan 2015 Report to CCCCO
II.A.7.9: BSI 2015 Report to CCCCO
II.A.7.10: ATD mission statement
II.A.7.11: VC's ATD Goals/Plans (submitted to ATD)

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

This Standard does not apply to Ventura College. The College does not use program exit evaluations or departmental course evaluations in common.

Analysis and Evaluation

The institution does not use departmental course or program examinations.

Action Plan

None.

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

As described in I.B.2, VC awards course credit, degrees, and certificates based on the attainment of learning outcomes. As described in II.A.3, SLOs are recorded on the official COR for each course and are listed on course syllabi. All degree and certificate programs regularly assess program-level SLOs. The process used for the development and assessment of SLOs is described in I.B.2. Discipline faculty discuss the level of learning required to earn a degree or certificate during the initial stages of curriculum development, during the content review process that is required every five years, and during departmental meetings each semester when faculty evaluate student achievement relative to student learning outcomes.

The College applies the Carnegie unit formula (II.A.9.1) to all credit courses offered based on the semester system. The appropriate units of credit for each course are determined during the curriculum approval process based on formula that are compliant with the parameters set forth in federal regulations (II.A.9.2) and state regulations (II.A.9.3) and that are consistent with District Administrative Procedure (AP) 4020 (Program, Curriculum, and Course Development), which reflects generally accepted norms or equivalencies in higher education (II.A.9.4)

VC bases its semester unit on one lecture class period of 50 minutes each week of a minimum 16-week semester. In practice, the College schedules its semesters at 17.5 weeks to make allowances for holidays and other non-instructional days. For classes with a laboratory component, one unit of laboratory credit equates to 52.5 hours of laboratory instruction per semester. AP 4020 directs the College to assess and designate each of its programs either as a "credit hour" program or a "clock hour" program. In doing so, VC follows federal standards for clock-to-credit-hour conversions as well as Title 5 of the California Code of Regulations (§55002.5), basing one semester credit hour on 37.5 clock hours of direct faculty instruction and a minimum of two hours of out-of-class student work each week.

For each academic term, course sections are entered into the Banner system by the Instructional Data Specialist, who runs an hours verification report to assure scheduling compliance with credit-hours standards (II.A.9.5).

Analysis and Evaluation

Ventura College meets the Standard. Course credit, degrees, and certificates are based on student attainment of learning outcomes that are documented in the COR, and units are awarded according to generally accepted norms in higher education.

Action Plan

None.

Evidence

II.A.9.1: Description of Carnegie Unit Formula
II.A.9.2: Code of Federal Regulations, 34 CFR 600.2
II.A.9.3: California Code of Regulations, §55002.5, Title 5, Division 6, Chapter 6
II.A.9.4: BP 4020
II.A.9.5: Sample Hours Verification Report

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

The College Catalog describes the methods used for the evaluation of credits from other institutions, international transcripts, military credits, credit by examination, and advance placement (II.A.10.1). Policies relating to transfer-of-credit for the VCCCD are delineated in Administrative Procedure (AP) 4100 (II.A.10.2). The process starts with submission of official transcripts to the College. Each transcript is validated that it is from a regionally accredited institution, and then each course is evaluated for transferability. To determine whether a course is equivalent, the course description and COR are reviewed. International transcripts must be evaluated by an accredited evaluating service located within the United States. VC students may also earn credit by examination and advanced placement in compliance with Board Policy (BP) 4235 (Credit by Examination) (II.A.10.3).

The College Catalog also advises students that while all California community colleges have transfer agreements with various educational institutions, it is important to understand there are limits on the number and type of course credits that can transfer. Students are told that while the majority of VC's courses are articulated to transfer to the University of California (UC) system and/or the California State University (CSU) system, there is a possibility that not all units for every course will transfer in their entirety to every transfer institution because the receiving institution may impose unit acceptance limitations (II.A.10.4). Students are encouraged to contact an academic counselor, visit the Transfer Center, and regularly check the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) database to confirm that their specific courses are transferable to an institution of choice (II.A.10.5).

The articulation officer works with faculty to coordinate articulation agreements with four-year and independent institutions, as well as with other local community college programs. For UC and CSU institutions, articulation agreements have been developed for general education requirements and various majors (II.A.10.6). The College Catalog provides information about transfer degrees (II.A.10.7) and course identification numbering system (C-ID) websites (II.A.10.8).

Analysis and Evaluation

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

Action Plan

None.

Evidence

II.A.10.1: College Catalog, Acceptance of Transfer Coursework, page 18
II.A.10.2: AP 4100
II.A.10.3: BP 4235
II.A.10.4: College Catalog, Unit Transferability, page 58
II.A.10.5: Screenshot, ASSIST.org
II.A.10.6: Articulation Agreements
II.A.10.7: College Catalog, Course Identification Numbering System, page 67
II.A.10.8: Screenshot, Transfer Center Webpage

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning,

the ability to engage diverse perspectives, and other program-specific learning outcomes.

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.11.1). 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 identify where each is covered within the program curriculum and are tracked to ensure that all are assessed over a multiple year period (II.A.11.2).

The SLO Advisory Group, with oversight by the dean of Institutional Equity and Effectiveness and two faculty SLO coordinators, 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.11.3).

Analysis and Evaluation

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

Action Plan

None.

Evidence

II.A.11.1: Five Year Rotation, ISLOs
II.A.11.2: PSLO Tracking
II.A.11.3: Screenshot, TracDat home page

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.12.1) provides the underlying philosophy and criteria for associates degrees and general education and reads, in part:

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

The VC GE Philosophy Statement is included in the College Catalog (II.A.12.2) and reads, in part:

> General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the college that those who receive our degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.
>
> This understanding involves the ability to think and to communicate clearly and effectively, both orally and in writing; to understand and apply mathematical concepts; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, students shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Six classifications of GE have been established:

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

As described in II.A.5, all students pursuing the AA degree in General Studies Pattern I must complete this General Education plan in its entirety as part of their degree requirements. Through the work of the Curriculum Committee, faculty expertise is utilized to determine the appropriateness of each course for inclusion in the GE curriculum. Faculty course authors work closely with the articulation officer, the faculty Curriculum Committee co-chair, and the Technical Review Committee chair during the development of their curriculum to determine the appropriate GE category assignment/s based on VC, CSU, and Intersegmental General Education Transfer Curriculum (IGETC) general education requirements. The process and the requirements that are used adhere to those delineated in the CCCCO's *Program and Course Approval Handbook* (II.A.12.3). Technical Review Committee recommendations are forwarded to the Curriculum Committee for action. Courses approved by the College Curriculum Committee are then forwarded to the District Technical Review Workgroup on Instruction (DTRW-I) for review and approval before being forwarded to the Board of Trustees for final review and approval. A number of degree-applicable courses fulfill one or more areas of general education, as prescribed by the VC GE categories reviewed and approved by the Curriculum Committee.

Analysis and Evaluation

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

Action Plan

None.

Evidence

II.A.12.1: BP 4025 Philosophy and Criteria for Associate Degree and General Education

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

All associate degree programs at Ventura College require an 18-unit focused major or area of emphasis, in compliance with VCCCD AP 4100 (Graduation Requirements for Degrees and Certificates) and Title 5 California Code of Regulations §55063, 55002, and 55070 (II.A.13.1; II.A.13.2). Thirty-four identified AA and AS majors are available, along with 18 associate degrees designed specifically for transfer to the California State University System, Associate of Arts for Transfer (AA-T) and Associate of Science for Transfer (AS-T). AA-T and AS-T degrees can be completed in 60 CSU transferable semester units and include coursework in general education and major preparation and electives. In addition, students may choose to obtain their degree by selecting from one of three general studies patterns, as described in II.A.5.

Faculty members are responsible for developing discipline degrees, and all new degrees are reviewed departmentally and by the Curriculum Committee to assess applicability and alignment with the College mission. After approval by the Curriculum Committee, the new degree is forwarded to the District Technical Review Workgroup-Instructional (DTRW-I) for approval, and then on to the Board of Trustees (BOT). Once approved by the BOT, degree programs are submitted to the CCCCO for final approval. All degree programs are published in the College Catalog.

Analysis and Evaluation

Ventura College meets this Standard. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Courses that comprise degree majors have identified SLOs. Courses articulate for GE and degree major credit to four-year colleges and universities. Student mastery of course content is documented through TracDat (II.A.13.3)

Action Plan

None.

Evidence

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

Students who complete VC's career-technical (CTE) 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. CTE curriculum is regularly reviewed for currency and appropriateness through the College's curriculum review process.

All CTE programs maintain advisory committees, which meet on an annual basis. Advisory committees include CTE program faculty and industry leaders. At these meetings, CTE program faculty ensure that the skills that students are gaining are directly aligned with those required by employers. To ensure that the information from these meetings are widely distributed, meeting minutes are posted on the webpage of each CTE program (II.A.14.1).

In addition, a number of CTE 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, CTE 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.14.2; II.A.14.3).

CTE 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. This program 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 complies with rigorous training standards, and has gone through a two-year certification process under Toyota's leadership. In addition, the program is accredited by the National Automotive Technicians Education Foundation (NATEF). 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.14.4).

CTE programs also align SLO's directly with licensure exams. The Nursing Program, for example, creates course SLO's that are based on concepts recommended by the CA State Board of Nursing (BRN). Through regular assessment and re-assessment of these SLO's, the Nursing Program is able to tailor course content to ensure that students are gaining the 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 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.14.5). This practice of aligning SLO's with licensure exams also occurs in a number of other CTE programs, including the Automotive Technology and Paramedic programs.

Ventura College is also actively seeking out methods to measure how well our CTE students are achieving labor market success after program completion. In 2013, VC was invited to be a pilot school in a statewide CTE outcomes survey program. Through this program, 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 2013, 73% of respondents indicated that they were employed for pay. This number rose to 76% in 2014. This survey will continue to be administered annually to evaluate ongoing efforts designed to improve gainful employment for our graduates (II.A.14.6; II.A.14.7).

Most recently, VC is participating in a statewide "CTE Data Unlocked" initiative to better integrate employment data with college data in a new "CTE Launchboard" (II.A.14.8). This initiative will build the college's capacity to better incorporate CTE employment data into college decision-making processes. Through this initiative, the college will gain access to employment data from the State Employment Development Department Unemployment Insurance database. This data will supplement the CTE outcomes survey to provide the College with a better understanding of the effectiveness of our CTE programs in preparing students for employment.

Analysis and Evaluation

Ventura College meets the Standard. Students are prepared for certification or licensure by their coursework, which culminates in external certification or licensure examinations. This is ensured through a number of 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.

Action Plan

None.

Evidence

II.A.14.1: Screenshot of CTE program webpages
II.A.14.2: Ventura County Workforce Development Board, Healthcare Committee Meeting Minutes, 3/11/2016
II.A.14.3: Ventura County Workforce Development Board, Manufacturing Committee Meeting Minutes, 4/13/2016
II.A.14.4: Ventura College Toyota T-Ten Program Webpage
II.A.14.5: Ventura College NCLEX pass rates 2010-2014
II.A.14.6: 2013 CTE Outcomes Survey
II.A.14.7: 2014 CTE Outcomes Survey
II.A.14.8: CTE Data Unlocked Description

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

Board Policy (BP) 4021 (Program Discontinuance) (II.A.15.1) and Administrative Procedure (AP) 4021 (Program Discontinuance) (II.A.15.2) provide directives and guidelines for program discontinuance at VC. BP 4021 states that the "District maintains a policy of program discontinuance to ensure academic and program effectiveness. The Chancellor will ensure the District's colleges establish, through consultation with the respective Academic Senates and other constituent groups, a Program Discontinuance procedure." AP 4021 provides a seven-stage program discontinuance procedure: annual program review and analysis; recommendation group review and analysis; vice president review, analysis, and recommendation; Academic Senate review and recommendation; college president review and recommendation; Board of Trustees review and action; and implementation of board actions.

VC's program review process contains a provision for the elimination of entire programs. Programs placed on "Caution" are identified as having problems (such as difficulty in making load for contract faculty) as noted by the planning parameters distributed each year by the College president and vice presidents, and by recommendation of the College Planning Committee (CPC) (II.A.15.3). The dean who oversees the program and the appropriate vice president are charged with working with the department chair and full-time faculty and staff to formulate plans to correct deficiencies. The success of these plans in correcting the noted deficiencies is then evaluated during next program review cycle. Programs are placed on "Probation / Suspension" if the plans devised in response to the "Caution" rating do not prove to be successful and if the program continues to have significant problems as noted by the College's leadership team and by the CPC. At that point, the program may be suspended until circumstances indicate a renewed need for the program or service. The program review process is designed so that programs in danger of suspension have approximately four years to move students through to the completion of their

certificates or degrees or to find an acceptable alternative to meeting their degree requirements (II.A.15.4).

If program requirements significantly change while students are in the middle of meeting those program requirements, students who have remained continuously enrolled throughout the change are afforded "catalog rights" (II.A.15.5). Students with catalog rights may elect to meet the graduation requirements for their programs at the time of their original enrollment or may decide instead to graduate under the new requirements. A student who has not maintained continuous enrollment is considered to be under new requirements when returning unless the student is granted a waiver for extenuating circumstances.

Analysis and Evaluation

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

Action Plan

None.

Evidence

II.A.15.1: BP 4021
II.A.15.2: AP 4021
II.A.15.3: Ventura College Planning Parameters: FY16 Academic and Budget Year (2015 – 2016)
II.A.15.4: 2016 Integrated Planning Manual, page 7
II.A.15.5: 2015-2016 College Catalog, Catalog Rights/Continuous Enrollment, page 54

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

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. During the program review process, faculty and staff discuss and evaluate curricula and disaggregated achievement data. The process concludes with the development of initiatives linked to the District and College

Strategic Implementation plans, 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. In the 2012-2012 program review cycle (II.A.16.1), the English department faculty created an initiative to increase the percentage of basic skills students enrolling immediately in ENGL V01A, the required transfer-level composition course, after passing ENGL V02, the course one level below transfer. English faculty began a program wide effort to advise students to enroll immediately in the next course in the sequence. As of fall 2011, only 45.3 percent of successful ENGL V02 students had enrolled directly in ENGL V01A, and only 25.7 percent of this cohort had passed the transfer-level course by the end of spring semester. By 2014-2015, the direct progression rate from ENGL V02 to ENGL V01A jumped by over 22 percentage points to 67.5 percent, and the two-semester success rate for ENGL V02 cohorts in ENGL V01A increased by more than 14 percentage points to 40.1 percent (II.A.16.2).

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

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

Action Plan

None.

Evidence

II.A.16.1 English Department, 2012-2013 Program Review
II.A.16.2 Fall 2015 Basic Skills Cohort Tracker Report: English V02

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 by providing a wide variety of learning support services. Under the oversight of the Dean of English, Communications, Languages, and Learning Resources and a classified Learning Resources Supervisor, the College library provides a wide range of services including a popular selection of current textbooks (available for both semester-length loan and for in-library use only), reference materials, information literacy instruction and reference assistance, research databases, and circulating materials. Learning support services such as the Learning Center comprising of a 72-station open use computer lab and six instructional pods of 36 computers, supplemental instruction (SI), and tutorial services are similarly under the administrative oversight of the Dean of English, Communications, Languages, and Learning Resources and the Learning Resources Supervisor. In addition, a grant-funded Math Center remains under the oversight of the learning resources supervisor with extensive participation by members of the Math Department.

Library: The Evelyn & Howard Burroughs Library is located on the second floor of the Learning Resources Center building. According to the Library Policy Handbook, the mission of the library is:

> to provide equity in access to library collections, services, and resources to Ventura College students, faculty and staff, regardless of their location or educational modality. The library encourages intellectual curiosity and serves as a reliable source for education, formation, and research. Further, the library supports the growth and development of information interdependency through continuous self-assessment and improvement of services and resources. By partnering with faculty, the library builds information competency skills and co-creates high quality educational experiences. The library functions as a study area and resource laboratory for classes developing term papers, preparing speeches, and completing other classroom assignments. ([II.B.1.1](II.B.1.1))

In addition, the Library serves 10,500 students, 625 faculty, and the community.

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

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

The Library's collection includes over 63,529 book titles, 341 periodicals, and 142 microfilm titles. Over 1,700 titles were added in 2014-2015. More than 125,000 e-book titles are available online to serve students regardless of whether they are on- or off-campus. The Library subscribes to over 61 electronic databases in more than 13 subject areas that provide access to hundreds of thousands of full-text articles from journals, magazines, and newspapers. In addition, the Library provides audio books, popular reading materials, graphic novels, and young adult (YA) collections including 2,500 general periodicals and newspapers (II.B.1.5). Each one of these areas has seen significant usage and supports the Library's desire to foster a culture of intellectual curiosity (II.B.1.6). The Library also supports a textbook lending program and maintains textbook reserves on a semester-by-semester basis. This textbook collection, underwritten by the College Foundation and supplemented with faculty donations, enables students who cannot afford to purchase their textbooks to borrow needed materials for a semester, meeting their educational goals and supporting the College's retention efforts. The Santa Paula library site has 1,739 holdings, which include textbooks and the reserve section of 132 holdings, 128 of which are in circulation (II.B.1.7).

Voyager, an integrated library system (ILS) used by more than 1,300 libraries around the world, was adopted by the Ventura County Community College District (VCCCD) in 2011. The adoption of this ILS made it possible for VC and its sister colleges (Oxnard College and Moorpark College) to establish a combined union catalog (Primo), providing access to the collections of all three institutions. Reciprocal borrowing privileges make it possible for students to access a combined collection of over 7,488 titles in the accessible databases of the three colleges.

The Library website contains access to Primo, e-book collections, electronic full-text article databases, librarian-developed online research guides, general information about the Library, and telephone and email contact information (II.B.1.8). Online library resources are available to off-campus users via a remote authentication tool (EZ Proxy) administered by VCCCD Information Technology (IT) staff. Remote authentication to online library resources via EZ Proxy can be accessed directly from the Library website by clicking a given database name or by logging in from the "Library and Learning Resources" tab of the student portal. In

conjunction with the IT staff, the Library also provides on-campus access to a variety of technology tools including computers, printers, copiers, scanners, and a Wi-Fi network.

The Library on the main campus is staffed by two full-time librarians, six hourly librarians, three classified staff, and a varying number of student assistants (II.B.1.9). The hours of operation during the fall and spring semesters are Mondays through Thursdays from 7:30 a.m. to 9:00 p.m. and Saturdays from 9:00 a.m. to 12 p.m.; the library operates under a reduced schedule during the summer sessions. At the Santa Paula site, the Learning Resource area includes access to all VC research databases as well as a limited number of print reference materials and some textbooks available through our Textbook Lending Program. The small library portion of this area is overseen remotely by the main campus with librarians visiting at the start of each semester for the Textbook Lending Program book distribution.

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

The Learning Center is divided into pods of computers and serves as the classroom laboratory space for approximately eighty-five sections of scheduled classes each semester (II.B.1.11). The pod arrangement allows for grouping of students by software (such as My Math Lab and Reading Plus) and discipline (when the pods are used for classes). In addition, faculty members who do not have their sections officially scheduled in the Learning Center are able to schedule space and time for testing, orientations, and instructional assignments. Seventy-two computer stations are available for daily drop-in use by students. Two full-time instructional lab technicians and one-part time evening instructional lab technician provide training and support for instructors and students utilizing the Learning Center technology. During the fall and spring semesters, the Learning Center is open Mondays through Thursdays from 7:30 a.m. to 9:00 p.m., Fridays from 7:30 a.m. to 3:30 p.m., and Saturdays from 9:00 a.m. to 3:00 p.m. and operates on more limited hours during the summer sessions.

The Learning Resource Center at Santa Paula: The VC Santa Paula LRC contains 30 computer workstations, which provide access to the research databases and the electronic book collection, a limited number of reference materials in print format, and a textbook lending library. Tutorial software is available to complement and support classroom instruction in math, English, accounting, essay writing, medical assisting, resume building, and keyboarding. There are also resources to improve grammar and pronunciation for English Language Learners. The Santa Paula LRC is open Monday through Thursday from

8:00 a.m. to 8:30 p.m., and Friday from 8:00 a.m. to 12:00 p.m. Provisional employees and student aides are available to assist students. General oversight is provided by the main campus Library and Learning Resources Supervisor.

Tutoring Center: Located on the first floor of the Learning Resources Center (LRC) building, the Tutoring Center is dedicated to providing no-cost academic tutorial support for VC students in a wide variety of subject areas (II.B.1.12). On-campus tutoring is supervised by a Tutorial Services Specialist II. The team of 70 tutors consists of Ventura College students, past and present, who have been recommended by their instructors. All tutors must undergo training by enrolling in IDS V09 "Tutorial Procedures and Methods" (II.B.1.13). The tutors are assisted by ten part-time front desk student assistants. All Ventura College students are eligible for drop-in tutoring or may schedule specific appointment times. In addition, EAC and EOPS students are provided individual appointments to address their specific needs.

To access tutoring services, a student must be enrolled during the term in which tutoring is requested, and he/she must also enroll in IDS N100 (Individualized Study), a non-credit, no-fee lab class (II.B.1.14). Students enroll in IDS 100 in order to take advantage of instructors available throughout the day to assist with academic needs. IDS 100 instructors also conduct free workshops to provide students with skills in note-taking, test taking, textbook reading, time management, collaborative study, and specific writing and research skills including thesis development, organization, and citations (II.B.1.15). The Tutoring Center supports students with course content, clarifies instructions for assignments, helps brainstorm ideas for papers and projects, and teaches strategies for effective study and exam preparation. Students self-identify their academic goals in the following categories: Writing, Reading, Math, Study Skills, Computer Literacy, Language Acquisition, Vocational Skills, and Other (II.B.1.16).

The Tutoring Center at the VC main campus is open six days for a total of 56 hours per week, including mornings, evenings, and Saturdays. The Center offers several forms of tutoring for students with various learning needs: group sessions, drop-in sessions, and study groups for many disciplines, including, but not limited to, Accounting, Biology, Chemistry, Child Development, Economics, English, ESL, Foreign Language, History, Math, Anatomy, and Physics (II.B.1.17).

Math Center: The VC Math Center is located in room SCI-223A in the Sciences and Mathematics building. Grant-funded math tutors are supervised and trained by the Tutorial Services Specialist II, and math faculty volunteer to serve their office hours in the Center. The Math Center assists students at all mathematics levels in acquiring the skills they need to succeed in their current math class. The Math Center is open 24 hours per week, from 9:30 a.m. - 3:30 p.m. Monday through Thursday (II.B.1.18).

Reading and Writing Center: Between spring 2013 and summer 2015, VC had a Reading and Writing Center (RWC) that shared a space with the Testing Center. The number of students served increased initially, but then decreased due to a lack of funds to hire additional tutors and the inability to expand its service hours in the shared space. In fall 2015, the RWC was moved back into the Tutoring Center to expand hours of service, and the number of tutors was increased from three to five. Individual English tutoring is available for basic skills and

writing intensive courses across the curriculum (supported by a faculty-developed WAC initiative).

In the summer of 2015, a faculty study group convened to update and relaunch the RWC with the goal to have faculty integrate its use into their assignments, thereby increasing student use and, by extension, student success. English and IDS faculty have developed a new series of orientations and workshops (II.B.1.19), and the number of students served during this pilot stage has increased. A full launch of the revamped RWC will occur in the 2016-2017 academic year.

Online Learning Resources and Tutoring Support: The tutoring programs at Ventura College are participating in the pilot of the Online Education Initiative (OEI) for California Community Colleges, the recipient of a $56.9 million five-year grant disbursed by the California Community College Chancellor's Office (CCCCO) (II.B.1.20). Ventura is a full-launch college in the grant, which includes online success and tutoring services. The pilot will continue through the fall of 2016 and will include tutoring resources through Net Tutor. *Net Tutor:* Ventura College has adopted Net Tutor to support online and after-hours tutoring needs. Net Tutor provides online, on-demand services to meet with live online tutors, submit questions, and review essays (II.B.1.21). Students are directed to Net Tutor through their course portal on D2L or Canvas and through a link on the Tutoring Center website. The OEI also offers Proctorio, an online proctoring website and course tool for online classes. Net Tutor offers synchronous and asynchronous tutoring as well as "Ask a Tutor" that provides answers to any questions that students might have. Tutoring through Net Tutor is available in Math and Statistics, Writing and English, Science (including Astronomy, Biology, Chemistry, Geology, and Physics), Business (including Accounting, Economics, and Finance), Foreign Languages (Spanish, French, Italian, and German), Nursing, Computer Science, Psychology, Sociology, Political Science, Criminology, Anthropology, History, and Philosophy. Tutors on Net Tutor have undergraduate degrees and are hired through a rigorous process that meets College Learning and Reading Association (CLRA) standards. *Santa Paula Tutoring Support*: Students at Santa Paula also have access to Net Tutor online tutoring through the D2L or Canvas learning management system, and through a web link on the Tutoring website.

In addition to the OEI online proctoring website, students at Ventura College are able to take proctored make-up examinations at our Testing Center, located in the LRC and open Wednesdays and Thursdays from 5:00 – 9:00 p.m. and Fridays from 9:00 a.m. to 3:00 p.m. (II.B.1.22).

Supplemental Instruction: Ventura College provides Supplemental Instruction in addition to traditional tutoring models. The Supplemental Instruction (SI) program, funded by the Basic Skills Initiative and a Title V grant, offers group tutoring for targeted basic skills and high-risk transfer courses. SI Group Leaders have successfully completed the courses that they are supporting, and they are recommended by course instructors for their academic and leadership skills. SI tutors provide support for more than 50 sections of basic skills courses in math and English as well as 20 historically challenging transfer courses. The program is

supervised by a Tutorial Services Specialist II and certified SI trainer and approximately 30 SI group leaders who work closely with instructors and with the SI program (II.B.1.23).

The SI program is based on group learning practices that have been vetted at many different colleges and universities internationally and has its roots in the International Supplemental Instruction Program at the University of Kansas City, Missouri. Because of this legacy, SI training is rich and supported by a large vibrant community at Ventura and beyond. SI group leaders participate in 16 hours of training before the semester on the philosophies and pedagogies of group study models of learning support as well as practical strategies and techniques that create independent learners. They are extensively trained throughout the semester on the successful practices, implementation, and marketing of their SI sessions. They participate in a half credit pass/no pass online course, "Tutorial Procedures and Methods," (II.B.1.13) and attend workshops on working with a diversity of learning styles as well as techniques for note taking, test-taking, collaborative learning, and other topics that will help students progress. SI group leaders also create session plans, handouts, and activities that support active learning and critical thinking (II.B.1.24).

SI group leaders may be embedded in the classroom for some time each week so that they can maintain a visible presence in the classroom, observe the presentation of key concepts, and prepare group study activities around these core concepts. They survey the class to offer two separate hour-long study sessions outside the class in the LRC (group study rooms on the first floor, in the Tutoring Center, and in the Library). Space and locations can be a limiting factor. Low attendance may cause a class or a course (such as Music Appreciation and Elementary Astronomy) no longer to be supported by SI group leaders. Other factors that determine SI participation are funding, faculty interest, support for the pedagogy of the program, and student interest.

Supplemental Instruction is piloting group learning for multi-section courses (Math V01 and V03) in the form of workshops based on the core concepts of these courses. The concepts were identified by math lead faculty and designed in collaboration with math SI group leaders. This project is in its second semester of the pilot. Some challenges have been introducing group collaboration in the workshops as a method of learning, encouraging students to participate in math-based activities on a regular basis, and demonstrating the usefulness of the program to math faculty. The SI program is also piloting single SI support for multiple sections of courses (Geography V01, Political Science V01, Anthropology V01, and Physiology V01). Moving forward, the SI program would like to actively support students in all sections of a multi-section course. Finally, the SI program is piloting a model in which SI group leaders may assist students in English V01 and English V03 during their class times in the computer classrooms. It is also supporting a Learning Community of Chemistry V01 and Biology V01; the support for cohorts of students will likely increase retention and success rates. SI at Ventura is evolving to support students in various disciplines and subject areas.

SI data by semester from 2009 to date demonstrate that students who regularly participate in group learning activities (6 or more sessions) have a success rate of approximately 80 percent as compared to students who do not participate in SI sessions. Further, the difference in success rates between students who participate and those who do not varies by course and by semester from 5-20 percent (II.B.1.25). The program targets difficult courses rather than specific struggling students and provides support for all students in a course and section.

Analysis and Evaluation

Ventura College meets the Standard. The College supports student learning and achievement by providing library, tutoring, and supplemental instruction services and provides access to computing technologies in a staffed open laboratory. Ongoing concerns for improvement include a desire for more staffing (for the library and LRC) and space (Tutoring Center and SI) as well as a robust social media and digital presence (particularly for the library). In addition, some of the tutoring that is provided is supported by grants funds, which can create budget fluctuations and can limit the academic areas entitled to service.

Staffing Needs:
Staffing layoffs in 2011 continue to affect the ability to adequately serve and support a diverse body of students. The Library is currently staffed by two contract librarians to serve a student population of 14,500 students. While supplemental coverage is provided by hourly librarians, any scheduled (sabbatical, governance) or unscheduled (medical) leaves hinder the full provision of professional reference, orientation, or collection development services. The LRC is staffed by two Instructional Laboratory Technicians I and a part-time Instructional Laboratory Technician II to oversee 369-computers for a total of 70 hours per week, and while library, computing, and tutoring services are made available at the Santa Paula site, staffing levels to provide support and oversight remain minimal. Increasing staffing levels for the Learning Center, Tutoring Center, Library, and Santa Paula campus is being requested through Program Review. In the 2015-2016 initiatives, staff positions requested included two Instructional Laboratory Technician II (ILT II) positions in the Learning Center, and one ILT II at Santa Paula (II.B.1.26; II.B.1.27). A full-time Library Assistant position for the Santa Paula campus has also been requested to increase library competencies. The Library requested an additional full-time digital initiatives librarian through its program review process during the 2014-2015 academic year, and then again in 2015-2016 (II.B.1.28). The scope of work for the digital initiatives librarian would be to serve the College's distance education students more adequately. These positions will help the Library and LRC staff to better serve VC students at both sites and improve student retention and persistence.

Spacing Concerns:
Initiatives to scale-up tutoring and SI services to all students reiterates the lack of tutoring and group study space on the first two floors of the LRC building. The 2015-2016 LRC program review includes an initiative to create a Space Utilization Task Force so faculty, staff, and students can review the current use of space in the Learning Resource Center and make recommendations of how to expand services (II.B.1.26; II.B.1.27).

Digital and Social Media Services:
The Library and LRC would like to improve social media and digital means of communication for the purposes of "just-in-time" inquiries for librarians with features such as "Ask a librarian" text and online chats. General and reference questions can be submitted to librarians in-person and via telephone and email. No chat or text features are available to support newer modes of student communication. In the tutoring areas, appointment and

session time reminders are currently being managed by Grades First. These services can be enhanced by texting and other forms of social media communications.

Grant Funding:
The SI program is currently being funded by Title V and the Basic Skills Initiative. The current Title V grant ends at the end of the 2016-2017 academic year. While grant funding provides robust data for formative and summative assessments, there is a constant pressure to acquire new sources of funding.

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

Action Plan

During the 2016-17 academic year, the College will review library and LRC staffing and organizational structure at both the main campus and Santa Paula to determine ways to improve and increase services to students.

At least six months prior to the end of the *Velocidad* (Title V) grant, the team of College administrators, staff, and faculty will review the advantages and disadvantages of maintaining two locations for the provision of math tutoring services. A plan for either maintaining a separate Math Center with general fund dollars or a plan for combining both services will be presented to the vice president of academic affairs and student learning.

Evidence

II.B.1.1: Library Policy Handbook, page 5
II.B.1.2: Reference Desk Statistics
II.B.1.3: Class Orientation Statistics
II.B.1.4: LIB V01 Course Description
II.B.1.5: Library Book Collection Statistics
II.B.1.6: Library Circulation Statistics
II.B.1.7: Textbook Lending Library Statistics
II.B.1.8: Screenshot, Library Webpage
II.B.1.9: Screenshot, Library Staff Webpage
II.B.1.10: Screenshot, Learning Resource Center Webpage
II.B.1.11: Learning Center Schedule of Class Use
II.B.1.12: List of Subject Areas Tutored, 2015-2016 Academic Year
II.B.1.13: IDS V09 Course Description
II.B.1.14: IDS 100 Course Description and Statistics
II.B.1.15: Sample IDS 100 Worksheets
II.B.1.16: Tutoring Intake Form
II.B.1.17: Tutoring Statistics by Subject Area and Format

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

Working within the guidelines of adopted collection development procedures, the librarians work collaboratively with classroom faculty to acquire library materials that support student learning. The Library Executive Team (the dean, the learning resources supervisor, and the two full-time librarians) reviews the library book budget to ensure that the limited funds are allocated to subject disciplines in an equitable manner and that those funds are spent within established District guidelines. Librarians work with department chairs and other discipline faculty to ensure that these funds are spent appropriately. Additionally, a librarian is a member of the College's Curriculum Committee as a means to ensure that the library contains materials on new and revised courses and programs prior to their approval by the Committee. The librarian on the Curriculum Committee is required to sign off that Library resources are sufficient to support the curriculum of new programs (II.B.2.1).

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

Collection development guidelines for books, periodicals, and electronic databases were drafted and updated during the 2012-2013 academic year (II.B.2.5). Crafted by library staff, the document was approved by the Library Advisory Group in spring 2013 (II.B.2.6). The

Library Advisory Group works to support and advocate for the interests of the Library and provides input on policies, guidelines, procedures, and services (II.B.2.7). The collection development policy is consistent with Board Policy 4040 and Administrative Procedure 4040 (Library Services) (II.B.2.8).

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

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

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

Age of the collection is an additional indication of quality. A report generated through the ILS can show a breakdown of the age of the collection (II.B.2.15). The Library strives to have newer, up-to-date materials available to the students. In some disciplines, however, there are older materials that are considered canonical, historical, or otherwise worth retaining. In a similar vein, usage data from the databases to which the Library subscribes offers some sense of the use and quality of the databases. The Library can pull various reports from the databases, including for different time periods or other variables (II.B.2.16).

Since 2010, through a balance of weeding and new selections the Library has maintained a current and relevant print collection that is close to 92,000 volumes. The Library has also steadily built an e-book collection that now totals over 125,000 titles. E-book usage has grown steadily and indicates a healthy distribution across 30 broad subject areas with the heaviest use in the social sciences, business, and health and medicine. The addition of very affordable e-books is a prudent use of materials dollars and has diversified the formats available to support all students at all times at all locations.

Due to budget concerns, the College's Media Services Department was closed in 2012. Since that time, the DVDs from Media Services have been transferred to the Library, which now houses the collection behind the reference desk, continuing its use as a classroom-only collection. Since the transfer of Media Services to the Library, no additional funds have been allocated to the Library for the maintenance of this collection and, as it ages, its use is

declining (II.B.2.17). No online streaming videos are provided at this time although discussion has begun to address this.

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

Analysis and Evaluation

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

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

Action Plan

None.

Evidence

II.B.2.1: Curriculum Committee Form Showing Librarian Sign-Off
II.B.2.2: Library Solicitation of Faculty Input
II.B.2.3: Sample Unsolicited Suggestions
II.B.2.4: Annual Survey of Faculty and Staff
II.B.2.5: Collection Development Guidelines
II.B.2.6: Minutes, November 29, 2012, Library Advisory Group Approval of Collection Development Guidelines
II.B.2.7: Library Advisory Group Description
II.B.2.8: BP 4040 and AP 4040
II.B.2.9: List of Librarian Selection Responsibility Assignments
II.B.2.10: Screenshot, Online Form for Faculty Request for Library Materials
II.B.2.11: Voyager Reports: Counts of Item Types; Number of Acquisitions and Discards; Year to Year Growth of Collection
II.B.2.12: Voyager Reports by Call Number Range

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

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

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

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

Classes are generally a single-session ILI type, with the occasional follow-up instruction whereby the class comes into the Library two (or more) times for continued instruction. Librarians work with faculty on campus to arrange these ILI sessions and to ensure that the content is tailored to fit the needs of the class. In fall 2015, the Library offered 94 sessions to 2,430 students ([II.B.3.2](#)).

As part of the Library's SUO assessments, after ILI sessions, librarians conduct an interview with the instructors to capture perceptions of what the sessions covered well and/or did not cover adequately. In past years, the librarians made inconsistent use of a pre-test/post-test tool to determine whether students are effectively learning information competencies, and also for setting subsequent goals for improvement ([II.B.3.3](#)). Librarians have resumed the practice of administering pre- and post-tests for ILI sessions, making a more concerted effort

to do so after each session. A longer period of data collection from the pre- and post-tests will be needed in order to provide the basis for any potential needed changes to instruction.

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

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

The degree to which students attain the SLOs for LIB V01 is assessed according to a rotation established by the Student Learning Outcomes Advisory Group (II.B.3.5; II.B.3.6).

The established Annual Library Survey process evaluates the efficacy of the learning support services on campus. The Library surveys are performed on a summative annual basis, generally each spring semester. The evaluation process is developed by faculty, staff, and students through the Library Advisory Group. To ensure that all divisions/departments and all types of students are included in the survey, the survey is promoted each year at the Department Chair Council by the division dean and the librarians. The College's institutional researcher assists in establishing the validity parameters to ensure an adequate statistical sampling. The Library survey questions are reviewed annually by the Library Executive Team, the Library Advisory Group, and the institutional researcher. The results are compiled by the institutional researcher into a report that is published and made available to the College. A separate time-of-use survey from the Textbook Lending Library is also used as a means to document the value of this unique service whereby current and previous edition textbooks are loaned to students on a semester-length term. From both of these survey processes, the Library establishes benchmarks for improvements to the quality of instruction and the level of service provided (II.B.3.7).

The Library's website hosts a variety of brief online videos teaching specific skills on the use of the catalog, subscription databases, proper source citation, and other research tasks. The Library has created 18 research guides, called LibGuides, for students to access through the library website (II.B.3.8). The guides provide detailed instruction on important information competency skills and concepts such as evaluating internet resources, citing sources, understanding primary, secondary sources, distinguishing between popular and scholarly journals, and plagiarism. Other guides provide subject-specific instruction to research within an academic discipline or a proprietary library database. Some guides were created in collaboration with classroom faculty to assist students with research on a specific topic or assignment. These video tutorials and the collection of LibGuides provide a strong means of

instruction to students regardless of location. Counter metrics are used as a means of evaluating the use of these resources (II.B.3.9).

Reference services are offered by librarians all hours the library is open. The services involve one-on-one instruction with covered topics ranging from searching the library's online catalog to evaluating resources. Over 10,000 in-person reference encounters with students occur on average each year (II.B.3.10). Reference statistics are used as a means of determining how best to staff the reference desk.

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

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

The Learning Center administered surveys for the first time in fall 2015, and 191 students participated over a period of two months. Of these students, 38.8 percent were satisfied with the assistance they received. In addition, 44.2 percent of students identified technical support as the assistance they receive, 11 percent did not have a computer to use at home, and 61 percent worked on course assignments. The Learning Center plans to develop more robust data and increase participation in the survey process. Also, the Learning Center will separate the drop-in data from classroom use and increase participation in surveys by making them electronic (II.B.3.12).

Supplemental Instruction: SI is a collaborative academic support service sponsored by a Title V grant to increase student success in select low-performing classes. A full-time Tutorial Services Specialist II was hired in March 2015 to develop a sustainable program that can exist once the Title V Grant that supports it ends in 2017.

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

1. Students will be able to apply what they learned through Supplemental Instruction to increase success in the course
2. Students will increase confidence in their abilities to meet course objectives
3. Students will learn and apply improved student habits and time management skills (II.B.3.13).

Analysis of the fall 2014 SUO assessments compared to the spring 2015 assessments showed a performance drop in all three SUOs, with success rate dropping from 81.7 percent to 73 percent, increased confidence level dropping from 89 percent to 72.75 percent, and agreement that study habits and time management skills had improved dropping from 87.3

percent to 67 percent (II.B.3.14; II.B.3.15). It is hoped that the recent changes made to the SI program will return the SUO data to the Fall 2014 success levels.

Because of the surveys, the new Tutorial Services Specialist II attended official SI training in fall 2015 and began providing additional support and training to the student leaders participating in the program during the spring 2016 semester (II.B.3.16).

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

1. Students will demonstrate improved understanding of the course subject matter
2. Students will demonstrate improved skills in interpreting information from the text and other course media
3. Students will learn and apply improved study habits and time management skills (II.B.3.17).

An analysis of the spring 2014, fall 2014 and spring 2015 SUO assessments showed a success rate in all three SUOs of 70 percent across the three semesters. In 2014, 88.4 percent strongly agreed that their understanding of the course material improved after receiving tutoring. In spring 2015, 96.6 percent strongly agreed that tutoring services helped them achieve a better grade in their class. In SUO 2 on improved skills in interpreting information, math students reported 57.3 percent improvement and English students reported 38.6 percent. However, the respective success rates in these two disciplines were much higher: 65.6 percent for math and 81.5 percent for English. About 10-15 percent of student participate in in Tutoring Center surveys, and the tutors plan to increase participation to at least 30 percent by fall 2016 (II.B.3.18).

In Fall 2015, Distance Education staff were asked to assess and provide feedback about Smarthinking and to make a recommendation regarding whether the College should continue contracting with Smarthinking for its online tutoring support services or to consider joining the statewide Online Education Initiative (OEI) and contract with Net Tutor (II.B.3.19). Beginning with the 2016-17 academic year, the College will use the OEI-supported Net Tutor to provide students with 24/7 online tutoring support.

Analysis and Evaluation

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

Action Plan

None.

Evidence

II.B.3.1: Library SUOs

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

With the advent of Voyager as the Library's ILS in 2011, book sharing among the three college campuses of the Ventura County Community College District (VCCCD) became a formalized process. Now, rather than having to make a telephone call and to ask a librarian to request a book from another campus, students can perform a union catalog search in Primo (the name of the union catalog) and request books from other campuses on their own. Students can also choose to drive to another campus location and check out a book from any VCCCD college library using their home campus student ID. When it was discovered that no formal written agreement was in place that documents this fundamental shift in resource sharing, such a memorandum between the three college libraries was established in fall 2015 ([II.B.4.1](#)).

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

Analysis and Evaluation

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

Action Plan

None.

Evidence

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

II.C. Student Support Services

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

Evidence of Meeting the Standard

Ventura College supports a robust student support network of services (II.C.1.1) aimed at meeting the needs of the students and supporting their success. The quality of student support services is evaluated by student surveys and Service Unit Outcomes (SUO) assessment. Survey instruments include locally developed "quality of service" and "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) as described in I.B.2. The data collected through these instruments are used as a part of the annual assessment of overall effectiveness that is conducted during the College's annual program review process as described in I.B.5.

"Point of service" satisfaction surveys are used to collect feedback from students and the community regarding the effectiveness of support programs, services, and activities. Throughout the semester, after interacting with a support service or participating in a program or activity, students are asked to assess the degree to which they are satisfied with the service or program or activity provided (II.C.1.2). The locally developed student perception questionnaire and the national CCSSE are administered every two or three years via classrooms. Classes are identified at random, and surveys are provided to students in those classes.

"Quality of service" surveys are also used (II.C.1.3). These focus on the six college success factors (Directed, Focused, Nurtured, Engaged, Connected, and Valued) that the Research

and Planning Group has identified as critical to student retention and success (II.C.1.4). "Effectiveness of service" surveys to measure SUO attainment are administered and processed annually with the support of the office of Institutional Equity and Effectiveness (IEE). The tabulated results of the surveys are provided to the service/program and are reviewed and analyzed during the program review process. The information gleaned from student feedback is used to improved service delivery (II.C.1.5).

Most service areas and programs participate in SUO assessment and in program review, using templates that mirror the templates used in academic program review (II.C.1.6). These templates include information that documents the number of students served, the types of services offered, the degree to which students have benefitted from services (per Service Unit Outcomes), and the status of prior year initiatives to improve services and service outcomes. In the first year of using the new templates, three areas (Veteran's, International Students, and Outreach) did not participate for various reasons. They will participate with all other services and programs in future years.

Unlike the established five-year rotation schedule for assessing course-level SLOs for instructional programs as described in I.B.2, student services and programs conduct program reviews each year. Services and programs are required to report on the status of SUOs as a part of their annual program review process. Service areas and program representatives have participated in SUO/TracDat training, updated SUOs, and confirmed assessment plans. Data gathered through the assessment of SUOs is used to develop yearly goals and to inform resource allocation requests (II.B.1.7). However, the student feedback collected and tabulated through the point of service surveys has not consistently been incorporated as a data element for program review purposes, and student service staff are still developing an effective mechanism to incorporate feedback collected through student focus groups as described in I.B.1 into the systematic evaluation of student services.

In addition to formal surveys, new technology allows service areas and programs to track their own data. The new GradesFirst service scheduling and tracking program provides quick and easy access to information such as service usage, data access, and follow-up. Staff in all student services program areas received training in the use of GradesFirst during the 2015-2016 academic year and full implementation of this tracking and data collection tool will occur in 2016-2017. GradesFirst will streamline the assessment of services received by students and provide higher quality input for improvement of all student services/programs. For example, student services provided at the Santa Paula site will entered in GradesFirst to track and document student usage data for program review. GradesFirst promises to be particularly helpful to track students receiving service at other locations and/or online.

Ongoing training in the use of other online programs, such as DegreeWorks and Banner, help ensure regular data collection and reporting for scheduling and planning purposes.

New technological updates continue to improve services to students taking online Distance Education (DE) classes or who simply prefer to access support services online. As of spring 2016, students are able to perform the following tasks online: apply to the College, complete a New Student Orientation, register, pay fees, review grades and gain access to information

via the Student Portal, and conduct a preliminary degree audit prior to talking to a counselor. Counseling services are available by telephone or online communication, and students who are considering taking courses online can take an "online course readiness assessment" (II.C.1.8). In spring 2016, counselors began to use FaceTime counseling. In addition, VC is a pilot college for the Online Education Initiative (OEI), and student support modules and related online services will be piloted in the 2016-2017 academic year.

VC does not offer correspondence education.

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

Analysis and Evaluation

Ventura College meets this Standard. The College regularly evaluates the quality of student support services through various surveys and SUO assessments, and student services staff regularly analyze data from the student feedback for use in quality improvement and to support improved student learning. The continued integration of GradesFirst will allow results from both the student perception questionnaires and CCSSE to be more widely available and more easily incorporated into the program review process. To further improve the evaluation process, the dean of Student Services will continue to work with the IEE office to create standardized data sets that include disaggregated data to determine student services usage by demographics; these data sets will be in place for all student services areas to use for the Fall 2016 program review process.

Action Plan

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

Evidence

II.C.1.1: Directory of Student Success and Support Services
II.C.1.2: Sample Point of Service Survey – service, program, or activity
II.C.1.3: Sample of Survey with "Six Success Factors" questions
II.C.1.4: RP group, "Student Support (Re)Defined: What students say they need to succeed."
II.C.1.5: Sample Summary Report of Point of Service Survey Data – for program review
II.C.1.6: Minutes, Student Services and Support Leadership Council

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

Institutional (ISUO), program (PSUO), student learning (SLO), and service unit (SUO) outcomes are identified and assessed by all instructional and student support programs and services at VC. ISUOs are broad institutional service support goals that are shared across campus. VC has two ISUOs:

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

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

Student Services programs (EOPS/CARE, CalWORKs, EAC (DSPS), and First Year Experience (FYE)) utilize mid-semester progress checks for their students. Faculty members provide information for counselors regarding how well a student is doing or describe the difficulties faced by the student in class. This allows the counselors to discuss success strategies, study skills, and/or tutoring options with the student in order to create a plan for addressing progress issues.

Both student services and instruction have access to an online program, Grades First, that allows for tracking and follow-up for students. It is used to schedule student appointments with counselors and send communications via email and text to students.

GradesFirst allows instructors and counselors to collaborate and communicate more readily and effectively with students and with each other. There is an electronic Progress Check/Early Alert tool, currently used for all 400 student athletes, that collects student academic performance data from faculty and then connects students, counselors, coaches, tutors, and faculty in an effort to keep students on track toward successful completion of their courses. During spring 2016, programs that had not been using GradesFirst (EOPS, EAC/DSPS, CalWORKs) began to implement the use of this program, which should be fully functional by Fall 2016. The Progress Check/Early Alert function is being piloted by a select group of instructors with the goal to expand use through the 2106-2017 academic year.

A district wide survey of student perceptions was conducted during the spring 2015 semester (II.C.2.8), using the same questions that were used during student perception survey that was conducted during the spring 2009 semester (II.C.2.9). Students were asked to rate their level of satisfaction with the class schedule, the availability of instructors outside of class, methods of instruction, counselor appointment availability, and other topics.

Additional surveys regarding the six factors of student success are being used, with plans for results to be used to ensure students are engaged and supported in the ways they have indicated they need support.

An Early Academic Alert process has been in place for many years. With Grades First, a push is underway to have more faculty use this system, which includes tracking and follow-up with students, who are referred either to counseling or learning support services (i.e. Tutoring.) Counselor assistants have been hired to focus on follow-up with students throughout the semester. Their efforts will institutionalize the promising practices being used for athletes, and students in categorical programs.

Analysis and Evaluation

Ventura College meets the Standard. The student services area is responsive to student needs. Learning support outcomes are assessed, and programs and services are adjusted based on the findings. Student Services assesses SUO's as part of the yearly 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. Additionally, ongoing surveys are used to gain student feedback, and student usage is tracked to identify opportunities for increased outreach to students who can benefit from services. The implementation of online programs such as Grades First, for example, has greatly expanded and improved services to students.

Action Plan

None.

Evidence

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, Assessment, Assistive Technology, California Work Opportunities and Responsibility to Kids (CalWORKs), Transfer and Career Center, Child Care Center, Counseling, Disabled Students Programs and Services (DSPS) through the Educational Assistance Center (EAC), Extended Opportunities and Program Services (EOPS), Financial Aid, Freshman Year Experience, International Students, Mathematics Engineering Science Achievement (MESA), Outreach Services, Student Activities and Clubs, Student Government, Student Health Center, Veterans' Services, and the Student Connect/Information Center ([II.C.3.1](#)).

Most of the main campus student services 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 are available 24/7 via the student MyVCCCD portal and VCCCD/Ventura College website.

Supplemental college orientation, counseling, financial aid assistance, educational planning and registration for graduating high school students are provided through "Pirate Fridays." Eight neighboring high schools were hosted by VC, with one school participating each Friday During the spring 2015 semester, 394 high school seniors participated in Pirate Fridays ([II.C.3.2](#)). In addition, there are a variety of instructional support services as described in II.B and the opportunity to participate in theater, dance, or music performances, or on one of 19 athletic teams.

At the Santa Paula site, VC offers a core set of essential support services. These include Admission and Counseling services, Tutoring services, a Learning Resource Center, a small reserve collection of books, courier service for library books from the main campus, and full access to the Library's collection of electronic books and databases. In addition to a bilingual

Student Services Assistant and a bilingual counselor assigned full-time, Financial Aid, EOPS, DSPS, and other services are provided periodically and on an as-needed basis at the Santa Paula site. Once each month a bilingual Financial Aid Office representative visits Santa Paula to help students process their Free Application for Federal Student Aid (FAFSA) and California Dream applications. This onsite service is increased to twice monthly during the periods of greatest demand. Additionally, the first annual "Set Your Course" workshop (II.C.3.3) was presented in Santa Paula in 2015. This workshop, designed to orient students to support programs and services, was presented in both English and Spanish and targeted students and parents who meet AB 540 requirements.

All students are provided 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, and conduct a preliminary degree audit prior to talking to a counselor. A readiness assessment for students considering an online class (II.C.3.4) is available. Counseling services are available by telephone or via online communication (II.C.3.5). Technology is being updated (Spring, 2016) to include access to Face Time counseling. VC is a pilot college for the Online Education Initiative (OEI); student support modules and related online services will be piloted in 2016-2017 as part of the project. The website is currently being updated to accurately reflect the availability of services–in person and online.

Each student services program has a webpage that provides essential information and telephone contact information (II.C.3.6). Most Admissions and Records forms are available for students to download and email (II.C.3.7). Students can contact Assessment and Counseling using the telephone and/or an email account to ask questions and get general information. Through the MyVCCCD student portal, all students have access to real-time financial aid data. Students are able to see outstanding requirements, financial aid awards, disbursement schedules, and other relevant information. Financial aid service is also available by telephone and email. The Financial Aid website is current and provides a wealth of information and resources such as FATV and "Cash Course" that are easily attainable for students (II.C.3.8). Student services online are Americans with Disabilities Act (ADA) compliant and include closed captioning of videos and the ability to magnify print (II.C.3.9).

Most student services departments include employees who are bilingual in Spanish and English. In addition, critical sections of the downloadable schedule of classes are published in Spanish, and the website can be converted to a Spanish language format (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. Students requiring accessible materials can request them through EAC/DSPS.

A 2015 Survey of Student Perception indicates students are able to take classes when they prefer. While the responding students indicate a satisfaction with counseling services, 17.5 percent did indicate dissatisfaction with the availability of appointments. To address

this, the College has hired additional part-time and is in the process of hiring four additional full-time counselors. Appointments and drop-by opportunities are available to meet a variety of needs. Group counseling sessions are scheduled to maximize access for students. The Counseling Department has initiated the "Don't Cancel My Class" program. If a faculty member in any discipline is not able to attend his or her class session, a counselor will use the class session to inform students of counseling services, discuss other support services, and make a personal connection with the students to help them feel more comfortable about meeting with a counselor (II.C.3.11).

Analysis and Evaluation

The College meets the Standard. Comprehensive services are available on campus for day and evening students. Students at our Santa Paula site also have access to a full complement of services, and our extensive website and phone services accommodate those students who do not come to campus

Action Plan

None.

Evidence

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

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

Evidence of Meeting the Standard

The College's co-curricular programs and athletic programs are consistent with the College mission and contribute to the social and cultural dimensions of the students' educational

experience. The Associated Students of Ventura College (ASVC) consists of up to 14 officers who provide co-curricular programming for the student body and advocate on behalf of students on participatory governance committees (II.C.4.1).

A newly approved Student Activity Fee allows ASVC to provide quality student support and help to transform students' lives through meaningful co-curricular events, activities, and programs. To date, the funds collected from the Student Activity Fee has supported the following:

- Feed a Pirate food pantry, which provides free bags of groceries to VC students
- VC Voyages, which gives students the opportunity to experience art, culture, and entertainment destinations in the greater Los Angeles area
- Student Life Day, in which students are exposed to the variety of Student Organizations and Student Support Services available to them
- Final Jam, an event that enables students to relax and unwind before finals.

ASVC has also funded VC Student Organizations and sponsors major events on campus such as:

- the Psychology Club's "Think Before You Drink" and "Clothesline Project,"
- M.E.Ch.A's Dia De Los Muertos,
- sending students from the Water Science Student Network to a statewide conference in Sacramento, and
- supporting the Diversity in Culture Festival, a three-day college wide event.

There are between 17 to 23 active student organizations at any given time, each with at least one faculty/staff advisor (II.C.4.2). Approximately 300 students are active members of student organizations each year. The list of active student organizations includes:

- Adventure Club
- Alpha Gamma Sigma Honor Society
- Anthropology Club
- Art Club
- Association of Ceramic Arts
- Black Student Union
- Cafe Philosophia
- Film Club
- Gay-Straight Alliance
- History & Pre-Law Association
- Hockey Club
- Holistic Health Club
- InterVarsity Christian Fellowship
- M.E.Ch.A.
- People First
- Pre-Health Society
- VC Press Club

- Psychology Club
- Recovery 101
- Society for Hispanic Professional Engineers (SHPE)
- Sociology Club
- Student Nurses Association
- Veteran's Club
- Water Science Student Network
- Young Urban Zen

The Student Activities Office also oversees the operation of the Student Center, which was renovated by ASVC in 2013 and which consists of a study lounge, a meeting room, a multi-purpose room, and offices for the ASVC Officers. One Student Activities Specialist and an Assistant Dean of Student Development oversee the operations of the office.

The ASVC is in compliance with California Education Code 76060 and Ventura County Community College District Board Policy 5400 & Administrative Procedure 5400 (II.C.4.3). 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. ASVC budgets are routinely audited to ensure proper adherence to state and federal guidelines, board policy, and funding criteria (II.C.4.4). The results of these annual audits are reviewed.

VC has 19 athletic teams (II.C.4.5), and is well regarded in the community for the success of its program. The College provides a complete support system for its athletes, which includes athletic advising, an athletic trainer, two equipment managers, a faculty mentor program, a tutoring program, and complete indoor and outdoor facilities. VC is a member of the Western State Conference (WSC) and the California Community College Athletic Association (CCCAA). The College abides by the CCCAA constitution, bylaws, and WSC sports guides. Football participates under the direction of the Southern California Football Association (SCFA). Athletic eligibility is strictly monitored by the Dean of Health, Kinesiology, Athletics, and Applied Sciences; the athletic director; and the admissions and records eligibility clerk. The Athletics budget is maintained by the dean and an office assistant who focuses on budget and purchasing. The budget is audited on an annual basis during the regular fiscal services audit that is conducted district wide. If there are findings (which have been minor in the past), the Dean of Athletics works with campus Fiscal Supervisor to develop action plan that in evaluated internally on a quarterly basis to monitor as necessary.

In addition to student activities and athletics, the College contributes to the social and cultural dimensions of the student experience through sponsorship of the Veteran's Center (providing resources and support for veteran students and student dependents of veterans), and the Student Health Center (providing free services to students who pay a Student Health Fee. Each year, the Student Health Center sponsors a "Get Your Health On" health fair that includes health screenings, approximately 18 vendors providing information, and free healthy food. Planning is currently underway to establish a Foster Youth Center.

Analysis and Evaluation

Ventura College meets this Standard. ASVC officers and student organization leaders play an active role in heightening student awareness of social issues and educational opportunities. Some of the best examples of this are ASVC's Feed-A-Pirate program, which offers groceries to students who may not have quality food (II.C.4.6), and the Psychology Club's annual Clothesline Event (II.C.4.7), which creates awareness about the topics of rape and abuse. Ventura College's co-curricular programs actively participate in the program review process. The Student Activities Office also ensures that the ASVC and student organizations comply with all District and College policies and procedures, including oversight of the various budgets associated with the programs.

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

Action Plan

None.

<u>Evidence</u>

II.C.4.1: ASVC Roster, Spring 2016
II.C.4.2: Screenshot, List of Student Organizations
II.C.4.3: BP 5400 and AP 5400
II.C.4.4: BP 5420 and AP 5420
II.C.4.5: Screenshot, VC Athletics Webpage
II.C.4.6: Feed a Pirate Program Flyer
II.C.4.7: Clothesline Event Materials

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

Evidence of Meeting the Standard

New Students are guided through a number of required "Steps to Success." Outreach staff members begin working with graduating high school students during their senior year. Assistance is provided to apply for admission and financial aid, and to establish a student portal and email account. Students are then directed to an online orientation that gives them information about the importance of assessments and how to prepare, as well as college information and goal options. Students must complete these steps before they can attend a

group counseling session, or see a counselor. Student Ambassadors are trained to provide information and support to students through this process.

VC employs eleven full-time general counselors who provide academic, vocational, career, and transfer counseling for all students. With additional requirements to provide educational planning for all new students, four additional full-time counselors and five part-time counselors are being hired. One bilingual counselor has been assigned to the Santa Paula site, and another will be assigned to work with the CalWORKs program. In addition, the College employs two full-time counselors in the EAC to work exclusively with students with disabilities, two full-time counselors in EOPS, and one full-time counselor for the First Year Experience (FYE) program. One of the full-time counselors is assigned to counsel student athletes.

Counselors meet weekly and communicate regularly to ensure that they have the most current and relevant information to provide to students (II.C.5.1). Counselors also use three hours per week for professional development to expand the scope and competency of their skills. These hours are used for such things as project development, professional growth, research, staff development, transfer assistance, articulation, college/high school visitations, and other college activities that directly benefit and promote effective service to students. In addition, counselors participate in monthly trainings to ensure currency in knowledge of transfer requirements to the University of California, California State University, independent colleges, as well as VC curriculum, and other changes and updates (II.C.5.2).

VC has implemented an electronic educational planning tool, known as DegreeWorks (II.C.5.3). DegreeWorks is available to every student via his or her student portal. It outlines specific requirements for each student's educational goal. Counselors use DegreeWorks to develop an abbreviated (one to two semesters) and/or comprehensive (entire plan through completion) educational plan for each student that is easily accessible online. Students have access to DegreeWorks through their MyVCCCD portal. They can review their classes and education plan, and use DegreeWorks to develop "what if" plans (to see what classes are required for various certificate and degree options) that they can then discuss with a counselor.

Counselors offer robust Career Guidance Sessions for all new students who have already assessed and reviewed the (online) New Student Orientation (II.C.5.4). This three-hour workshop, available both day and evening, enables students to review their English and math assessment results, to set an academic goal, and to create an abbreviated education plan to guide the selection of the courses they will take during their first semester of college (II.C.5.5). Although some students request individual reevaluation of their assessment results using multiple measures, there is no systematic way to ensure that all student assessments include the consideration of multiple measures before placement is made.

GradesFirst, a scheduling and counseling management system, was piloted with student athletes during the fall 2013 semester, and fully implemented in general counseling for fall 2014. GradesFirst allows students and counselors to collaborate and communicate more readily and effectively. It is used to schedule student appointments with counselors and send

communications via email and text to students. GradesFirst also has an electronic Progress Check/Early Alert tool, currently used for all 400 student athletes, that collects student academic performance data from faculty and then connects students, counselors, coaches, tutors, and faculty in an effort to keep students on track toward successful completion of their courses. During spring 2016, programs that had not been using GradesFirst (EOPS, EAC/DSPS, CalWORKs) began to implement the use of this program and should be fully functional by Fall 2016. The Progress Check/Early Alert function is being used by a group of general instructors, with the goal to expand use through the 2016-2017 academic year.

Discipline-specific counseling is supplemented via a program of workshops called "Major Talks," in which academic faculty and community professionals talk to students about various major and career paths (II.C.5.5). Counseling faculty also partner with other student support services on campus to align counseling services with the policies and procedures of other regulatory agencies. For example, Financial Aid works collaboratively with counselors in presenting Standards of Academic Progress (SAP) workshops.

Analysis and Evaluation

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

Action Plan

None.

Evidence

II.C.5.1: Sample Counseling Meeting Minutes
II.C.5.2: Sample Handouts from Counselor Trainings
II.C.5.3: Screenshot: DegreeWorks Ed Plan
II.C.5.4: Screenshot, Online Orientation
II.C.5.5: Sample Major Talks Flyer

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

Evidence of Meeting the Standard

VC is an open-access community college. 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 Special Admission or High School Dual Enrollment participants. The intent of Special Admissions is to provide minors who can benefit from advanced scholastic education the opportunity to take college level courses that are not available through their primary school or other alternatives. The College's admissions policies are consistent with its mission as a comprehensive community college and conform to parameters outlined in the California Education Code and Board Policy 5010 (II.C.6.1).

The College Catalog, updated annually, identifies admission procedures, degree and certificate requirements, and all academic policies. The complete Catalog is available in print and online (II.C.6.2). Online DegreeWorks educational plans (II.C.6.3) enable students to view their educational plans and pathways 24 hours a day. New students receive degree, certificate, transfer, and workforce development information and assistance through completion of the Student Services and Support Program (3SP) required core services (Orientation, Assessment, and abbreviated or comprehensive Educational Plan). Any student may elect to participate in 3SP core services, but first-time students are *required* to do so in order to receive priority registration. All students are eligible to receive a variety of follow-up services including career interest inventories and career exploration activities, transfer and career workshops, and individualized counseling.

Upon completion of admission, orientation, and assessment, new students are scheduled for a Group Counseling Session (II.C.6.4) during which their educational goal is clarified and an abbreviated educational plan (for their first semester) is created. Students are encouraged to explore careers through the Transfer/Career Center and make an appointment with a counselor during their first semester or year to complete a comprehensive educational plan (which includes all classes and requirements needed to complete their goal.)

VC Innovates is a regional collaborative among the VCCCD, three community colleges, the Ventura County Office of Education, seven school districts representing 15 high schools and three adult schools, and over 50 employers and community partners. Thirteen pathways, ranging from Agriculture and Natural Resources, to Health Science and Medical Technology, to Transportation, are designed to articulate career-relevant curricula with real-world, industry-based projects for each pathway course (II.C.6.5).

In support of the VC Innovates grant, career and technical education courses in the high schools are articulated with college programs, providing streamlined pathways for students to obtain a certificate or associate's degree in a number of career focused professional fields of study.

A CTE Program Specialist coordinates with outreach in working directly with high school "career clusters" to support student matriculation into VC CTE programs.

Analysis and Evaluation

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

Through outreach activities, local high school graduates and other new and returning students know in advance of the required steps that must be completed to attain a degree or certificate, and are better prepared to begin or resume their VC experience. A campus-based "Student Connect" area provides hand-on assistance for students as they interface with online application, portal set-up, and registration activities. An Information Desk is available from 8am – 7pm Mondays through Thursdays so that day and evening students can make counseling appointments and get answers to general questions.

Core 3SP services are delivered in a variety of modes including online and in-person orientations that provide basic information regarding degree, certificate, and transfer options. New student General Counseling Sessions result in the development of at least an abbreviated student educational plan and delve more deeply into a student's goals. Proactive follow-up with new students ensures that they complete their 3SP steps. Students are contacted by email, text, and/or phone call by counselor assistants who discuss their needs and options and make appointments to ensure all steps (including comprehensive educational planning) are complete. Monthly data (II.C.6.6) is reviewed to ensure effectiveness of outreach and follow-up.

Action Plan

None.

Evidence

II.C.6.1: BP 5010
II.C.6.2: Screenshot of online catalog
II.C.6.3: Screenshot of DegreeWorks Ed Plan
II.C.6.4: VC Steps to Success
II.C.6.5: Screenshot, VC Innovates
II.C.6.6: SSSP Follow-up data

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

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

The College uses the College Test for English Placement (CTEP) assessment instrument to assess English readiness and determine course placement (II.C.7.2). Sections of the CTEP were approved by the state Chancellor's Office in 2001, 2002, and 2003 (II.C.7.3). Full approval of disproportionate impact and consequential validity studies were completed for the CTEP in Fall 2012 (II.C.7.4). The English Department has recently reviewed placement and course outcome data. As a result of analysis and review of effective practices on other campuses, the English faculty voted in spring 2016 to change cut scores to better reflect the potential capabilities of students and to facilitate more direct placement and enrollment in the transfer-level English course ENGL V01A. In addition, a new course ENGL V03A Accelerated Basic English Composition will be offered for the first time in fall 2016 to prepare basic skills students for transfer-level English in just one semester. The College also uses Assisted Self-Assessment and Placement for English language learners.

For math, there are four levels of Mathematics Diagnostic Testing Project (MDTP) tests, which are used to assess readiness for Elementary Algebra, Intermediate Algebra, Pre-Calculus, and Calculus. The state Chancellor's Office approved the MDTP on March 14, 2013 (II.C.7.5). Full approval of disproportionate impact and consequential validity studies were completed for the MDTP in March 2014 (II.C.7.6).

Additional factors employed for placement purposes include a 10-question multiple measure questionnaire that is incorporated into the scoring process for the English test (II.C.7.7). 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 in light of high school transcripts and other information.

In response to research by the CA Multiple Measures Assessment Project that indicates that a higher percentage of community college students could be placed into and succeed in transfer-level English and math courses (II.C.7.8), in spring 2016 the faculty in these disciplines in cooperation with counselors and the 3SP Advisory Group adopted multiple measures rubrics based on the state wide recommendations of the CA Multiple Measures Assessment Project. These rubrics are intended to increase use of multiple measures as a way to place more accurately new students who have had successful academic experiences in high school. The use of these rubrics is also likely to increase the percentage of students directly entering gateway math and/or English courses.

The Student Equity Plan (II.C.7.9) documents demographic data for our students, highlighting any "disproportional impact" and providing a snapshot for the College to address in achieving equitable access and success for our students.

An additional admissions process is used for candidates applying to VC's Nursing Program. The Nursing department uses the multi-criteria that was approved by the state Chancellor's Office for admission after a research study was done to study disproportionate impact. Nursing reviews their admission policy every year and more frequently whenever changes are required through legislation. In addition, the policy is reviewed by the Board of Nursing and the national accrediting agency (ACEN) every five years.

Analysis and Evaluation

Ventura College meets the Standard. Admissions and Assessment instruments are assessed periodically to validate their effectiveness and to ensure there is no disparate impact or bias. In the 2016-2017 academic year, the College will implement the broad use of multiple measures rubrics and incorporate these rubrics during the CCCAccess implementation to assess and place students more accurately (II.C.7.10).

Action Plan

None.

Evidence

II.C.7.1: Sample Schedule of Assessments
II.C.7.2: English Department Minutes Showing Approval of CTEP, February 27, 2007
II.C.7.3: State Chancellor Approval of CTEP
II.C.7.4: English and Reading Assessment Test Validation Study, Fall 2012
II.C.7.5: State Chancellor Approval of MDTP
II.C.7.6: Approval of MDTP Validity Studies, 2014
II.C.7.7: Multiple Measure Questionnaire
II.C.7.8: Using decision trees to predict course success in the Multiple Measures Assessment Project. Slide 21.
II.C.7.9: Student Equity Plan, 2014-15
II.C.7.10: CCCAssess College Adoption / Implementation Schedule

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 Federal Educational Rights and Privacy Act (FERPA), the California Education Code (76240 et. seq.), the California Administrative Code Title 5, and Board Policy 5040 (II.C.8.1), student records are maintained in 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.8.2).

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

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

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

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

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

Student discipline records are maintained in locked file cabinets in the Health Center and maintained by the head 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 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.8.7). This act prohibits the release of any medical or psychological records without the written consent of the student. However, the records can be shared between providers within the office to optimize care.

VC staff 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.8.8) and the College Catalog (II.C.8.9). Security access to edit or change data is assigned by the registrar to employees and monitored to protect data safety.

Analysis and Evaluation

Ventura College meets the Standard. The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records, and observes state and federal regulations regarding the privacy, maintenance, release, and disposition/destruction of student records. Electronically stored student records are protected by role-based security and right of access, and students access their own records only through the secure student portal or by submitting a written request. Any 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 it into the system. Hard-copy records will be 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. To speed the implementation of this new system, the College is in the process of outsourcing the scanning of archived documents. A Title V grant is being utilized to ensure these documents are scanned and indexed into OnBase.

Action Plan

None.

<u>Evidence</u>

[II.C.8.1: BP 5040](#)
[II.C.8.2: College Catalog, Appendix I](#)
[II.C.8.3: Description of Banner](#)
[II.C.8.4: Description of OnBase Document Imaging Systems](#)
[II.C.8.5: Description of Parchment Transcription Order and Processing Systems](#)
[II.C.8.6: Description of OpenCCCApply](#)
[II.C.8.7: HIPPA Handout](#)
[II.C.8.8: Screenshot, FERPA Notification, Admissions and Records Webpage](#)
[II.C.8.9: FERPA Notification, College Catalog, page 258](#)

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

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

As established by Title V of the California Code of Regulations, the minimum qualifications for educational administrators are a master's degree and one year of formal training, internship, or leadership experience reasonably related to the administrative assignment (III.A.1.4). In practice, announcements for educational administrators in the VCCCD call for two or more years of leadership experience (III.A.1.5)

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

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

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

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

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

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

Analysis and Evaluation

Ventura College meets this Standard. Qualified personnel are employed, and they have met minimum qualification requirements for all regular academic, classified, and management

positions to ensure integrity and quality for programs and services. The classification specifications describe the representative duties; the knowledge, skills, and abilities required to perform the duties; the education, training, and experience minimally necessary for employment consideration; and reporting relationships. Beyond the minimum qualifications established by the state, for academic positions the faculty, along with their department chairs and deans, identify the discipline expertise required to fulfill the needs of the department. For classified positions, HR establishes minimum qualifications in consultation with experts familiar with the subject matter and services to be performed. For new classified positions, the Personnel Commission reviews the proposals to ensure the proposed positions are classified appropriately based on the needs of the organization.

Action Plan

None.

Evidence

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

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

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 full-time faculty include notification that the successful candidate will be expected to do the following:

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

Effective teaching is evaluated during the interview process. Applicants for classroom positions answer questions and provide a teaching demonstration. Screening committee members who are experts in the subject matter assess the content and effectiveness of the teaching demonstration and the appropriateness of the responses to the interview questions.

Screening committees also evaluate a candidate's scholarship and potential to contribute to the college's mission during the application and interview screening process.
At least six faculty serve on the screening committees for full-time faculty positions, including a minimum of three faculty members from the division (of which a minimum of two are from within the subject discipline and a minimum of one is from outside the subject discipline), along with the appropriate dean and one additional non-specified committee member. The screening committee for each part-time faculty position consists of the department chair, the appropriate dean, and at least one faculty member from the department or a closely related discipline. Beyond screening for minimum qualifications (III.A.2.2), screening committees create interview questions, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting of the screening criteria.

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

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

For full-time faculty positions and administrative positions, a trained screening committee facilitator serves as a non-voting screening committee member to assure that hiring procedures are consistently applied. The screening committee facilitator documents which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the names of the candidates recommended (III.A.2.4). The screening committee facilitator forwards all screening files, forms, and related notes and records to HR, where these records are stored.

HR verifies the qualifications of recommended personnel in several ways. College supervisors conduct reference checks with previous employers to verify experience. The telephone reference checks conducted by supervisors are reviewed by the director of employment services. HR staff members review official transcripts and then verify these transcripts through a third-party agency (III.A.2.5). Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services.

Following the selection of a full- or part-time faculty member, the faculty evaluation process is used to assess teaching effectiveness, per the faculty collective bargaining agreement (III.A.2.6).

Evaluation criteria for classroom faculty include:

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

Evaluation criteria for non-classroom faculty include:

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

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

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

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

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

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

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

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

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

- Communicates information clearly, concisely and effectively.
- Utilizes knowledge of current trends and technology in library/information science.
- Demonstrates knowledge of research methods and resources.
- Faculty/student Interaction.
- Assists students to reach reference and research objectives.
- Facilitates self-reliance in library usage.
- Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, as well as physical and mental abilities.
- Attains service assignment objectives.
- Consults with other librarians and departments to provide students with up-to-date information and programs.
- Assists in building, organizing, and maintaining library collection (III.A.2.7).

Analysis and Evaluation

Ventura College meets this Standard. The minimum and desirable qualifications for faculty are cited on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, 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. Where degree equivalency evaluation is required, AP 7211 is followed (III.A.2.2).

Action Plan

None.

Evidence

III.A.2.1: Sample Job Announcement
III.A.2.2: AP 7211
III.A.2.3: Telephone Reference Check Form
III.A.2.4: Sample Screening Committee Facilitator Documentation
III.A.2.5: Sample Human Resources Qualifications Verification Documentation
III.A.2.6: Agreement Between VCCCD and AFT Local 1828, Article 12
III.A.2.7: Agreement Between VCCCD and AFT Local 1828, Appendix D, Forms A2, A3, and A4

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

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 (III.A.3.1), the screening committee for academic college-based managers (other than the college president) consists of four managers/supervisors from the college in which the vacancy occurs, one manager/supervisor from one of the other two colleges in the district, one distract administrative center representative, three faculty, and one classified employee. At the discretion of the president, a student may be added to the committee for the vice president of student development.

In accordance with AP 7120-C (III.A.3.2), the screening committee for the college president consists of four faculty members, four classified employees, one student, two community members, four college managers, one current community college president, and one district administrative center representative.

As with full-time faculty positions, the use of a trained screening committee facilitator is the primary method used to assure that hiring procedures are consistently applied for

administrative hires. This is backed by verification of required degrees by HR and reference checks conducted by supervising administrators and reviewed by the director of employment services.

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

Analysis and Evaluation

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

Action Plan

None

Evidence

III.A.3.1: AP 7120-B
III.A.3.2: AP 7120-C

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 institutions accredited agencies recognized by the United States Department of Education. Candidates submit official transcripts as part of the application process. Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services (III.A.4.1).

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. The committee includes an Academic Senate president and discipline faculty from each College. The ruling of the equivalency committee is final.

Analysis and Evaluation

Ventura College meets this Standard. 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.

Action Plan

None.

Evidence

[III.A.4.1: Screenshot, National Association of Credential Evaluation Services Website](#)

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

Evidence of Meeting the Standard

Evaluation procedures for faculty and classified staff are stipulated in the faculty and classified collective bargaining agreements ([III.A.5.1](#); [III.A.5.2](#)). Tenured full-time faculty are evaluated at least once every three years. Non-tenured full-time faculty are evaluated at least once per year until tenure is awarded, typically in year four. Part-time faculty are evaluated at least once during the first semester of employment, and at least once every three academic years thereafter. Part-time faculty gain assignment longevity after the completion of five semesters of service, and must be given their previously assigned hourly teaching load in accordance to class availability and standing within a seniority list. Because of this, deans have been strongly encouraged to evaluate new hourly faculty members during each of the first four semesters they teach for the college to mentor and ensure part-time faculty retained are an asset to the department and support student learning. Probationary classified employees are evaluated three times during their six-month probationary period, and then once per year thereafter.

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

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

Per the faculty collective bargaining agreement, contract faculty members must participate in college wide and instruction-related/student support activities as part of their workload. Faculty members must document the details of the work performed pursuant to these activities for their deans and the results are examined during their evaluations. Typical activities may include continuing professional development; sponsorship of student activities; participation on college and district committees; attendance at department and division meetings; curriculum development; articulation and matriculation activities; writing of grant proposals and research projects; participation in recruitment and high school relations; registration advisement; preparation and updating of course outlines; and community outreach activities (III.A.5.3). The faculty evaluation form requires the peer evaluators to rate the faculty member on a four-point scale as to his or her level of participation and effectiveness in meeting this service obligation.

The evaluation process for regular and probationary classified employees is outlined in the classified collective bargaining agreement (III.A.5.2). The evaluation tool includes the following components: work quality, work habits, working relationships, demonstration of initiative and judgment, punctuality and attendance, safety, and communication. In the event that a work plan is developed for a classified professional, it is formal and identifies timelines for improvement and follow-up.

The process for evaluating administrative employees is outlined in human resources procedures (III.A.5.4). This process applies to all administrators, with the exception of the chancellor. The evaluation process is intended to provide timely feedback to administrators regarding their work performance in order to meet program/area goals and to ensure that these employees are supporting the College's mission and values. Results of personnel evaluations and follow-up actions are documented and placed in the employee's permanent personnel file at the District.

Administrators are evaluated on their communication, leadership, and administrative skills, and on the degree to which they successful in attaining self- and supervisor-generated goals (III.A.5.5). In addition, SurveyMonkey, an online assessment tool, is used to give administrators feedback from their peers, subordinates, and superiors regarding their work habits and relationships with other employees (III.A.5.6). 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.

The employee evaluation process varies slightly among the different district employee groups, but the purpose of the evaluation process is the same for all employees: to provide feedback regarding their performance against set criteria that is, when possible, measureable. Managers, supervisors, or evaluation committees provide positive feedback to employees who are

performing well. Should an employee show a deficiency in any factor upon which he/she is being evaluated, the employee and his/her supervisor or evaluation committee must develop a performance plan with a timeline for improvement. For 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.5.7). The classified collective bargaining agreement also calls for a development plan for any performance areas that are found to be unsatisfactory (III.A.5.8).

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

Analysis and Evaluation

Ventura College meets this Standard. The institution assures effectiveness of its human resources by evaluating all personnel formally performed at stated intervals and documented. There are written criteria for evaluating personnel, including both performance of assigned duties and participation in institutional responsibilities. Evaluation of personnel encourages improvement support achievement of the College mission.

Action Plan

By the end of the fall 2016 semester, the vice chancellor of human resources will identify methodologies for improving evaluation tracking to enhance completion, either by new technology or by modifying existing technology platforms.

Evidence

III.A.5.1: Agreement Between VCCCD and AFT Local 1828, Article 12
III.A.5.2: Agreement Between VCCCD and SEIU Local 99, Article VII
III.A.5.3: Agreement Between VCCCD and AFT Local 1828, Article 5.2.A.3
III.A.5.4: Administrator Evaluation Form
III.A.5.5: Administrator Evaluation Procedure
III.A.5.6: Sample Administrator Feedback SurveyMonkey Questionnaire
III.A.5.7: Agreement Between VCCCD and AFT Local 1828, Article 12.5.B
III.A.5.8: Agreement Between VCCCD and SEIU Local 99, Article 7.4

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.

Evidence of Meeting the Standard

Every instructional and student service program is required to assess and evaluate student learning outcomes as part of their annual program planning process. All faculty and staff are expected to participate in their program Student Learning Outcome (SLO) assessment as required by their department assessment cycle. The results of their assessment, along with changes made to improve their programs is documented in TracDat (III.A.6.1).

Student learning outcomes are linked to the course outlines of record in CurricUNET, as well as syllabi. Within the faculty evaluation process, syllabi are reviewed by division deans to ensure that faculty members are consistently informing students of the SLOs and that the course content and evaluation measures are consistent with the official course objectives and SLOs.

As described in III.A.2, faculty are required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. The evaluation committees consider these materials as one of the evaluation components, along with student surveys and direct observation both in and out of the classroom. Through the Faculty Handbooks (III.A.6.2; III.A.6.3), faculty have been advised of the requirement to list student learning outcomes (SLOs) on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways.

Analysis and Evaluation

Ventura College meets this Standard. Faculty are aware that participation in assessment of SLOs is necessary and must be listed on all course syllabi. Syllabi review is a required component in the faculty evaluation process. Conversations regarding the assessment of student learning outcomes (SLOs) and the use of results are a part of the department and division meetings. These are perfect times to discuss how the SLO assessment can provide the tools to improve teaching and learning. These conversations provide an effective opportunity to support individual faculty, administrator, and student service staff in their work to improve student success. There is no formal prompt for SLO assessment in the evaluation tools. However, deans and department chairs do routinely discuss participation in the program SLO process with all faculty and work to ensure faculty use the results of the assessment of learning outcomes to improve teaching and learning.

Action Plan

None

Evidence

III.A.6.1: Screenshot, PSLO Assessment Reports
III.A.6.2: Full-Time Faculty Handbook, page 14
III.A.6.3: Part-Time Faculty Handbook, page 12

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 fall 2015 semester, Ventura College had 146 full-time faculty (representing a 151.06 full-time equivalent faculty load) and 363 part-time faculty (representing a 127.83 full-time equivalent load) (III.A.7.1). With these numbers, the College maintains sufficient numbers of qualified faculty essential to support quality educational programs and services. In addition, the College meets its full-time Faculty Obligation Number (FON) (III.A.7.2).

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

Analysis and Evaluation

Ventura College meets this Standard. With a combined full-time equivalent faculty (FTEF) of 278.89 as of fall 2015, VC has met its full-time obligation number for the state of California, and 54.2 percent of the institutional load is taught by full-time faculty. As described in III.A.5, full-time faculty members have duties beyond the classroom and office hours that address institutional needs. Through the collective bargaining agreement, they are required to participate on campus committees, work with members of their departments to develop or revise curriculum, and develop and assess SLOs. In addition, faculty have a

primary role in the evaluation of other faculty members, and play a role in the hiring of new full-time and part-time faculty.

Action Plan

None.

Evidence

III.A.7.1: Ventura College Institutional Effectiveness Report 2015-2016, page 1
III.A.7.2: Rubric for evaluation of Requests for Faculty Growth Positions

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

Evidence of Meeting the Standard

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

To orient and/or to remind part-time faculty to College procedures, District policies, and performance expectations, the Part-Time Faculty Handbook (III.A.8.1) is distributed via email each fall semester and is available on the College web page. Full-time faculty and department chairs and deans assist and guide part-time faculty in the development of course syllabi, assessment of student learning outcomes, and answer their questions about general College policies and procedures. In most disciplines, full-time faculty share course materials with their part-time colleagues to assist with their success in the classroom.

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

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

Analysis and Evaluation

Ventura College meets this Standard. The College has employment policies and practices for part-time credit 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.

Action Plan

None.

Evidence

[III.A.8.1: Part-Time Faculty Handbook](#)

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 2015 semester, Ventura College had 120 full-time classified employees and 13 part-time classified employees (III.A.9.1). This is down from a high of 176 classified employees in 2008, when the College begin to experience a series of severe budget cuts. Although the College's finances have since improved, classified staffing levels have not returned to prior levels.

The need for additional classified employees is raised through the annual program review process, where divisions discuss and assign a ranking of each request relative to the requests made by all departments in the division. Requests for growth positions are then forwarded to the Classified Senate's Staffing Priorities Committee, where presentation of data is provided to inform decision making (III.A.9.2). Working with the vice presidents, the president identifies the hiring requests that will address the greatest institutional need and for which there are sufficient funds to support, and presents the proposed positions during the weekly Chancellor's Cabinet meeting for conceptual discussion and preliminary approval (III.A.9.3). Upon receiving preliminary approval, the hiring manager/supervisor submits a Request to Establish a New Position form to the director of employment services (III.A.9.4). The form requires information pertaining to the purpose of the position, duties to be assigned, reporting relationships, and funding sources. HR staff review the submitted form and any associated materials and request additional information if necessary. Upon determination of the appropriate classification of the proposed position, the director of employment services forwards the request to the vice chancellor, human resources for placement on the Chancellor's Cabinet agenda. The director also forwards a copy of the request to Business Services. HR staff notify the president when the request has been placed on the Cabinet

agenda for discussion. The president presents the proposed position in Cabinet for final approval.

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

Analysis and Evaluation

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

Action Plan

None.

Evidence

III.A.9.1: Ventura College Institutional Effectiveness Report 2014-2015, page 1
III.A.9.2: PowerPoint Presentation by the Office of Student Learning to Classified Prioritization Committee
III.A.9.3: Classified Hiring Process Flowchart, HR Tools
III.A.9.4: Request to Establish New Position Form, HR Tools

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

Evidence of Meeting the Standard

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

When the former college president retired in 2013, the institution was organized into six academic and student services divisions, with administrative responsibility for institutional effectiveness (including planning, program review, SLOs, and research) falling to the dean of communication, learning resources, and institutional effectiveness. This dean also served as the accreditation liaison officer. During the fall of 2013, following the arrival of the current

college president, a new dean of institutional equity and effectiveness position was established and administrative responsibility for planning, program review, student equity, and institutional research was given to this newly hired manager (III.A.10.3). Accreditation liaison officer responsibility was returned to the executive vice president.

In spring 2015, the college president eliminated the dean of student services position, added a second assistant dean of student services position, and divided the responsibilities held by the executive vice president into two positions: a vice president of academic affairs and student learning, and a vice president of student affairs. This change was implemented during the fall 2015 semester, with the hiring of an interim vice president of academic affairs and the reassignment of the former executive vice president to the vice president of student learning position. The former executive vice president left the College to take a position at another institution, and the vacancy created by his departure was filled by a second interim vice president for the balance of the 2015-2016 academic year (III.A.10.4).

The College's organizational structure was also impacted during the fall 2015 semester by the interim reassignment of its vice president of business services to the District to fill in for a vacancy in the position of vice chancellor of business services. This necessitated the interim reassignment of one of the academic deans to fill the vacant vice presidency, which in turn required that a faculty member be selected to backfill the dean position (III.A.10.4).

The state of flux created by these interim appointments prompted the college president to call for campus wide discussions and feedback during the spring 2016 semester regarding what might be considered the optimal organizational structure for the College. These discussions were held at the division level, at Administrative Council meetings, and during open forums to which the entire college community was invited. The new organizational structure was shared with the campus in May 2016 (III.A.10.5).

Analysis and Evaluation

Ventura College meets this Standard. During the past three years, the number of administrators has grown from 23 to 25 as of fall 2015 in order to provide greater support for institutional effectiveness and student equity issues, and to provide greater oversight of emerging state mandates in student services. The College continued to search for an optimal organizational structure, finalizing its discussion during the spring 2016 semester and moving to fill interim assignments on a permanent basis. In May 2016, the new organization structure was finalized with implementation starting in July 2016. All interim positions will be filled on a permanent basis during June 2016.

Action Plan

None.

Evidence

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

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

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

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

Analysis and Evaluation

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

Action Plan

None.

Evidence

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

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

Evidence of Meeting the Standard

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

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

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

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

The VCCCD Equal Employment Opportunity (EEO) Plan was first adopted by the Board of Trustees on November 9, 2010 as AP 3420, and reviewed and updated on July 14, 2015 (III.A.12.3). The focus of the plan is equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to the applicable Title V provisions of the California Code of Regulations. The plan also includes a complaint procedure in instances of unlawful discrimination, establishment of an EEO Advisory Committee, methods to support equal employment opportunity, and procedures for the dissemination of the plan (III.A.12.4).

The EEO Advisory Committee consists of three faculty members (one from each college) appointed by the Academic Senate Presidents, three classified members appointed in accordance with the agreement between the VCCCD and the Service Employees International Union, Local 99, and three administrators appointed by the chancellor. Ex officio members shall include the EEO officer (director of employment services) and the vice chancellor, human resources. The composition of the committee should reflect diversity in, but not be limited to, the areas of race, gender, disability status, belief, age, and national origin (III.A.12.5).

Analysis and Evaluation

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

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

During the 2016-17 academic year, 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.

Action Plan

VC will work with District HR to continue to implement strategies identified in the EEO plan to further diversity in hiring. Strategies to increase the diversity among part-time faculty

including gender balance in the ranks of the administration will be explored as part of continuous improvement in this area.

Evidence

III.A.12.1: Ventura College Institutional Effectiveness Report 2014-2015, page 4
III.A.12.2: Ventura College Institutional Effectiveness Report 2014-2015, page 2
III.A.12.3: AP 3420 Equal Employment Opportunity Plan
III.A.12.4: District Unlawful Harassment/Discrimination Complaint Form
III.A.12.5: AP 3420, Plan Component 4D, EEO Advisory Committee

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.13.1), the managers have adopted the American Association of Community College Administrators (ACCCA) Statement of Ethics (III.A.13.2), and the classified employees have adopted their own code of ethics (III.A.13.3).

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

Analysis and Evaluation

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

Action Plan

None.

Evidence

III.A.13.1: American Association of University Professors Statement on Professional Ethics
III.A.13.2: Association of California Community College Administrators Statement of Ethics
III.A.13.3: Classified Senate Code of Ethics
III.A.13.4: BP 7205
III.A.13.5: AP 7205

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

Evidence of Meeting the Standard

Ventura College provides professional development for faculty, staff, and management through a variety of programs that have remained flexible and responsive to both teaching and learning needs, technology needs, and learning needs. Professional development activities are primarily organized and conducted by the Professional Development Advisory Group as well as a number of committees, departments, and individuals.

The Professional Development Advisory Group is a subcommittee of the Academic Senate. Though originally organized to disseminate professional development funds from the state for faculty attendance at professional conferences, this committee has expanded to include a variety of other activities to support faculty improvement and growth. Examples of professional development workshops organized by this committee include Faculty Teaching Techniques Exchange and Diversity in Culture (III.A.14.1 and III.A.14.2).

The Professional Development Advisory Group also organizes the majority of Flex Week activities (III.A.14.2), and has taken on the responsibility for orienting new contract faculty at the beginning of each academic year (III.A.14.3). Recent flex week topics have included accreditation, and campus safety, among others.

Faculty wishing to teach in the online environment must complete a course that is offered both online and in person. Topics covered by this course include online teaching strategies, best practices, and logistics of the district course management system (III.A.14.4).

The Classified Senate has been active in organizing professional development activities for its membership (III.A.14.5). The classified collective bargaining agreement provides for up to 3.5 hours per week of release time for employees to take classes (III.A.14.6).

On a district wide level, the District Administrative Center has designed and implemented a series of professional development training sessions for all managers and classified supervisors. These sessions have included instruction on personnel practices, budget development, purchasing procedures, mandatory reporting for child abuse, working with a multigenerational student body and workforce, working in an environment with diverse personnel, conflict management, and sexual harassment training (III.A.14.7). 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.14.8).

Faculty may apply for and participate in sabbatical leaves as prescribed in the collective bargaining agreement (III.A.14.9). In addition, in accordance with the collective bargaining

agreement, a minimum of $100 per full-time faculty member is set aside in the college budget for the reimbursement of faculty conference expenses (III.A.14.10). These funds are pooled at the college level, with individual having the opportunity to opt out. The Professional Development Advisory Group notifies faculty of the opportunity to attend conferences using funds from this pool, and provides written directions and a form with which to make such a request (III.A.14.11).

Analysis and Evaluation

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

Action Plan

None.

Evidence

III.A.14.1: Examples of Professional Development Activities
III.A.14.2: Sample Flex Week Schedule
III.A.14.3: New Faculty Orientation Agenda
III.A.14.4: Screenshots, Online Teacher Training Course Materials
III.A.14.5: Sample Classified Professional Development Activities
III.A.14.6: Agreement Between VCCCD and SEIU Local 99, Article 11.2
III.A.14.7: Sample HR Leadership Training Materials
III.A.14.8: Business Services Banner Training Announcements
III.A.14.9: Agreement Between VCCCD and AFT Local 1828, Article 8.6
III.A.14.10: Agreement Between VCCCD and AFT Local 1828, Article 8.7.D
III.A.14.11: Travel Fund Proposal Form

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

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

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

Action Plan

None.

Evidence

[III.A.15.1: Agreement Between VCCCD and SEIU Local 99, Article 11](#)
[III.A.15.2: Agreement Between VCCCD and AFT Local 1828, Article VI](#)

III.B. Physical Resources

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

Evidence of Meeting the Standard

Ventura College (VC) provides 636,932 gross square footage of instructional and support space for its students, faculty, and staff. The main campus in Ventura has an assignable space inventory of 431,605 square feet: 74,042 square feet of lecture space (3,561 assigned stations), 119,293 square feet of lab space (1,846 assigned stations), 53,366 square feet of office space (488 assigned stations), 32,866 square feet of library space (488 assigned stations), and 6,628 square feet of media production space. In addition, the College has 145,410 square feet of nonstandard space (including gymnasiums, assembly areas, food

service areas, the bookstore, health services, child care, meeting rooms, data processing rooms, and other unspecified spaces) ([III.B.1.1](#)).

The College also provides instruction and services off campus. It leases an off-campus site in Santa Paula, California. The Ventura College Santa Paula (VCSP) site has a total of 10,000 square feet of space: 5,500 square feet of lecture space, 1,000 square feet of lab space, 500 square feet of office space, and 1,700 square feet of library and learning resource space ([III.B.1.2](#)). VC also provides instruction at seven local high schools, equating to approximately 6,000 square feet of lecture space in order to meet the needs of our service area.

All College ensures safety of its facilities by meeting required regulations and having employees qualified to oversee maintenance. Build structures have been designed to meet Division of State Architect standards. In addition, facilities comply with the Americans with Disabilities Act (ADA) of 1990 standards regarding access to facilities on the main campus, at VCSP, and at the local high schools where courses take place.

Two committees are charged with assuring that VC maintains safe and sufficient physical resources at all locations: the Facilities Oversight Group (FOG) and the Safety and Wellness Council (SWC). FOG ([III.B.1.3](#)) develops and oversees the vision of campus facilities, including aesthetics, locations of buildings, blending of new facilities into the current scheme of architecture, and student/public expectations and experiences. In addition, FOG provides oversight and makes recommendations regarding the exterior design of facilities projects, including structural configuration, color schemes, signage, landscape, walkways, and general campus orientation.

As part of the Statewide Association of Community Colleges (SWACC), a self-insured group, the Ventura County Community College District (VCCCD) works with the insurance administrators, Keenan & Associates, to perform a detailed property and liability safety inspection of the campuses every two years, with follow-up documentation and annual follow-up visits ([III.B.1.4](#)). This inspection assists the VCCCD in identifying conditions, which may pose a risk of injury and/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 College Services Department, in collaboration with the District Police Department, is responsible for developing and integrating appropriate emergency response plans and procedures and for ensuring compliance with relevant state and federal laws. The website for the District Police Department provides links to instructions for responding to hazardous material spills, explosions, utility failures, gas leaks, fires, earthquakes, civil disturbances, terrorist attacks, and other emergencies ([III.B.1.5](#)). Flip charts posted in each College classroom provide abbreviated versions of these instructions, along with evacuation maps.

At VC, one sergeant, one lieutenant, four full-time police officers and eight cadets support campus safety. Police coverage for the core hours of operations on campus is provided Monday through Thursday from 6:00 a.m. – 12:00 a.m. and Friday through Saturday from 8:00 a.m. and 5:00 p.m. Police officers also offer escort services for students, faculty, and staff. For non-core hours of operation, the District contracts with Channel Island's Dispatch to answer calls to campus police. If necessary, the dispatch operator will contact the District's on-call police representative to respond.

As part of the annual planning, program review, and budget allocation cycle, FOG receives requests for facilities improvements and campus use and development from the College Planning Council (CPC) and other interested parties and creates an implementation plan to advance these requests. The SWC (III.B.1.6) aids and advises both management and employees on matters of safety and health pertaining to College operations. They also review accidents, discover unsafe conditions and practices, and provide recommendations for preventing future occurrences and/or correcting unsafe conditions. In addition, the SWC provides educational safety information for all staff and evaluates the progress of the College's accident prevention efforts.

Each year the College updates its state Five Year Capital Outlay Plan (III.B.1.7), Five Year Scheduled Maintenance and Special Repairs Plan (III.B.1.8), and Space Inventory and Five Year Construction Plan (III.B.1.9). These plans and reports require the incorporation of pertinent utilization and planning data.

The Facilities, Maintenance and Operations Department (FMO) works closely with Educational Assistance Center (EAC) staff and FOG to ensure compliance with the ADA. Restrooms have been renovated, automatic doors have been installed, curbs have been redesigned, and ADA compliant signage has been installed. Evacuation chairs are available in multi-story buildings for safe exit of wheel chair users in the event that elevators are inoperable. To ensure continued emphasis on accessibility, FOG adopted "universal design" as one of the guiding principles of the Facilities Master Plan (III.B.1.10). With each bond-funded construction project, ADA compliance issues are anticipated and addressed.

The FMP addresses program needs related to VC's EMP. The FMP is overseen by FOG. FOG also collaborates with the SWC, responding when appropriate to their requests to address safety issues. Examples of recent projects completed (or in process) related to access and safety includes the following:

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

- One gender-neutral restroom has been installed next to the Health Center.

In an emergency, the vice president of business services acts as incident commander for emergency operations. He chairs the Emergency Response Team comprised of management, faculty, and staff serving in various capacities. In the event of an emergency, the campus police will notify the incident commander, who in turn activates the EOC; emergency notifications and plans are then set in place via the command center. All emergency-related communications and instructions to the College are relayed from that area. An emergency broadcast system is in place that has the capability of sending broadcasts via telephone/cellphone, email, text (SMS), and/or loudspeaker. During 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.

Analysis and Evaluation

Ventura College meets 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. Facilities are constructed in compliance with state and federal standards for safety and access, and the College Services 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.

VC maintains complete control over the off campus facilities it leases to house VCSP and maintains the same level of safety, security, and access at this site as it does for the main campus. If the VCSP staff or students observe a problem with access, safety, or security, the issue comes to the campus police and dean for the off-campus Santa Paula site, who then follows up with FOG, SWC, the facility landlord, or the FMO department. In addition, VCSP staff may utilize an online maintenance request process to report problems with facilities (III.B.1.11).

In fall 2016, the Facilities Master Plan FMP will be updated to align with the current goals and objectives of the institution.

Action Plan

None.

Evidence

III.B.1.1: Ventura College Space Inventory
III.B.1.2: Ventura College Santa Paula Space Inventory
III.B.1.3: Facilities Oversight Group Description
III.B.1.4: Property and Liability Safety Inspection Report
III.B.1.5: Screenshot, VCCCD Police Department Webpage
III.B.1.6: Safety and Wellness Council Description

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

VC, in collaboration with the VCCCD leadership, plans, builds, maintains, upgrades, and replaces its physical resources (including facilities, equipment, land, and other assets) in accordance with its Facilities Master Plan (FMP) (III.B.2.1).

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) aimed to support achievement of the College Mission. From the program reviews, initiatives requesting facility modifications and equipment are developed and supported with data. Initiatives are prioritize through the program review process and are recommended to the President for approval to be implemented by College administrators.

The utilization of VC's facilities is analyzed through the state's Facilities Utilization, Space Inventory Options Net (FUSION) Project (III.B.2.2). Designed for facilities assessment, planning, project management, and evaluation, FUSION is a web-based integrated network of relational databases that provides a quick, simple, and accurate method for inventorying, estimating, and tracking facility deficiencies.

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.

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 and the SWC allow programs and departments

to identify any basic facilities improvements needed. Needs that emerge between program-review cycles may also be addressed directly through Facilities Oversight Group (FOG).

A thorough physical assessment of the College's furniture and equipment inventory was completed in July 2013, with every room or space on the campus included (III.B.2.3). An expected life table was established, which provides key information for program review as well as for the institution's total cost of ownership calculations. The inventory list is now in a sustainable database and can be sorted by department, room, type of equipment, or tag number. Photographs of all equipment have been taken and are part of the database. Using the reconciled inventory list, which divisions are required to maintain and update each year, programs now have the ability through the program review process to create initiatives and request appropriate resources to meet their operating and student performance goals.

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, new whiteboards, and other needed repairs.

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.2.4).

Analysis and Evaluation

Ventura College meets this Standard. Physical resources are monitored by the vice president of business and administrative services, supervisor of maintenance of operations, and FOG to assure continuing quality and support of programs and service 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. The projected amount of space needed in future years has been addressed through the facilities and space analysis portion of the Educational Master Plan (EMP) (III.B.2.5). As new or replacement buildings are built, representatives of the intended building occupants work with the selected architects in the space programming.

Action Plan

VC will continue its 2015-16 to upgrade older classrooms on a systematic basis, utilizing the information provided by the furniture and equipment inventory to identify the areas in greatest need.

Evidence

III.B.2.1: Facilities Master Plan
III.B.2.2: Description of FUSION Project

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 Education Master Plan (EMP) includes a facilities and space analysis, and identifies projects the need to expand facilities over a fifteen-year period (III.B.3.1). A five-year rolling Facilities Master Plan (FMP) identifies the need for future renovations, replacement, and growth projects.

Analysis and Evaluation

Ventura College meets this Standard. 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. The Facilities Condition Index Report provides relative data for each building with total repair costs and replacement value (III.B.3.2).

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. Taking these lists from the program review process, the FMO Department prepares a series of work orders and attempts to correct any significant problems (III.B.3.3). 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.

For all campus issues, ranging from trip hazards to the need for a new facility, requests for facilities improvements are reviewed by the Administrative Council, the SWC, and FOG. The Budget Resource Committee (BRC) (III.B.3.4) and the CPC are involved to the degree that facilities or equipment requests require additional funding.

Action Plan

None.

Evidence

III.B.3.1: Educational Master Plan, pages x – x
III.B.3.2: Facilities Condition Index Report
III.B.3.3: Sample List of Work Orders Generated After Program Review
III.B.3.4: Budget Resource Council Description

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

Evidence of Meeting the Standard

Long-range capital plans are driven by Ventura College's Educational Master Plan (EMP) and corresponding Facilities Master Plan (FMP). Shorter-term capital planning is also implemented through annual updates to the Space Inventory and Five Year Capital Construction Plan.

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

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

The BRC receives recommendations for expenditures from this fund from both FOG and the Technology Advisory Group, and then analyzes the budget requirements of the prioritized requests and develops a plan to address these budget requirements. Additionally, in March 2012, the BRC adopted an Inventory Rubric (III.B.4.2) to be applied during the inventory of all of the fixed assets owned by the institution. Each year after programs have presented their program reviews to the CPC, a compiled list of prioritized requests for facilities improvements, based on program findings, is given to FOG. Software and technology prioritized requests are given to the Technology Advisory Group. Requests for other equipment are given to the BRC. These committees assign a rating of "required," "high," "medium," "low," or "not ranked" to each request based on the overall needs of the College,

taking into consideration new technologies, if appropriate, and the ways in which resources can be leveraged. The committees' ratings are then forwarded to the president and three vice presidents for final ranking. The lists of all rankings are then shared with the CPC and other administrators for implementation. Divisions are notified about funded requests and have until the next program review cycle (approximately twelve months) to complete purchase orders.

The VCCCD maintains a district wide equipment inventory by utilizing the Fixed Asset module of the Ellucian Banner Finance System ([III.B.4.3](#)). 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.

To assist in the maintenance meeting total cost of ownership responsibilities, the District has developed an infrastructure funding model (129) that segregates interest income, enrollment fee-admin fee, and miscellaneous fees. Although the model does not fully address all funding needs, it is intended to address infrastructure needs such as scheduled maintenance, furniture, equipment, library materials, databases, and technology refresh. This foundational allocation process will provide the Colleges a dedicated, ongoing source of funds for mitigating operational concerns and maintain quality facilities and equipment ([III.B.4.4](#)).

Analysis and Evaluation

Ventura College meets this Standard. Funding to support the total cost of ownership of facilities and equipment has been addressed through the District budget allocation model. The BRC, FOG, and the Technology Advisory Group work in a coordinated effort to prepare prioritized lists of institutional needs that are then given to the president and vice presidents for final ranking and implementation. The current EMP and FMP are utilized for decision-making. The infrastructure model also provides another revenue source to support the total cost of ownership.

Action Plan

None.

Evidence

[III.B.4.1: 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 technological environment at Ventura College (VC) is continually evolving as pedagogical practices begin to leverage and integrate more technology. There are over 2,200 computers on campus. Of these, over 1,600 computers are in classrooms and labs and approximately are 600 in faculty and staff offices (III.C.1.1). Support for systems and network for all three campuses is organized under an associate vice chancellor that supervises a District Information Technology (IT) staff of nine full-time and two seasonal technicians (III.C.1.2). Local IT support is led by the director of College Information Technologies, who reports to the College's vice president of Business services (III.C.1.3).

Since 2010, the College has undergone a technical transformation with the implementation of four new buildings (Applied Sciences Center, Health Sciences Center, Multidisciplinary Center East, and Multidisciplinary Center West) and one remodeled building (Performing Arts Center). A new satellite facility in Santa Paula was also established. These buildings were implemented with the latest smart-classroom technology, network, and Wi-Fi.

The College Technology Services department utilizes a strategic College Technology Plan (III.C.1.4) to develop, implement, and support the following technologies for the campus:

- District purchased computing devices
- Campus audiovisual equipment
- Telephones and FAX machines
- Supported software applications
- Operating system, hardware/firmware and supported software updates
- Anti-malware
- Access to network shared folders
- Peripherals such as printers and scanners
- Consultation regarding projects requiring hardware, software, and cabling
- Training staff on current and emerging technologies

The District IT department also utilizes a strategic District Technology Plan (III.C.1.5) to develop, implement and support the technologies and services that serve both students and staff at all three colleges. Some of these technological services include maintenance and support for the following:

- District wide portal for students and employees (Ellucian)
- Learning management system (LMS) for online classes (Desire2Learn/Canvas)
- Enterprise resource planning (Banner)

- Online payment solutions (CashNet)
- Counseling tool used for tracking student success information (GradesFirst)
- Academic advising, transfer articulation, and degree audit (DegreeWorks)
- Document imaging and workflows (OnBase)
- Email (Exchange)
- Network and systems support

The distance education (DE) Learning Management System (LMS) environment is shared by all three colleges in the District. This environment is hosted within the secure District datacenter and is environmentally monitored and controlled. The LMS environment is backed up on a regular basis and is included in the district wide disaster recovery plan.

Decisions regarding DE technology services, hardware and software are addressed at the district wide Administrative Technology Advisory Group (ATAG) (III.C.1.6). During these bi-monthly meetings, the DE technology needs of faculty are discussed and addressed.

In recent years, the use of the LMS in onsite, hybrid, and online courses has grown. This has increased the need for faculty and student support for the LMS system, Desire2Learn and Canvas. To this end, a District help desk has been established (III.C.1.7) and an online student tutorial has been created (III.C.1.8).

A district wide Instructional Technology Advisory Committee (ITAC) advises the chancellor and college presidents on technology planning and priority setting for all technologies used in the teaching/learning process (III.C.1.9). Such activities may include, but are not limited to evaluating and prioritizing tasks (including implementation timelines and the prioritization of needed resources) and making recommendations to develop, review, and revise instructional technology processes and practices to improve student learning.

The College Technology Services department uses the software TrackIT (III.C.1.10) to capture and process all incoming technology work requests. All requests are submitted to vchelpdesk@vcccd.edu and a work ticket is automatically created from the contents of the email request. The user is also notified via email that a work ticket has been created for each incident. When a work ticket is completed, the user is also notified via email.

The College Technology Services department is developing a new service level agreement (SLA) to prioritize and fulfill technology requests/incidents on campus (III.C.1.11). This document will set the response times for certain IT issues on campus. It will also serve as a blueprint of what is expected from College Technology Services and the end user, still taking into account that response times may be impacted by staffing levels and project workload. The SLA document has been presented to the VC Technology Advisory Group, but still needs to be adopted by other committees on campus.

Analysis and Evaluation

Ventura College meets this Standard. College facilities have been upgraded to support emerging technological needs, and hardware and software are appropriate and adequate to

support management and operational functions, academic programs, teaching and learning, and support services. Technicians and supervisory personnel provide support for IT at both the District and College levels.

The need for additional IT staff has been identified in the program review process over the past several years. Through this process, two additional campus-level technical staff members were hired in 2015. The focus will continue on hiring additional technicians in proportion to the ongoing growth and evolution of technology. The need for additional staffing has been reflected in the most recent IT performance evaluation (III.C.1.12) and in the pending work ticket counts over the past several years (III.C.1.13). It is the goal of the College Technology Services department to reduce their pending ticket count to fewer than ten work tickets by the last month of each semester.

As the reliance on technology increases, IT staffing levels will be evaluated and adjusted. By the end of the fall 2016 semester, an appropriate ratio of technicians to the number of computers supported on campus will be developed and used as a guideline for hiring additional technical support personnel.

The College Technology Services department will continue to benchmark the pending work ticket counts and conduct IT performance surveys to see if an acceptable technical support level is being maintained for students and staff.

Action Plan

 None

Evidence

III.C.1.1: Computer Inventory
III.C.1.2: District IT Department Employee List
III.C.1.3: District IT Organization Chart
III.C.1.4: College Technology Plan
III.C.1.5: District Technology Plan
III.C.1.6: ATAG Advisory Group Webpage
III.C.1.7: Screenshot, District Help Desk
III.C.1.8: Screenshot, Online Student Tutorial
III.C.1.9: Description, Instructional Technology Advisory Committee
III.C.1.10: TrackIT Example
III.C.1.11: Draft Service Level Agreement
III.C.1.12: IT Performance Evaluation
III.C.1.13: Graph, IT Work Tickets

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

VC's Technology Advisory Group (III.C.2.1) is charged with developing and recommending the long-term College Technology Plan (III.C.2.2). This plan is based on program review data and is designed to work in concert with the District Technology Plan (III.C.2.3). The Technology Advisory Group reports and makes recommendations to the vice president of Business Services and the Budget and Resource Council (BRC). The Technology Advisory Group reviews the College Technology Plan annually and makes recommendations for minor revisions as needed. The College Technology Plan is completely updated and revised on a three-year cycle.

The Technology Advisory Group also reviews requests for technology based on program review data to verify that the correct technology is being considered and to identify if outside resources will be needed to fulfill each initiative. In addition, the Technology Advisory Group serves as a forum for discussing campus technology issues.

The College Technology Services department plans for emergency and unforeseen technology needs through several open purchase order accounts that are setup with local and online technology vendors (III.C.2.4). These contingency accounts help to expedite technology purchases to minimize the impact that hardware or software failures have on student learning.

The College's equipment inventory list is used to identify the oldest technology on campus. Between 10 to 20 percent of the campus computers are refreshed each year. This automatic, yearly refresh is also tied back to program review initiatives that have been identified and vetted through peer group review and the Technology Advisory Group.

The technical infrastructure (Network/Systems) at Ventura College is maintained by the district wide network/system IT group. This district wide group is responsible to ensure that a robust, sustainable and secure computing environment is maintained for students, staff and faculty. The technology used to support Ventura College's network infrastructure on campus is evaluated and prioritized using the local program review process (III.C.2.4) This same network and system infrastructure is also used to deliver DE LMS content to faculty and students on campus. This continuous technological improvement via the program review process and guidance from the (ATAC-Administrative Technology Advisory Committee) (III.C.2.5) helps to ensure that DE and LMS content are improved on a regular basis

Analysis and Evaluation

Ventura College meets this Standard. The Technology Advisory Group assists the College Technology Services department in the development and review of the College Technology Plan. The annual program review process ensures that programs and departments throughout the campus have the opportunity to identify and prioritize emerging technology needs.

Technology on a master equipment inventory list is refreshed in accordance with an established schedule (III.C.2.5). Manual maintenance of the master inventory list has proven to be a time consuming process, and the College Technology Services department is researching the feasibility of acquiring a real-time reporting tool that utilizes the online network for updates.

The College's three-year Technology Plan expires in 2016. The new goal for the campus is to synchronize the Facilities Master Plan, Technology Master Plan, and the Educational Master Plan. To achieve this goal, the Technology Advisory Group approved the extension of the expiration date for the current Technology Master Plan to 2017, and work has begun on the creation of an updated Plan that will cover the period of 2017-19 (III.C.2.6). The total cost of ownership for new computing laboratories and systems will be built into the new College Technology Plan as a way to identify all of the costs involved with meeting the technological needs of new construction, additional student laboratories, and installations at satellite locations.

Under the direction of the vice president of Business Services and the director of College Information Technologies, several alternatives to maintaining the current master equipment inventory database will be evaluated during the fall 2016 semester as a means to create aging reports for the computers on campus. An asset management server will also be explored as a possible way to help identify, over the network, aging and failing smart classroom gear on campus. In addition, an updated Technology Master Plan, covering the period of 2017-19, will be completed by the end of fall 2016.

Action Plan

None.

Evidence

III.C.2.1: Description, Technology Advisory Group
III.C.2.2: College Technology Plan
III.C.2.3: District Technology Plan
III.C.2.4: Sample Open Purchase Order
III.C.2.5: Technology Refresh Schedule
III.C.2.6: Technology Advisory Group Minutes Showing Status of Technology Plan Update

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

The three colleges in the District use a multi-tiered approach to ensure reliable technology access with a focus on safety and security. To this end, AP3720-A (Computer, Network Use

Policy) has been established (III.C.3.1). This administrative procedure establishes the safety and security protocols that are associated with using District-owned computers, personal devices on campus, and District and College networks.

All College employees are encouraged to use network shared folders to store their mission critical files. These file share servers are backed up on a nightly basis (III.C.3.2). Access to these files is secured using active directory security groups to restrict unauthorized access to sensitive data. The District also uses an enterprise grade Palo Alto firewall (III.C.3.3) to restrict unauthorized access to networks. College and District personnel are only authorized to use a virtual private network (VPN) connection to the District network when working from home or on the road. This VPN access is restricted to a small subset of employees. There are also redundant circuits to the Internet in the event of the loss of the primary circuit. In addition, VC uses Intelligent Management Center (III.C.3.4) to assist in the management of its campus network.

Antivirus end point software is loaded on each district-owned computer on campus. VC uses both Kaspersky Anti-Virus endpoint security (III.C.3.5) and Microsoft Endpoint security (III.C.3.6) for this purpose. An IT technician at VC is assigned to monitor the Kaspersky console, and console alerts are used to quickly identify infected machines and push out remediation measures. A security analysis report is also produced each month to monitor the progress of the remediation of any possible infections (III.C.3.7).

Environment monitoring is also setup in all of the mission critical data rooms on campus. College Technology Services uses NetBotz (III.C.3.8) environmental monitoring devices to send alerts when a data room loses power or is getting too hot. These alerts help College IT staff to quickly respond to any environmental/safety issues that might come up and impact mission critical servers and data in these areas.

VC is also part of the district wide Disaster Recovery Plan (III.C.3.9). District wide servers are hosted at Moorpark College, with mirroring/replication to the disaster recovery servers at VC. If a catastrophic event occurs at VC, the campus data will be recoverable from the Moorpark remote disaster recovery site within three days.

Analysis and Evaluation

Ventura College meets this Standard. Reliable access to technology is maintained in conditions that ensure the safety and security of the data generated by College and District operations. Multiple failsafe measures have been established to ensure that databases are maintained securely and that they continue to operate in a virus-free environment. An ongoing commitment to computer and network safety, security, and access has been established and is maintained.

During the 2016-2017 academic year, the District IT department and the College Technology Services department will undertake 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 begin a formal security awareness training program for all users.

Action Plan

None

Evidence

III.C.3.1: AP 3720-A (Computer and Network Use)
III.C.3.2: Sample VC Nightly Backup Notification
III.C.3.3: Description, Palo Alto Firewall
III.C.3.4: Description, Intelligent Management Center
III.C.3.5: Description, Kasperky Anti-Virus Endpoint Security
III.C.3.6: Description, Microsoft Endpoint Security
III.C.3.7: Sample Monthly Security Analysis Report
III.C.3.8: Description, NetBotz
III.C.3.9: District Disaster Recovery Plan

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Ventura College (VC) is dedicated to providing 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.

The need for D2L and Canvas software training is crucial to the success of students who are taking classes online. Two full-time instructional technologists/designers provide multiple opportunities throughout the year for student and faculty DE training (III.C.4.1). The DE department conducts online faculty and student surveys to identify ways in which future DE training sessions could be improved (III.C.4.2).

When they are not conducting formal training sessions, the instructional technologists/designers staff a help desk dedicated to answering the questions of students using the D2L and Canvas learning management systems. The District IT department also provides online tutorials to help students and faculty if they are unable to make scheduled training sessions on campus (III.C.4.3).

Faculty teaching online or web-enhanced courses must go through a formal training process to be certified to teach online (III.C.4.4). This training is conducted by the two full time

instructional technologists/designers and the training schedule can be found on the DE webpage (III.C.4.5).

Faculty and staff have access to on-campus workshops in Banner and on other topics (III.C.4.6). In addition, online training videos in a variety of software system are provided to employees through a contract with Lynda.com (III.C.4.7).

All division office administrative assistants are expected to manage their division web pages using Drupal (III.C.4.8). Throughout the year, there are several onsite Drupal training sessions (III.C.4.9). Other faculty and staff are also invited to attend these training sessions if they have an interest in updating or creating web pages on the College website.

Each year, the College hosts Flex Week training sessions for faculty and staff (III.C.4.10). These live training sessions cover a wide range of technology solutions that are used by faculty and staff at VC. These sessions are usually well attended and feedback is gathered after each session (III.C.4.11). This information is used to help shape the following year's Flex Week training sessions.

Ad hoc technology training sessions are also held throughout the year. These training sessions are triggered by the request from a staff or faculty member who needs more training on the Lync phone system, supported software packages, or smart classroom systems (III.C.4.12).

The District also offers training opportunities to District employees on relevant topics such as employee management, overtime, changes in employment laws, on a monthly basis through the District's membership in the Southern California Community College Districts Consortium (III.C.4.13; III.C.4.14). In addition, new employees are required to complete Sexual Harassment training provided through Keenan Safe Colleges. Other training for specific job classification such as Safe Driver, Utility Cart Safety, Bloodborne Pathogen Prevention, and Ergonomics are also offered online through Keenan (III.C.4.15).

Analysis and Evaluation

Ventura College meets this Standard. Training is provided both on a scheduled and as-needed basis to support employee and student use of instructional and business software. Faculty who teach online are required to complete formal training in the LMS. Technology workshops for faculty and staff are held before the beginning of each academic year during Flex Week. Each workshop is followed up by a survey of those attending. These surveys are reviewed and used to help shape the curriculum for the following year's training sessions.

To assess the effectiveness of technology training opportunities on campus, the Technology Advisory Group drafted and sent an online survey to all employees. Several areas for improvement were identified from the survey, among them the need for more training centered on smart classroom gear/software, DegreeWorks, GradesFirst, Banner and TracDat (III.C.4.16).

During the 2016-17 academic year, College Technology Services, the Professional Development Advisory Group, and members of the Technology Advisory Group will coordinate efforts to provide an enhanced schedule of training in DegreeWorks, GradesFirst, Banner, TracDat, and smart classroom operation.

Action Plan

None.

Evidence

III.C.4.1: Schedule of Student and Faculty D2L Trainings
III.C.4.2: Sample, Survey of DE Students
III.C.4.3: Screenshot, D2L Tutorial
III.C.4.4: Faculty D2L Training Materials
III.C.4.5: Schedule of Training for Faculty Who Teach Online
III.C.4.6: Banner Workshop Materials
III.C.4.7: Screenshot, Lynda.com Training Topics
III.C.4.8: Description, Drupal
III.C.4.9: Schedule of Drupal Trainings
III.C.4.10: Schedule of Flex Week Technology Trainings
III.C.4.11: Flex Week Feedback, Technical Training Workshops
III.C.4.12: Statistics, Ad Hoc Training Sessions
III.C.4.13: Screenshot, Training Offered (LCW)
III.C.4.14: 2015-2016 District Training Calendar
III.C.4.15: Keenan Safe Colleges 2016 Training
III.C.4.16: Results, Online Survey of Technology Training

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Several procedures guide the appropriate use of technology in the teaching and learning process. Computers and the network are governed by BP 3720 (Computer and Network Use) (III.C.5.1), AP 3720-A (Computer and Network Use), and AP 3720-B (Administrative Permissions for Information Technology Resources (III.C.5.2). All users are required to agree to this board policy and these administrative procedures before accessing District networks or using District computers.

A majority of the lab/public access computers on campus reside in the VC's Learning Resources Center (LRC) building, which houses over 400 computers that are used for classes, student drop-in and public access. There are over 180,000 student/public user sessions that utilize these computers each year. Due to the volume and diversity of people who access these spaces, a dedicated computer use policy is used (III.C.5.3). This document

highlights what is expected from each user when they access these computer systems and environments.

Self-Analysis and Evaluation

Ventura College meets this Standard. Formal procedures are in place at both the District and College levels to guide the appropriate use of technology.

Action Plan

None.

<u>Evidence</u>

[III.C.5.1: BP 3720](#)
[III.C.5.2: AP 3720-B](#)
[III.C.5.3: LRC Computer Use Policy](#)

III.D. Financial Resources

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 Colleges and the District work closely in budget development processes and procedures. General and infrastructure fund allocations are distributed to the Colleges through the District's allocation model adopted by the Board of Trustees in May 2007 (III.D.1.1) and Infrastructure Model adopted in March 2012 (III.D.1.2). Both models are reviewed annually and modified based on recommendations developed through the participatory governance process and approved by the Board of Trustees. These models consider how the Colleges have evolved, and is responsive to changes that will occur in the future. The model is objective, formula-driven, reasonably applied, flexible, and responsive, widely communicated, adequately documented, and perceived as equitable.

The District's 2015-16 adopted budget, excluding general obligation bond funds and reserves, was $266,887,063 (III.D.1.3). Of this total, the general fund unrestricted budget was $146,710,213, or 54.97 percent of all resources. The District acknowledges differences between the Colleges and recognizes the Colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. Thus, the adopted budget allocation model addresses the distribution of resources, and is not prescriptive in how funds are to be spent at the various locations (Colleges and District Office). The Colleges have separate and specific budget development processes unique to each College, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each College's strategic plans.

The Board of Trustees adopted Ventura College's (VC's) 2015-16 general fund unrestricted budget, (which supports the majority of the college's operations, including instruction, student services, learning resources, maintenance and operations and general administration), at a level of $45,120,564. The campus was also allowed to carry over $855,866 from the 2014-15 academic year, bringing the total adoption budget allocation to $45,976,430 (III.D.1.4).

The College responded to the increase in general fund and categorical funds in 2015-16 by focusing on the allocation of its additional resources to core college instruction, growth student success, equity and services, total cost of ownership (facilities) and restoring positions cut during the prior state budget crises, 2009-2013.

As described in Standard IB, the College integrates program evaluation and resource allocation in the integrated planning / program review / budget process, in which programs and services update their current status and project future needs, using a rationale based on an

analysis of student learning outcomes and service unit outcomes. This annual process is used to establish priorities between competing needs so that the College can remain flexible should budgets be increased or decreased without warning during the budget planning period or the fiscal year.

The annual budget cycle begins in October, when the District Council on Administrative Services (DCAS) reviews General Fund Allocation Model and Infrastructure Funding Model to consider the need for modifications (III.D.1.5). In November, vice chancellor of business and administrative services and the budget officer estimate revenue and inflationary costs in upcoming and subsequent budget years to identify gaps. The vice chancellor provides DCAS with an analysis of projected revenues and increases in costs, leading to a discussion of targeted enrollment management, expenditure reductions, or increases, and consideration of managed use or increase of reserves. At this point, the colleges and the district office receive preliminary allocations for the upcoming fiscal year based on the budget allocation models and begin preliminary budget plans. In January, the vice chancellor and district/college budget officers review the Governor's Initial Budget Proposal and refine budget projections, and a budget update is provided to DCAS. In February, the Board of Trustees reviews the Governor's Initial Budget Proposal and district budget projections and provides strategic direction. Following this, the vice chancellor and district/college officers draft budget assumptions for submission to DCAS for consideration and recommendation to the Board (III.D.1.6). In March, the Board of Trustees approve the budget assumptions and the colleges and district office receive their tentative budget allocations based on the allocation models and begin to build their site-specific tentative budgets. In May, the vice chancellor and district/college budget officers compare Governor's May Revise to budget projections and make adjustments. DCAS reviews these adjustments and recommend the Tentative Budget to the Board. In July, the vice chancellor and district/college budget officers compare the signed state budget to district budget projections and make adjustments. The Colleges and district office receive their final allocations for the upcoming fiscal year, analyze their year-end results, and finalize their site-specific adoption budgets. DCAS reviews these adoption budgets prior to submission to the Board for approval in September.

Budget analysis at the College level takes place twice a year, in January/February and in July/August, when academic and business service managers, in conjunction with their department chairs or service area supervisors, conduct a review of current and prior year budgets.

Analysis and Evaluation

Ventura College meets this Standard. Annual state and categorical allocations, backed by total general fund district reserves of $25,440,227 as of June 30, 2015, are sufficient to support and sustain student learning programs and services and improve institutional effectiveness (III.D.1.7). Adopted allocation models support infrastructure needs and the development, maintenance, and enhancement of programs and services. The annual budget cycle includes analysis of emerging fiscal issues that may affect the organization, and at the college level, there are two opportunities within each fiscal year to adjust the budget as necessary to support and sustain student learning programs and services.

Action Plan

None.

Evidence

III.D.1.1: General Fund Budget Allocation Model
III.D.1.2: Infrastructure Funding Model
III.D.1.3: District Adoption Budget
III.D.1.4: Ventura College Adoption Budget
III.D.1.5: Description, District Council on Administrative Services
III.D.1.6: 2015-16 District Budget Assumptions
III.D.1.7: VCCCD 2015-2016 Adoption Budget, FY16 Reserves, page 68

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

Financial planning and resource allocation are driven by an ongoing and systematic cycle of evaluation, integrated planning, and re-evaluation. As stated in VC's Integrated Planning Manual (III.D.2.1), the College mission is the touchstone for the entire planning process in that it describes the intended student population and the services the institution promises to provide to the community. The Educational Master Plan is advanced through the Strategic Implementation Plan, in which broad goals and a limited number strategic objectives are translated into concrete, measurable action steps.

An integral element of the financial planning is the College's data-driven annual program review process, as described in Standard IB. Programs begin the process by reviewing the status of initiatives they proposed the prior year. Each program then reviews and analyzes relevant disaggregated data. Data sources include student learning outcomes, student success, retention and completion rates, demographic data, course enrollments, and productivity. Included in this review is a "Program Vitality Rubric" (III.D.2.2) developed by the Academic Senate. The analysis of the program review data yields findings, and the findings serve as the basis for program initiatives that require resources. These initiatives include requests for full-time faculty, classified staff, new or upgraded facilities, and computers and other equipment. Individual departments and programs meet to collaborate on the program review process. These individual program review documents are presented and discussed at division meetings where the initiative requests are prioritized. Four participatory governance committees hear presentations from division representatives: the Faculty Staffing Priorities Committee reviews requests for full-time faculty positions, the Classified Staffing Priorities

Committee reviews requests for classified positions, the Technology Advisory Group reviews requests for computers and instructional technology, and the Facilities Oversight Group (FOG) reviews and ranks requests for new or upgraded facilities. The committees discuss the merits of each initiative and how the initiatives align to the college's mission and strategic plan. Often, one or more initiatives are combined when it is found that there is overlap in requests and economies of scale can be created. The committees then prioritize the initiatives and forward their recommendations to the president and vice presidents. The administration publishes via email and the campus webpage the lists of funded initiatives for all resource categories. In addition, at the conclusion of the program review cycle for the fiscal year, the presidents and vice presidents create and disseminate their Planning Parameters for the following fiscal year (III.D.2.3).

The Planning Parameters serve as the fiscal and operational context for the preparation of program reviews and other planning documents in concert with the development of the next fiscal year budget. The college's Planning Parameters contain statements of the underlying principles of fiscal planning and identify current trends in the community college educational landscape that may influence planning. The Planning Parameters reference the district's goals and strategic plan, which inform the college's fiscal planning decisions. In addition, the Planning Parameters describe the projected budget outlook for the state, the District and the College for the next fiscal year and discuss trends in enrollments, changes in state laws, and internal and external risks to the fiscal health of the College and the District. The document also details which of the College's programs are at risk of being discontinued, and the criteria for determining how and why those programs were identified.

Fiscal policies and procedures are established, reviewed, and modified at the district level. DCAS is the participatory governance body responsible for making recommendations to the Chancellor's Cabinet related to budget policy, development, and implementation, including the VCCCD allocation model, business policies and procedures. The vice chancellor of business and administrative services serves as the chair of this Council. VC is represented on DCAS by the vice president of Business Services and the presidents of the Academic and Classified Senates. The classified bargaining unit, Service Employees International Union (SEIU) and the faculty bargaining unit, American Federation of Teachers (AFT) also each have a representative on DCAS. The college representatives are charged with representing their respective constituencies, disseminating pertinent information discussed at DCAS, and obtaining input from their respective constituencies on issues related to financial planning and fiscal policies.

At the campus level, the Budget and Resource Committee (BRC), a participatory governance committee, monitors compliance with fiscal policies and regulations (III.D.2.4). As stated in the committee's charge, "makes recommendations to the Vice President on budget development, maintenance and operations, and other programs within the purview of the Vice President of Business and Administrative Services" and "…identifies funding sources to advance the initiatives that emerge through the college planning and program review process." This committee has representatives from across the campus community, including administration, faculty, classified staff, and students. The vice president of business and administrative services and a faculty member serve as co-chairs.

The College budget for the current fiscal year and the four most recent fiscal years is posted on the Ventura County Community College District website (III.D.2.5) College divisions and departments have access to their own budgets through the following reports in Banner (III.D.2.6). In addition to the website and District and College committees, the vice president of business and administrative services distributes a monthly email update to the campus (III.D.2.7) and participates in periodic campus forums. These forums, which can address an array of topics, nearly always include a presentation of the budget in the context of the state economy and community college funding, fiscal planning and planning parameters, new initiatives, and other factors impacting College and District fiscal outlook.

To ensure sufficient insurance coverage for the College, the District participates in the Statewide Association of Community Colleges (SWACC), a member owned and operated property and liability Joint Powers Authority (JPA) that provides programs and resources to specifically address exposure to loss through broad and unique coverages, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer (III.D.2.8). SWACC incorporates coverage for property, general liability, automobile liability, errors and omissions, crime, equipment breakdown, and various insurance policies as required by the District. Included in the JPA program is the Schools Association for Excess Risk (SAFER) JPA. SAFER provides for an excess casualty program (III.D.2.9).

Chapter 6 of the Board Policy Manual addresses business and fiscal affairs (III.D.2.10). Each policy is supported by a Board-reviewed procedure that, along with the policy, is posted on the District website (III.D.2.11). In addition, the District Office of Business and Administrative services has established employee portal with access to business related documents- Business Tools to guide employees through the steps and forms needed to conduct business operations (III.D.2.12).

Analysis and Evaluation

Ventura College meets this Standard. The College's mission and goals are integrated into the annual implementation of the Strategic Implementation Plan and the program review process, and are the basis for financial planning and decisions. The Board of Trustees has adopted policies and has reviewed and confirmed procedures to ensure the integrity of all fiscal operations. In addition, an online manual is available to guide employees through the correct procedures to conduct business operations. Budget information is provided to the campus through distributed and online reports and through internal campus communications.

Action Plan

None.

Evidence:

III.D.2.1: Integrated Planning Manual
III.D.2.2: Program Vitality Rubric

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

District Council on Administrative Services (DCAS) reviews and recommends budget assumptions and guidelines that are shared with the college's Budget Resource Committee (BRC), the local participatory governance budget advisory body. DCAS ultimately recommends the budget assumptions and guidelines to the Chancellor's Cabinet.

Once the budget assumptions and guidelines are in place, individual departments begin the development of their budget requests and input that information into the budget development system. Departments summarize requests and present them to their supervising managers, who in turn submit the requests to the deans and vice presidents for review. As the District develops final allocations, the vice president of business and administrative services compares the sum of the budget and staffing requests to the available resources and makes recommendations to the president and the other vice presidents. Final authority for the establishment of the budget within the College allocation rests with the president.

Once the budget is finalized and adopted by the Board, College staff members make copies of the budget document available and interested parties may access the entire budget online through a shared web drive (III.D.3.1).

As described in III.D.2, all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets through the program review process and through participation on committees that recommend the prioritization of resources.

Analysis and Evaluation

Ventura College meets this Standard. Guidelines and processes for financial planning and budget development are documented and systematic in their implementation. All constituencies having appropriate opportunities to participate in the development of

institutional plans and budgets through committees and at the department or program level. Financial reports are available in an updated, online format.

Evidence

III.D.3.1: Link to Online Budget Shared Drive

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 planning parameters (discussed in III.D.2) frame discussions of institutional priorities and planning. The president and his executive team create and release for discussion a first draft of this document each year during the spring semester, following the release of the Governor's proposed budget. The two primary purposes of the planning parameters are (1) to set the fiscal and planning context for the preparation of Program Review and other reports, and (2) to adjust current fiscal year resource allocations to better align to the next fiscal year Planning Parameters.

A critical section of the Planning Parameters is the discussion of the budget environment at the state, District, and College levels. The budget discussion includes projected allocations from the state to the District and the District to the College. The document also includes a discussion of budgetary challenges faced by the District, such as stagnant enrollment, unfunded liabilities, and the shifting of state funding from general fund to categorical funds. At the College level, the budget discussion notes mandatory expenditure increases due to rising salary and benefits costs and the increased costs for services such as utilities.

Analysis and Evaluation

Ventura College meets this Standard. The College executive team thoroughly examines the fiscal environment at the state, District, and College levels prior to establishing and vetting the planning parameters for the next fiscal year. These planning parameters serve to provide the context for program, organizational and staffing decisions.

Action Plan

None.

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

Consistent with Administrative Procedure 6330 (Purchasing) (III.D.5.1), 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.

Employees and members of the Board of Trustees must report any potential conflicts of interest. In particular, Trustees must disclose any potential conflict of interest, in public session, before the approval/ratification of a purchase order.

Prior to completion of the annual audit report, the vice chancellor convenes meetings with all parties or operating sub-units that have been cited in the audit's findings and recommendations sections. During those meetings, District staff review appropriate corrective actions and provide a response to the auditor before the report is released. The Board's Audit Subcommittee reviews the audit report, recommendations, and responses in detail and submits the report to the full Board for acceptance. Subsequently, the District implements the corrective actions and ensures compliance. Mid-year, the Board Audit Subcommittee reviews the status of progress toward accomplishment of the corrective

actions. Finally, the auditors specifically review those areas of concern during their next engagement.

The most recent audit report accepted by the Board of Trustees for the period ending June 30, 2015, included the following statement: " In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that are applicable to the programs noted below that were audited for the year ended June 30, 2015" (III.D.5.2).

Any findings and/or recommendations cited in the final audit reports are addressed immediately. The district responds to those that are system wide. The colleges are provided copies of the audit exceptions that are directly related to their operations, and with assistance from the District staff, respond to the issues immediately. To ensure the exceptions have been adequately addressed, the auditor reexamines those areas in the subsequent year's audit and includes any current findings in next year's audit report.

Analysis and Evaluation

Ventura College meets this Standard. As described in Standard III.D.3, the financial management system is easily accessible to all unit budget managers. The system is updated in real-time and managers have full access to monitor their unit's financial activity on a current and timely basis. In accordance with adopted Board policy and approved procedure, an internal control structure with appropriate control mechanisms is in place. The District and the colleges are audited on an annual basis and any audit findings and recommendations are used to adjust and improve internal control systems.

Action Plan

None.

Evidence

III.D.5.1: AP 6330
III.D.5.2: Independent Audit Report, December 2, 2015

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

As described earlier in this Standard, the District and College budgets are audited annually and the few management findings from any audit are corrected immediately. The budget allocation process is also reviewed annually to ensure it continues to meet its objectives.

The decision-making process regarding allocation of resources is embedded in the

governance structure of the College, and in the integrated planning / program review process and its associated committee process to recommend funding priorities.

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. All participants in the development of budgets have access to fiscal information (current and historical) in Banner. These data are utilized when making prudent budgetary decisions. Additional assistance from vice president of Business Services and his staff and from the District's Fiscal Services staff is available to provide more in-depth knowledge or guidance regarding fiscal analysis and budget development. The District and College provide periodic training on how to use Banner and various reports available for planning (III.D.6.1).

Established internal controls, documented in the Business Tools, create specific workflows and describe how each transaction should flow. Each individual is held accountable for how he or she processes financial transactions. Such a division of duties provides a procedure whereby errors of omission or commission, whether intentional or unintentional are minimized.

To provide adequate internal controls, certain operating procedures are in place to prevent errors from occurring. These include:

- Segregation of duties requires that different individuals be assigned responsibility for different elements of related activities, particularly those involving authorization, custody, or recordkeeping.
- Proper authorization of transactions and activities helps ensure that all District activities adhere to established guidelines. One employee does not have control of a complete financial transaction. Instead, different employees participate at various stages in the transaction so that each will arrive at the same result independently and, without unnecessary duplication of work, verify the accuracy of the work of others.
- Adequate documents and records provide evidence that financial statements are accurate. Controls designed to ensure adequate recordkeeping include the creation of invoices and other documents that are easy to use and sufficiently informative and the use of pre-numbered, consecutive documents.
- Physical control over assets and records helps protect the District's assets. These control activities include electronic or mechanical controls (such as a safe employee ID/key cards, facilities/doors, cash registers, fireproof files, and locks) or computer-related controls dealing with access privileges or established backup and recovery procedures.
- Independent checks on performance are carried out by employees who did not do the work being checked to help ensure the reliability of accounting information and the efficiency of operations. For example, a Bursar verifies the accuracy of a Student Business Office cash drawer at the end of the day (III.D.6.2).

Analysis and Evaluation

Ventura College meets this Standard. Fiscal operations are audited annually. Fiscal planning

is integrated with program review and recommendations for purchasing and hiring priorities are generated through the governance structure. Assistance for budget managers is provided by both College and District fiscal services personnel. College employees are guided in their finance and purchasing actions by Administrative Procedure and by a Business Services Toolbox that provides specific instruction on each operation.

Action Plan

None.

Evidence

III.D.6.1: Sample Banner Training Materials
III.D.6.2: AP 6300

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

As described in Standard III.D.5, before completion of the annual audit report, the District convenes meetings with all parties or operating sub-units that have been cited in the audit's findings and recommendations sections. During those meetings, District staff review appropriate corrective actions and provide a response to the auditor prior to the report being released. The Board's Audit Subcommittee reviews the audit report, recommendations, and responses in detail and submits the report to the full Board for acceptance. Subsequently, the District implements the corrective actions and ensures compliance. Mid-year, the Board Audit Subcommittee reviews the status of progress toward accomplishment of the corrective actions. Finally, the auditors specifically review those areas of concern during their next engagement.

Analysis and Evaluation

Ventura College meets this Standard. Responses at both the District and College level to external audit findings are comprehensive, timely, and communicated appropriately. The district responds to audit finds that are system wide. The College is provided with a copy of the audit exceptions that are directly related to its operations, and with assistance from the District staff, responds to the issues immediately. To ensure the exceptions have been adequately addressed, the auditor reexamines those areas in the subsequent year's audit and includes any current findings in next year's audit report.

Action Plan

None.

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

Audit engagements are managed centrally by the District Office. The District has received unmodified audit and federal compliance opinions. The District receive two audit findings over state compliance for the fiscal year ending June 30, 2014. Both of these findings were related to issues found at another college in the District and neither applied to VC (III.D.8.1). The District created a correction action plan to address both findings. As a result, there were no compliance findings for the fiscal year ending June 30, 2015.

All audit reports are reviewed and progress towards implementation of correction action plans for all audit findings are tracked by the District's fiscal services team on an ongoing basis. External auditors review progress of corrective actions annually. These responses are presented for review to the Board of Trustee's Finance and Capital Planning subcommittee (III.D.8.2) and to the full Board of Trustees for acceptance.

The District has annual external audits for its bond program (III.D.8.3). Bond expenditures have been consistent with regulatory and legal restrictions since the program's inception. The bond program has never received a qualified or modified audit opinion. Financial and performance audits for the bond program are reviewed and approved by the governing, the board's Finance and Capital Planning Committee, and the District's Citizens' Oversight Committee (III.D.8.4).

Analysis and Evaluation

Ventura College meets this Standard. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis. The audit includes an opinion on the financial statements and the financial management system, on issues related to federal and state compliance, and recommendations to strengthen internal controls or to improve financial procedures. Information from external audits is provided to the Finance and Capital Planning Committee, the Board of Trustees as a whole, the vice chancellor of Business and Administrative Services, the chancellor, and the college presidents, and is used to evaluate and improve the District and College financial management and internal control systems.

Action Plan

None.

Evidence

III.D.8.1: Annual Financial Report, June 30, 2015, pages 88-89

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 General Fund is the principal operating fund of the District. All revenues and expenditures not required by statutory law to be accounted for in a different fund are budgeted and accounted for in the General Fund. Four sub-funds exist within the General Fund:

1. General Fund–Unrestricted represents revenues and expenditures that support most educational programs and services throughout the district, including instruction, student services, maintenance and operations, and administration. The VCCCD budget development process emphasizes the building of the General Fund-Unrestricted budget, since this budget most heavily affects ongoing college and district operations.
2. General Fund–Unrestricted Designated-Infrastructure represents revenues and transfers that have been specifically designated by the Board to be used for infrastructure needs including scheduled maintenance and capital furniture; library materials and databases; instructional and non-instructional equipment; and technology refresh and replacement (hardware and software).
3. General Fund - Unrestricted–Designated represents revenues and expenditures associated with contract education, entrepreneurial programs, civic center, and other activities, which are initiated by the colleges and are intended to be self-supporting.
4. General Fund–Restricted represents revenues and expenditures supporting educational services whose resources are restricted by law, regulation, grant terms and conditions, categorical funding agencies, or other externally imposed restrictions.

In prior years, the District designated its ending balance into five categories:

1. General Fund Unrestricted-Designated Reserve: State-Required Minimum (5 percent)- In accordance with the state Chancellor's Office Accounting Advisory FS 05-05: Monitoring and Assessment of Fiscal Condition (III.D.9.1), the state Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent ($7,991,634). To ensure the District does not drop below this minimum requirement, the Board authorizes the segregation of this amount in a reserve designated for that purpose.
2. General Fund Unrestricted-Designated Reserve: Reserve Shortfall Contingency- The Board of Trustees has designated that this reserve should be a minimum of $3,000,000 and will be used only to cover unanticipated mid-year revenue shortfalls (including, but not limited to, statewide property tax shortfall, enrollment fee

shortfall, and general statewide deficit), thus negating the need for midyear reductions in site operating budgets. In FY 2012-13, based on projections of a budget deficit trigger if Prop 30 had failed, the contingency was increased from $5 million to $6 million. For FY 2013-14, the contingency has been reduced to $5 million and will remain at this level for FY 2015-16.

3. General Fund Unrestricted-Designated Reserve: Marketing, Emergency Preparedness, STRS, Energy Efficiency, Enrollment Growth-The Board of Trustees has designated that these reserves in total should be ($5,800,000) as of September 2015 and will be used only to cover planned District wide expenses related to noted areas.

4. General Fund Unrestricted Reserve: Unallocated- The Board of Trustees has designated that these reserves in total should be at a minimum ($5,800,000) as of September 2015 and will be used only to cover planned District wide expenses related to noted areas. This reserve is made up of the remaining ending balance after the reserve requirements above have been met. In September 2015, this amount was ($6,648,593); the fund consists of the remaining balance that has not been designated for the other reserves or uses. This balance was maintained in large part to augment cash to handle the significant cash flow requirements of the District to accommodate any state deferrals in apportionment dollars. The Unallocated Reserves can also be used to cover any mid-year budget reductions beyond what has been designated in the Revenue Shortfall Contingency Reserve and for any other unanticipated/unbudgeted expenditures approved by the Board or any one-time use of funds included in the budget.

5. General Fund Unrestricted-Designated Reserve: Budget Rollover: After years of allowing onetime exemptions, the Board approved the recommendation to permanently increase the carryover limit from one percent to two percent. This reserve was fully distributed as a part of budget development process.

Recognizing the extensive infrastructure and one-time expenditure needs that cannot be met through existing budgets, in November 2014 the Board approved designating a portion of the Unallocated Ending Balance to address these needs (III.D.9.2). Representing a commitment of $7,900,000, six additional budget classifications and reserves were designated and funded as indicated:

- Distributed Marketing: To support enrollment growth throughout the district, funds have been designated to develop marketing strategies to expose or introduce the colleges to students who may be considering enrolling. In FY 2014-15, $400,000 was designated for this purpose with the intent of spending the amount over two years, $200,000 in FY 2015-16 and $200,000 in FY 2016-17.
- Emergency Preparedness: To address the District's emergency preparedness needs, $2,000,000 was set aside with the expectation of appropriation over the next three years.
- State Teachers' Retirement System: The fund was created to address the rising annual costs of the STRS plan implemented in 2014-15, of which the first year increased cost was approximately $630,000, and projected to be an additional $900,000 in 2015-16. The full impact of the increase in 2021-22 is projected to be approximately $5.4 million in additional annual costs.

- Energy Efficiency: To address current and future challenges with sustainability at all three colleges, in FY 2014-15 $1,500,000 was designated in this reserve, of which $100,000 was spent in FY 2014-15.
- Other Post-Employment Benefits (OPEB): The District contributes approximately $1 million per year to the Futuris Irrevocable Trust. This annual contribution is included in the FY 2015-16 Adoption Budget. According to the most recent current actuarial study, conducted in November 2014 (III.D.9.3), the District's unfunded liability was $138 million. In FY 2014-15, an additional $1,000,000 was designated with the intent of sending four increments of $250,000 to the irrevocable trust and was transferred to the Internal Services Fund.
- Enrollment Growth: The District faces current and future challenges with enrollment growth, necessitating the need to offer a four-week summer session in 2014-15. In FY 2014-15, $2,000,000 was designated in this reserve, of which $1,000,000 was utilized in FY 2014-15.

The District participates in The Statewide Association of Community Colleges (SWACC), a member owned and operated property and liability Joint Powers Authority (JPA) that provides programs and resources to specifically address exposure to loss through broad and unique coverages, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer. SWACC incorporates coverage for property, general liability, automobile liability, errors and omissions, crime, equipment breakdown, and various insurance policies as required by the District. Included in the JPA program is the Schools Association for Excess Risk (SAFER) JPA. SAFER provides for an excess casualty program.

The Ventura County Community College District contracts with Student Insurance for administration of the student and athletic insurance with Anthem Blue Cross (III.D.9.4), and with Ascension Collegiate Solutions (III.D.9.5) for the international student insurance program.

Analysis and Evaluation

Ventura College meets this Standard. The adopted budget and District practices provide for 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. The District has been able to meet its cash-flow requirements without the need to use temporary revenue anticipation bonds. At the beginning of FY16, the combined unrestricted ending fund balance to prior year expenditures ratio was 29.1 percent (this included unbudgeted funds). Of this, 16.9 percent was available as district wide reserves with the remainder in the Colleges' operating budgets. During the year, the Board has allocated 6.3 percent of the 16.9 percent available reserves leaving 10.6 percent available (III.D.9.6).

Action Plan

None.

Evidence

III.D.9.1: State Chancellor's Office Accounting Advisory FS 05-05
III.D.9.2: Board Minutes, November 11, 2014
III.D.9.3: 2014 Actuarial Study
III.D.9.4: Description, Student Insurance
III.D.9.5: Description, Ascension Collegiate Solutions
III.D.9.6: Report, FY16 Reserves

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. (CW IIID2d)

Evidence of Meeting the Standard

BP 6300 (III.D.10.1) and its accompanying AP (III.D.10.2) address fiscal management and internal controls for all programs and services, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, grants, investments, and other assets. In addition, the District holds regular meetings of the executive staff of all three colleges to review institutional and district wide financial plans and projections. The District's director of Fiscal Services provides financial oversight and support services to the college program managers responsible for externally funded programs, contracts, and grants. This office acts as a liaison with funding agencies to ensure categorical dollars are expended in compliance with the conditions of the agreement.

Effective and rigorous oversight of investments is assured through BP and AP 6320. BP 6320(III.D.10.3) and AP 6320 (III.D.10.4) require three primary considerations for investment of college funds: (1) safety of principal, (2) adequate liquidity, and (3) return on investment.

Annually, the district contracts for an independent external audit of all funds and financial records. The audit, as required by state law, includes both financial and compliance issues related to state and federal funds. As part of the preparation for the audit, the District reviews, reconciles, and internally audits financial aid transactions specifically in the areas of return to Title IV requirements. In conjunction with other reporting requirements, the District Office also prepares and reviews other financial reports related to Title IV funding. The FISAP (Fiscal Operations and Application to Participate) is prepared and submitted annually (III.D.10.5). The Federal Student Audit EZ-audit report is also submitted annually (III.D.10.6).

The external independent auditors examine all district financial resources, including quarterly, mid-year, and annual budget and expenditure reports for restricted and auxiliary activities as the Student Health Center, Child Care Center, trust and agency accounts, categorical programs, the Ventura College Foundation, as well as contracts and grants. The

interim visit by the external auditors consists of internal control review and assessment as well as testing over state and federal compliance areas. The external auditors also visit the three colleges during the summer. After the financial records are closed for the fiscal year, the external auditors complete their financial statement, federal compliance (single-audit), and state compliance audit at the District Office. As part of the single-audit, the external auditors review the disbursement of Title IV funds (financial aid). The District also has a separate financial and performance audit of Measure S bond funds.

The absence of a qualified opinion of the financial statements, as well as the absence of reportable conditions and noncompliance or questioned costs related to federal or state projects, provides evidence of the adequacy of fiscal management related to these programs. The annual audit includes findings and recommendations to management for strengthening internal controls or for improving financial procedures. Each year the District reviews any findings and recommendations with the involved parties and develops plans to implement changes. These reports and follow up work to evaluate and implement recommendations assist in ensuring that all funds are used appropriately.

The Purchasing Department maintains an electronic workflow process to record contracts, memorandums of understandings, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, Board approvals, and insurance requirements (III.D.10.7).

Analysis and Evaluation

Ventura College meets this Standard. All funds of the District, including auxiliary operations, trust and agency accounts, grants, contracts, and bond funds, are audited annually by independent contracted audit firms. Any findings and recommendations related to the audit are included in the formal financial reports prepared by the auditors. These reports are presented to the Board of Trustees for acceptance on an annual basis. The district has historically received exceptionally "clean" audit reports. Any findings and recommendations cited have been minor and are addressed in a timely manner. Current audits and financial program reviews indicate no significant findings or recommendations.

Action Plan

None.

Evidence

III.D.10.1: BP 6300
III.D.10.2: AP 6300
III.D.10.3: BP 6320
III.D.10.4: AP 6320
III.D.10.5: FISAP
III.D.10.6: Federal Student Audit eZ
III.D.10.7: Flowchart, Purchasing Workflow Process

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 total 2015-16 tentative budget, excluding general obligation bond funds and reserves, was $266,887,063. Of the total, the general fund unrestricted budget was $146,710,213, or 54.97 percent of all resources.

The governing board adopted Ventura College's 2015-16 general fund unrestricted budget, (which supports the majority of the college's operations, including instruction, student services, learning resources, maintenance and operations and general administration), at a level of $45,120,564. The College was also allowed to carry over $855,866 from the 2014-15 academic year, bringing the total adoption budget allocation to $45,976,430 (III.D.11.1).

The District maintains adequate reserves to ensure financial solvency. In addition to the state required five percent minimum reserve, the Board has designated $5 million to cover any mid-year reductions.

The District has an obligation to fund post-retirement benefits. An actuarial study was performed in November 2014, estimating the amount that should be accumulated under GASB 45. In order to reduce the overall cost to the District, in FY 2010-11 the District established an irrevocable trust fund for the partial funding of the liability. Deposits to the trust are made annually.

Analysis and Evaluation

Ventura College meets this Standard. The annual Adoption Budget reflects all compliance with external standards, including but not limited to GASB, other post-employment benefits (OPEB), the Education Code, Title 5 regulations, Full Time Faculty Obligation Number (FON), the 50 percent law, and EPA funding. Throughout the past six years, the District and College have shown diligence and discipline in budget management. Following cyclical budget funding shortfalls in previous years, the College has continued to control its discretionary spending even during periods of increases in state funding. The implementation of the strategic long-range plans (Educational Master Plan, Facilities Plan, Technology Plan, and Program Plans) influences and guides short-term financial decisions.

Action Plan

None.

Evidence

[III.D.11.1 VC Adoption Budget](#)

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 follows the employer rates that have been statutorily set for STRS and PERS. The District's proportionate share of net pension liability was $61.3 million for STRS and $29.8 million for PERS at the 6/30/14 measurement date.

In 2000 and 2001, in order to mitigate the increasing future liability of Other Post-Employment Benefits (OPEB), provided to new hires were modified from lifetime health benefits to benefits until the age of 65. In 2005, retiree health benefits were discontinued for newly hired classified employees, confidential employees, supervisors, and managers. Retiree health benefits were discontinued for faculty members hired on or after July 1, 2015.

Actuarial studies are performed every two years. The most recent actuarial study for post-retirement benefits was performed in November 2014, estimating the amount that should be accumulated under the requirements of GASB 45. The District's long-term liability as of that date was estimated at approximately $138.3 million ([III.D.12.1](#)).

In order to reduce the overall cost to the District, in FY 2010-11 the District established an irrevocable trust fund for the partial funding of that liability. As a means of accruing the amount required under GASB 45, the annual required contribution (ARC), the District assesses, as an employer expense, rates that range from 7 to 20 percent on each payroll dollar depending on employee type and funding source. These fringe benefit rates are assessed to all eligible employees' salaries in all funds, including categorical, grants and contracts, and auxiliary services. In the FY 2015-16 Adoption Budget, using this methodology, the expenditure for post-retirement benefits was projected to be approximately $12.8 million for all funds ([III.D.12.2](#)). Health benefit premium costs for retirees are paid directly from the Retiree Health Benefits fund and are estimated at $11.8 million. The difference between the two actual amounts will be transferred to the irrevocable trust to help mitigate the District's long-term liability.

Analysis and Evaluation

Ventura College meets this Standard. The District has established budgetary processes to address all long-term obligations. The District has established a separate fund to cover retiree

health liability and to fully implement GASB45. Insurance costs are covered on a "pay-as-you-go" basis and are budgeted annually in the general fund unrestricted account.

Action Plan

None.

Evidence

III.D.12.1: 2014 Actuarial Study
III.D.12.2: VCCCD Adopted Budget, Page 38

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

In March 2002, the citizens of Ventura County approved the issuance of bonds totaling $356.3 million for the construction and rehabilitation of facilities. In accordance with Education Code Section 15278 (III.D.13.1), a Citizens' Oversight Committee (III.D.13.2) was established to inform the public concerning the District's expenditure of bond proceeds. The committee provides oversight ensuring that 1) bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities, and 2) no bond revenues are expended for any teacher or administrative salaries or other college operating expenses.

Analysis and Evaluation

Ventura College meets this Standard. Construction bond debt is under the oversight of a Citizens' Oversight Committee, which reports annually to the Board of Trustees (III.D.13.3). Other than the Measure S Capital Bond, which is repaid by taxpayers, the District does not have any other locally incurred debt obligations.

Action Plan

None.

Evidence

III.D.13.1: Education Code Section 15278
III.D.13.2: Description, Citizens' Oversight Committee
III.D.13.3: Annual Report, Citizens' Oversight Committee

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

BP 3280 (III.D.14.1) and its accompanying AP 3280 (III.D.14.2) address the grant application, review and approval process and the Board's commitment to support efforts to secure funding that supplements institutional efforts to enhance the learning environment for students and is in alignment with identified and articulated needs and goals. All requests by the colleges to apply for grants must be reviewed and approved through the Chancellor's Cabinet before submission to the funding agency. This review process will ensure that:

- The application and processing of grant application occurs in a timely fashion.
- Grants being pursued directly support the mission of the District and are consistent with strategic and institutional plans.
- The project increases the capacity of the colleges to serve the needs of its students;
- The project will not bring undesirable or hidden costs to the District and will ensure that the requirements of granting agencies are satisfied.
- Commitments to institutionalize programs or positions after the grant expires are identified and become part of the planning and budget process.
- Sources of required match and/or other college resources are identified.
- The requirements of the grant, including personnel and facility needs, and the activities proposed will not be in conflict with any provision of the District policy or public law.
- A proposed staffing plan that assumes the transfer of existing college employees, rather than staffing with new hires, does not result in unintended consequences when the grant funding ceases
- Fiscal feasibility and accountability of the project are maintained.

AP 6700 addresses the use and cost of the use of District and College facilities by external organizations (III.D.14.3). These administrative procedures reflect the requirements of applicable law, including Education Code Section 82537-82548 (III.D.14.4). VC's vice president of business and administrative services is responsible for the coordination and implementation of these Civic Center procedures. Fees collected through the Civic Center are utilized to offset staff expenses, supplies, and repairs directly related to the use of the college facilities and equipment.

Until May 2012, the Cafeteria was self-operated by the College. It was determined after an in-depth cost analysis of the operations that VC could no longer sustain the yearly net loss and chose to utilize an alternate path to offset this student service need. The College continues to offer vending choices along with food truck services, which is managed by the vice chancellor of business and administrative services (III.D.14.5). In 2014, the Ventura College (VC) Bookstore transitioned from being self-operated to operations managed by

Barnes and Noble (III.D.14.6). Revenue from vending and bookstore commission are allocated in support of student learning via co-curricular funds.

All advisors of Student Clubs are required to attend training in fundraising and account and expenditure management on a yearly basis (III.D.14.6). Once training is completed, the advisor then holds training for his/her Student Club members. New Trust Account setup requires official paperwork that notes the proposed name of the account, the method in which revenue will be generated and categories in which funds can be expended (III.D.14.7). The form requires a signature of three college employees, and must be approved by the vice president of business and administrative services and the District. Both student clubs and trust account paperwork must be updated on a yearly basis. Revenue from student club and trust account fund raising is deposited through the Student Business Office and requisitions for expenditures is verified and processed through Fiscal Services.

BP 3600 (III.D.14.8) and its accompanying AP 3600 (III.D.14.9) guide the operation of the Ventura College Foundation. In accordance with the administrative procedure, the District and the Foundation have a master agreement that delineates the services, programs, or functions the auxiliary organization is to manage, operate or administer, a statement of the reasons for administration of the functions by the Foundation instead of by the District under usual District procedures, the areas of authority and responsibility of the Foundation and the College, the facilities and services to be made available by the District to permit the Foundation to perform the services, programs or functions specified in the written agreement, the disposition to be made of net earnings derived from the operation of the Foundation, and the requirement of the Foundation to maintain its organization and to operate in accordance with applicable Education Code and Title 5 Sections as well as District Board policy (III.D.14.10). The Foundation is audited each year and the results of this audit are presented to and discussed by both the Foundation's board and the District Board of Trustees (III.D.14.11).

Analysis and Evaluation

Ventura College meets this Standard. Board policies and procedures, monitored by both internal and external audits, ensure that all financial resources, including bonds, auxiliary activities, fund-raising efforts, grants, and the Ventura College Foundation are used with integrity in a manner consistent with the intended purpose of the funding source.

Action Plan

None.

Evidence

III.D.14.1: BP 3280
III.D.14.2: AP 3280
III.D.14.3: AP 6700
III.D.14.4: Education Code Section 82537-82548

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

Ventura College Financial Aid department has maintained a default rate of 18 percent that is compliant with the 30 percent or less required by USDE for the past 3 years (III.D.15.1; III.D.15.2). The College has recently entered into a contract with USA Funds, which is a national default servicing company to reach out to delinquent borrows requesting payment. As such, the default percentage is expected to decrease (III.D.15.3), and the State Chancellor's Office is expected to initiate preventive measures and formulate plans to mitigate future negative changes. The College Financial Aid Department regularly monitors student financial aid activity and offers loan and debt counseling and financial aid workshops (III.D.15.4).

The Financial Aid Department files a yearly Fiscal Operations Report and Application to Participate (FISAP) report (III.D.15.5), and prepares yearly close out of Common Origination and Disbursement (COD), Pell, and Direct Loans, along with monthly reconciliations for these programs. Financial Aid updates E-App's within 10 days when any changes occur and re-applies as required for renewal of the College's program participation agreement (PPA).

Analysis and Evaluation

Ventura College meets this Standard. The College's Financial Aid department's default rate has been monitored and managed in a proactive manner which is periodically modified to ensure the College is in compliance. The College's Financial Aid department has developed numerous internal checks and balances along with self-audits that help to demonstrate their compliance with Federal Title IV regulations and requirements. In order to provide more in-depth self-audits within the department, staff workload assignments are changed periodically during the year to ensure a cross-trained and well-educated Financial Aid staff.

One of the most effective tools the Ventura College Financial Aid Office offers to students concerning debt management and completing the Financial Aid process is Financial Aid TV (FATV). This information site allows students to drill down into specific areas within the

Financial Aid process through video clips which provide step by step instructions or answers to generally asked questions ([III.D.15.6](#)).

Action Plan

None.

Evidence

[III.D.15.1: Ventura College Financial Aid Default Rate, 2000-2015](#)
[III.D.15.2: National Financial Aid Default Rate, 2000-2015](#)
[III.D.15.3: USA Funds Borrower Connect InTouch order](#)
[III.D.15.4: Sample Training Materials, Financial Aid Workshops](#)
[III.D.15.5: FISAP Report](#)
[III.D.15.6: Sample FATV Materials](#)

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

Prior to seeking or accepting a contract or grant from an external entity, the president and vice presidents review the project for consistency with the College mission and goals. Grant applications and proposed contractual agreements with external entities are also reviewed by the Chancellor's Cabinet. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures.

At the request of public or private businesses, agencies, or organizations, the Ventura College provides targeted contract education to meet the professional and economic development needs of the community. In accordance with AP 4104, contract education courses, training, or activities undertaken must be consistent with the stated mission and goals of the District colleges ([III.D.16.1](#)). Contract education offerings may include credit classes, non-credit classes, and not-for-credit Classes, as defined by the regulations of Title 5 ([III.D.16.2](#)). Contracts include the scope of services, fees, dates, class location and other standard conditions and terms as determined by the District's Office of Business Services.

Contractual agreements with external entities for services exist to directly support the College missions and goals, as well as for programs and services that directly effective operations of the College. All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the College ([III.D.16.3](#)). All contracts and agreements are monitored by the vice president of business services at the College, and the office of the vice chancellor of business services. District's legal counsel reviews specialized contracts as necessary to ensure legal

compliance. The District presents agreements to the Board for approval per Board Policy and Administrative Procedures (III.D.16.4). These agreements cover, among other things, personal and professional services, lease purchase agreements, instructional programs and services, contract education, and facility usage agreements.
Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with Board Policies and Administrative Procedures (III.D.16.5; III.D.16.6) College policies ensure the integrity of such agreements. Purchasing practices are reviewed as part of the annual audit and program planning review process.

Development and implementation of contracts for customized training and services must be processed using the District's established human resources, contract approval, accounting, and tracking procedures. In cases where for-credit instruction is being contracted by an employer, the District adheres to applicable provisions included within the faculty collective bargaining agreement.

Analysis and Evaluation

Ventura College meets this Standard. Courses offered through contract education to external entities are consistent with the mission and goals of the College. Implementation of these contracts is governed by Board policy institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Action Plan

None.

Evidence

III.D.16.1: AP 4104
III.D.16.2: Title 5, Section 55170
III.D.16.3: BP 6340
III.D.16.4: AP 6340
III.D.16.5: BP 6330
III.D.16.6: AP 6330

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective planning and implementation.

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 program integrated planning processes (IV.A.1.2) encourages all programs and services to create initiatives for program improvement. Planning, program review, and budget development and allocation processes are integrated and are under the coordinated oversight of the College Planning Committee (CPC), the Budget Resource Council (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.

In addition, the VC Foundation encourages innovation through its Educational Enhancement Grants program (IV.A.1.3). This program underwrites faculty and staff efforts to improve and/or enrich classroom instruction, develop and/or augment student services, and encourage creativity and exploration of new teaching methods.

Analysis and Evaluation

Ventura College meets this Standard. Faculty, staff, and students contribute suggestions for improvement through participation on their respective Senates and through involvement in a wide variety of governance, operational, and advisory committees 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.

Action Plan

None.

Evidence

IV.A.1.1: Screen Shot of VC Committees
IV.A.1.2: Ventura College Integrated Planning Manual
IV.A.1.3: Description, Educational Enhancement Grants Program

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The manner in which administrators, faculty, staff, and students participate in decision-making is described in the document, Making Recommendations at Ventura College (IV.A.2.1). Full-time and part-time faculty members are represented in governance by the Academic Senate. The Academic Senate assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725 (IV.A.2.2). The VCCCD Board of Trustees agreed in Board Policy 2510 (IV.A.2.3) to function with the Academic Senate in academic and professional matters under the mutual agreement option. When the Board fails to reach mutual agreement with the Academic Senates, existing policy remains in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Through their Senate and on a variety of committees, classified staff are provided with opportunities to develop and respond to recommendations that have or will have a significant

effect on them. The collective bargaining agent, Service Employees International Union (SEIU), recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the VCCCD and Service Employees International Union, Local 99 (IV.A.2.4). The Making Recommendations at Ventura College document referenced earlier provides a specific framework for classified participation in the governance process. 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 Making Recommendations document 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 integrations 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)

In May 2015, the Associated Students unanimously approved a motion to support the Classified Senate's 9 + 1 resolution (IV.A.2.6). In fall 2015, the College Planning Committee also approved a draft of the Making Recommendations document with the 9 + 1 framework (IV.A.2.7) while the Academic Senate approved a similar measure on the role of classified staff in the governance process but without including the items relating to "Degree and certificate requirements" and "Educational program development" (IV.A.2.8). As of spring 2016, discussions are underway on how best to articulate the technical advice and support that classified staff provide for faculty members as the faculty make recommendations to their college administration and to the District in these two areas.

Students are represented by the 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 with regard to District and College policies and procedures that have or will have a significant effect on students.

Administrators are appointed by the College president or the District chancellor to committees based on function or position.

In addition to defining the role of each constituent group, the Making Recommendations document also describes the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. The College has divided committees into three classifications: governance, operational, and advisory (IV.A.2.9). The charter for governance committees is derived from law and regulation, which outline specific areas in which consultation is mandated. The composition of governance committees is representative of College constituencies. Operational committees exist to enable administrative or organizational units to share information, conduct routine business, and discuss issues of mutual concern. Membership on operational committees is based on assigned, appointed, or elected positions at the College. Advisory committees exist for programs and services to receive advice and feedback from other members of the campus community and from area constituents. In most cases, membership on advisory committees is open to all interested members of the academic community.

Making Recommendations lists all governance, operational, and advisory committees and describes the charge, membership, relationship to other committees (if any), and meeting times for each committee.

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 Making Recommendations document, the District Handbook describes the governance role of each constituent group, divides district wide councils into categories (decision-making, advisory, or recommending), and describes the charge and membership of each committee. In addition, the District Decision-Making Handbook includes a flowchart that traces the path that recommendations follow from the originating committee or council to the Board of Trustees (IV.A.2.10).

Analysis and Evaluation

Ventura College meets this Standard. The roles of faculty, staff, students, and administrators in institutional decision-making and governance are clearly defined at the College level in the Making Recommendations document, and at the District Level in the Decision-Making Handbook. The job descriptions for College and District administrators assign specific governance roles for administrators. Administrators are expected to provide leadership for

and support of faculty and staff in the planning, implementation, and monitoring of District and College activities while maintaining compliance with state regulations, laws, and district policies. Administrators are also expected to carry out their responsibilities in ways that support and maintain the spirit and letter of participatory governance.

The policies and procedures established for participatory governance at Ventura College are evaluated in the following ways:

- Each committee evaluates its effectiveness each year. This evaluation includes not only how well the committee functions independently (in terms of meeting goals), but also how well the structures in place work with College and District functions (IV.A.2.11).
- The CPC evaluates the overall effectiveness of participatory governance at The College (IV.A.2.12).
- The District Council on Accreditation and Planning (DCAP) evaluates the participatory governance process for the District, and recommends changes to Board policy and the District Decision-Making Handbook (IV.A.2.13).

Minutes for all College committee minutes are recorded and approved using a common format (IV.A.2.14). Those minutes are approved at a subsequent meeting of each committee, and posted on the College website. Nonetheless, with frequent changes in personnel at both the administrative and support staff levels, it has been difficult to maintain consistency in the format and posting of the minutes of meetings.

Action Plan

During the fall 2016 semester and each fall semester thereafter, the College will provide training for all committee chairs and co-chairs on effective committee operations and training in the common format for meeting minutes for all personnel who serve as meeting recorders.

Evidence

IV.A.2.1: Making Recommendations at Ventura College
IV.A.2.2: Assembly Bill 1725
IV.A.2.3: Board Policy 2510
IV.A.2.4: Article 4.8, SEIU Agreement
IV.A.2.5: Minutes, Classified Senate, March 31, 2015
IV.A.2.6: Minutes, ASVC, May 5, 2015
IV.A.2.7: Minutes, College Planning Committee, October 28, 2015
IV.A.2.8: Minutes, Academic Senate, November 19, 2015
IV.A.2.9: Making Recommendations at Ventura College, page 5
IV.A.2.10: VCCCD Decision-Making Handbook, page 46
IV.A.2.11: Sample Year-End Committee Evaluation
IV.A.2.12: Sample College Planning Committee Evaluation of Governance
IV.A.2.13: Sample District Council on Accreditation and Planning Evaluation of Governance
IV.A.2.14: Sample Common Format for Minutes

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

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 Making Recommendations document and at the District level in the Decision-Making Handbook. These document reflect Board of Trustees policies and procedures found in BP/AP 2510 (IV.A.3.1). The Making Recommendations document is updated every three years to ensure the accuracy of committee membership and meeting times.

The Academic Senate makes recommendations to the College administration and to the District on the specific academic and professional matters including:
- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

Since Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility, a student representative selected by the ASVC participates on the Academic Senate in an advisory capacity.

The job descriptions for College and District administrators assign specific governance roles for the administrators (IV.A.3.2). Administrators are appointed to committees by the College president or the District chancellor based on function or position.

The College Planning Committee is a participatory governance committee established in 2010. As part of the College's planning, program review, and budget allocation cycle, the CPC reviews, recommends revisions, and approves the Educational, Facilities, and Technology Master Plans. CPC members collaborate to create strategic goals based on the Educational Master Plan. The CPC also reviews and discusses the planning parameters

issued by the College president each spring and recommends priority lists for new programs and initiatives that emerge through the annual planning and program review process. In addition, the CPC also discusses and responds to administration's recommendations for program growth, reduction, or discontinuance.

Evaluation

Ventura College meets this Standard. Administrators and faculty have a clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. The manner in which recommendations move through the committee structure to the College president, the District chancellor, and/or the Board of Trustees is documented in the District's Decision-Making Handbook.

Since the College's accreditation midterm report, the former District chancellor left her post, the former College president and the executive vice president retired, and the new president has been challenged by the need to fill several administrative vacancies on an interim basis. This turnover in upper management has resulted in some delays in the updating of some critical College documents, including Making Recommendations.

Action Plan

By the middle of the fall 2016 semester, the College president will assign a senior administrator the responsibility to work with College constituent groups to update the Making Recommendations document on an annual basis.

Evidence

IV.A.3.1: BP/AP 2510 Participation in Local Decision-Making
IV.A.3.2: Sample Job Evidence of Meeting the Standard Showing Governance Role of an Administrator

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

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) and 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-enhance 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.

Action Plan

None.

Evidence

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

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 SEIU, and student membership goes through ASVC. Faculty, staff, students, and administration get periodic training on procedures and norms to be followed in committee meetings, including the Open Meetings Act (also known as the Brown Act) (IV.A.5.3).

The committee structures are designed so that all relevant issues at the College go through a thorough vetting process, with adequate time for a rich discussion at the lower levels. Recommendations go to the governance committees and CPC before advancing to the president and vice presidents. The committees have representation from all relevant constituencies, and meetings are open to members of the College community. Governance committees adhere to the Brown Act, and those meetings are open to the general public.

The College president, as well as the College vice-presidents, send out frequent email updates about important aspects of the institutions goals, decisions, and outcomes. The College president sends out a periodic newsletter as well (IV.A.5.4). 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.

Institutional plans are developed and approved through the governance process, with final vetting at CPC before those are sent forward to the executive team. The institutional planning timeline (IV.A.5.5) has been revised this academic year, with the revised timeline approved at CPC (IV.A.5.6).

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

Ventura College meets this Standard. Constituent perspectives are gathered through governance, operational, and advisory committees. College wide forums are held to encourage broader discussions of important issues. Information is also shared through periodical emails and newsletters.

Action Plan

None.

IV.A.5.1: BP 2510
IV.A.5.2: AP 2510
IV.A.5.3: Description of the Brown Act
IV.A.5.4: College President Newsletter Example
IV.A.5.5: Institutional Planning Timeline
IV.A.5.6: CPC Minutes, February 24, 2016

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

Ventura College meets this Standard. Handbooks document the processes for decision-making. The resulting decisions are documented in minutes and are shared through website postings, emails, and newsletters.

While email updates provide the necessary information to all staff about decisions that have been made, the process of posting minutes online sometimes takes longer than it should.

Action Plan

By the middle of the fall 2016 semester, institutional norms will be established regarding who will post committee meeting minutes online and how quickly these minutes will be posted following the conclusion of a meeting.

Evidence

IV.A.6.1: Sample, Information Packet Posted Online

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and

effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

All Board policies and procedures are reviewed within a three-year cycle (IV.A.7.1). The College Making Recommendations document is updated every three 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 set up goals at the beginning of each academic year, and then conduct a survey of their overall effectiveness and how well goals were met at the end of each academic year. There are also occasional surveys given to the campus as a whole to measure the effectiveness of the decision-making process (IV.A.7.2).

Analysis and Evaluation

Ventura College meets this Standard. The decision-making process has been documented in handbooks at both the College and District levels. These handbooks are updated periodically. College and District committees evaluate their own performance at the end of each academic year, and occasionally college wide input is sought on the effectiveness of the committee structure and decision-making processes.

Action Plan

None.

Evidence

IV.A.7.1: Calendar of Review for Board Policies
IV.A.7.2: Sample Campus Governance Survey

IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.

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.1.1). The president has oversight for Academic Affairs, Student Affairs, Administrative and Business Services, and Institutional Equity/Effectiveness (IV.B.1.2)

Administrative Procedure (AP) 2425 (Board/District Planning) charges the chancellor with the development of a multiple-year District Strategic Master Plan prepared with input from District Consultation Council (IV.B.1.3). This plan provides broad goals to which the College links its Educational Master Plan goals, objectives, and activities.

In 2013, the current President, Dr. Greg Gillespie, took the lead for the College in the areas of planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. College priorities were already in place (Educational Master Plan 2009-2019 and Strategic Implementation Plan 2013-2016) and continued to be supported by the President. In 2015, an addendum was made to the Educational Master Plan (IV.B.1.4) to include necessary revisions due to economic and state-level changes, the number of objectives and strategies were excessive, and the realization that the 10-year plan was not able to meet current institutional needs. In addition to the addendum, a timeline was created to develop a new Educational Master Plan from 2017-2022 (IV.B.1.5).

The president regularly attends the College Planning Committee (CPC) meetings (IV.B.1.6) and obtained input from this body regarding the revisions for the College's Educational Master Plan. 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.1.7, IV.B.1.8). Approved recommendations are then forwarded to the president and vice presidents for consideration and final decision.

The president provides oversight for the assessment of institutional effectiveness. As of July 2016, the dean for Institutional Equity and Effectiveness (IEE) reports to the vice president of academic affairs. Before the new administrative reorganization, the dean reported directly to the president. The IEE dean presents and leads a discussion of annual update on institutional effectiveness measures and outcomes to CPC (IV.B.1.9).

VC's integrated planning process is described in the Ventura College Integrated Planning Manual (IV.B.1.10). The annual implementation strategies and actions included in the 2013-2016 Strategic Implementation Plan (IV.B.1.11) are directly associated with goals from the Ventura College 2009-2019 Educational Master Plan (IV.B.1.12), and that also link to the three District goals set by the Board of Trustees (IV.B.1.13). The CPC reviews the strategic implementation plan each semester to confirm updates on progress of activities to meet objectives. The president and vice presidents develop annual Planning Parameters each spring (IV.B.1.14). These are then reviewed and finalized by the CPC to provide the initial broad framework for the College to begin its annual program review process. The CPC assigns a work group led by the dean of Institutional Equity and Effectiveness to review the program review process each year. Recommendations are then reviewed and implemented to continually assess and improve the effectiveness of the program review and planning processes.

The College budget is developed in accordance with District policies and administrative procedures, with allocation of general fund dollars through an allocation model. The budget is reviewed by the president and vice presidents. Budget discussions also occur with the Budget Resources Committee (BRC) (IV.B.1.15). New on-going general operating dollars as well as one-time funds are allocated based upon prioritized program review requests from the various College divisions and departments. The program review process includes the use of student learning outcomes assessment and student success outcomes data to document improvement and provide justification for new budget requests. The requests are also linked directly to the Educational Master Plan goals, District Board goals, and relevant planning documents. The Faculty Staffing Priorities Committee, Classified Staffing Priorities Committee, Facilities Oversight Group, and Technology Advisory Group review and prioritize The College requests in various categories of faculty staffing, classified employee staffing, equipment including IT, and facilities, and make recommendations. The prioritized requests are then presented to the CPC and the president and vice presidents for review. The president and vice presidents then finalize the priorities of the requests.

The president leads the Administrative Council and is a member of the Accreditation Steering Advisory Group. The president also periodically attends the Department Chairs and Coordinators Meeting, as well as other campus committees as requested. The president meets regularly with the Academic Senate president, the Classified Senate president, and the Associated Students Ventura College president. The president also attends a number of District-level meetings including the monthly Board of Trustees meeting and Board sub-committee meetings, Consultation Council, District Council on Human Resources, District Council on Accreditation and Planning, Chancellor's Cabinet, and Chancellor's Administrative Council.

The selecting and hiring of all employees at the College follow the applicable Board policies and administrative procedures. The president conducts the final interviews for all new full-time faculty hires, classified supervisors, and academic administrators as specified in BP/AP 7120 A-E (IV.B.1.16). The president conducts annual evaluations of the vice presidents, the dean for Institutional Equity and Effectiveness, the executive director of the Ventura College Foundation, and the executive assistant. The president has final review and sign off for all employee evaluations that occur at the College. New positions for the College are brought through the Chancellor's Cabinet for initial concept discussion and approval. This is followed by Human Resources review before being added to the Board of Trustees meeting agenda for consideration and approval. New classifications for classified employee positions are reviewed and approved by the District Personnel Commission.

The president reviews professional development activities with the faculty chair of the Professional Development Advisory Group. The president and vice presidents participate in Flex Day sessions and events. The College allocates funds to support attendance of employees to professional conferences and other professional and leadership development activities. Employee participation in District- and College-led professional development opportunities is supported and encouraged.

Analysis and Evaluation

Ventura College meets this Standard. The College president has primary responsibility for the quality of the institution, and there are policies, procedures, and systems in place to support him in this role.

Action Plan

None.

Evidence

IV.B.1.1: BP 2430 Delegation of Authority
IV.B.1.2: Organizational Chart, President's Office
IV.B.1.3: BP 2425 Board/District Planning
IV.B.1.4: Educational Master Plan Addendum
IV.B.1.5: Timeline for new Educational Master Plan
IV.B.1.6: College Planning Committee Charge and Membership List
IV.B.1.7: Program Review Process Description
IV.B.1.8: Sample Program Review Documents
IV.B.1.9: Annual Update, Institutional Effectiveness Measures
IV.B.1.10: Ventura College Integrated Planning Manual
IV.B.1.11: 2015-2016 Annual Implementation Strategies for the 2013-2016 Strategic Implementation Plan
IV.B.1.12: Ventura College 2009-2019 Educational Master Plan
IV.B.1.13: Ventura County Community College District Master Plan 2013-2019
IV.B.1.14: 2015-2016 Planning Parameters
IV.B.1.15: Budget Resource Council Description
IV.B.1.16: BP/AP 7120 A-E

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 District's chancellor coordinates, oversees, and evaluates all planning and organizing of the District functions and colleges' effectiveness in achieving student success. The chancellor meets with the College president regularly. The chancellor delegates the functions of the College to the president.

Chancellor's Cabinet, Chancellor's Administrative Council (which expands Chancellor's Cabinet to include the vice presidents of the three colleges in the District), District Consultation Council, and other key committees are part of the district wide participatory

governance structure for planning and decision making. BP 3100 Organizational Structure and AP 2425 Board/District Planning provide the authority for the chancellor to delineate the lines of responsibility in the organization (IV.B.2.1). The job descriptions of each senior level position and their subordinates provide the job functions for each position and describe how these functions realize the mission of the District to ensure student success (IV.B.2.2).

The VC president provides leadership and oversight for the administrative structure of the College that supports the Academic Affairs, Student Affairs, and Business and Administrative divisions (IV.B.2.3).

A priority activity at VC has been the evaluation of and adjustment to the administrative structure in order to best match administrative staffing with College's purposes, size, and complexity. During the 2015-2016 academic year, the president converted an executive vice president position with oversight of Academic Affairs and Student Development into two vice president positions based upon analysis, review, and discussions with the Administrative Council, College Planning Committee, and Academic Senate. The College now has a vice president for Academic Affairs and a vice president for Student Development. The change has helped to distribute duties and responsibilities in a manner that provides for more focused leadership in these two critical student-centered activities. This has helped the College better meet planning, implementation, and reporting requirements associated with the Student Success and Support Program and Equity Program initiatives.

The vice president for Academic Affairs is supported by six academic dean positions. During the 2015-2016 academic year, there was a temporary reorganization of the divisions with the inclusion of an additional interim dean to accommodate workload needs and to redistribute the workload vacuum that was created by the temporary absence of the vice president of Business Services and one of the permanent deans. There was a college wide review and discussion during the spring 2016 semester leading to a realignment of some positions and departments within divisions. The discussions included an assessment of the most suitable placement of academic programs within the division structure. Taken into consideration during these discussions was the equitable distribution of enrolled students, number of full- and part-time employees, program level support required, and college wide projects assigned to the deans (IV.B.2.4; IV.B.2.5; IV.B.2.6).

The vice president of Student Development is supported by an assistant dean of Student Development and an assistant dean of Student Success and Support. Student Development includes counseling services, assessment testing and matriculation, admissions and records, financial aid, transfer center, career center, welcome center, freshman year experience, veteran's center, student activities and student government, and categorical funded programs of CalWORKs, Extended Opportunities Programs and Services, and Disabled Students Program and Services. The new administrative structure within Student Development was evaluated during the spring 2016 semester to make sure that provided administrative support and leadership was adequate for all of these critical service areas. The results of this evaluation found that more effective administrative leadership would be provided with a vice president position and a Dean for Student Affairs position. The two assistant Dean positions were moved to academic affairs to address workload needs in that area. (IV.B.2.7).

The vice president for business and administrative services oversees the fiscal and facilities support activities for the College. During the 2014-2015 academic year a College Services Support supervisor position was added to provide direct management of auxiliary enterprises and to provide project management support and direction.

The College added a dean of Institutional Equity and Effectiveness (IEE) during the fall 2015 semester, following college review and discussion. This is the first time VC has had a dean whose sole focus is on equity and institutional effectiveness measures. The IEE dean provides leadership and management of the planning, program review, and institutional research functions and activities of the College. This position also provides support for the Equity Plan development, implementation, and reporting (IV.B.2.8).

Each of administrative organizational changes went through a participatory governance process including college-level discussions and review by the Academic Senate, Classified Senate, college wide forums, and College Planning Committee (IV.B.2.9). The organizational changes also included review and approval at Chancellor's Cabinet (IV.B.2.10), review during Consultation Council (IV.B.2.11), and review and approval by the Board during a Board meeting (IV.B.2.12).

The president's "Executive Team" consists of the three vice presidents. The executive director of the VC Foundation and the IEE dean 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. The president also chairs the Administrative Council, which meets twice each month (IV.B.2.13). The Administrative Council includes the previously mentioned Executive Team members, academic deans, student development assistant deans, and classified managers/supervisors representing the registrar, financial aid, IT, facilities, grants, and the presidents of the Classified Senate and the Academic Senate. The meetings are used as an opportunity to discuss progress on priorities and initiatives, share information from Chancellor's Cabinet and Board meetings, converse about emerging issues, share new ideas, and provide general updates. Each administrator is provided the authority and is expected to perform his or her job duties and responsibilities. The president conducts annual performance evaluations for his direct reports and signs off on the evaluations for all College employees.

Analysis and Evaluation

Ventura College meets this Standard. An administrative structure is in place that reflects the institution's purposes, size, and complexity. A priority activity at VC has been the evaluation of and adjustment to the administrative structure in order to best match administrative staffing with College's purposes, size, and complexity. During the 2015-2016 academic year, the president converted an executive vice president position with oversight of academic affairs and student development into two vice president positions based upon analysis, review, and discussions with the Administrative Council, College Planning Committee, and Academic Senate. The College now has a vice president for academic affairs and a vice president for student affairs. The change has helped to distribute duties and responsibilities in

a manner that provides for more focused leadership in these two critical student-centered activities. This has helped the College better meet planning, implementation, and reporting requirements associated with the Student Success and Support Program and Equity Program initiatives. As of July 2016, the new organizational structure will have been implemented based on the recommendations of the spring 2016 review and assessment process (IV.B.2.14).

Action Plan

None.

Evidence

IV.B.2.1: BP 3100 Organizational Structure and AP 2425 Board/District Planning
IV.B.2.2: Job Descriptions, Chancellor, Vice Chancellors, President, and Vice Presidents
IV.B.2.3: Campus Organizational Charts
IV.B.2.4: Sample Minutes, College Organizational Structure Discussion Meetings
IV.B.2.5: College Organizational Charts (as of spring 2016)
IV.B.2.6: President's PowerPoint Presentation at Campus Forum April 6, 2016
IV.B.2.7: Summary Evaluation, Assessment of Student Services Organizational Structure
IV.B.2.8: Job Description, Dean of Institutional Equity and Effectiveness
IV.B.2.9: VC Governance Committee Minutes Documenting Discussions of Proposed Structural Changes
IV.B.2.10: Chancellor's Cabinet Minutes Documenting Discussions of Proposed Structural Changes
IV.B.2.11: Consultation Council Minutes Documenting Discussions of Proposed Structural Changes
IV.B.2.12: Board Minutes Where Structural Changes Were Approved
IV.B.2.13: Administrative Council Charge and Membership List
IV.B.2.14: College Organizational Charts (effective July 1, 2016)

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 is directly involved in the College Planning Committee (CPC), a committee that oversees the ongoing assessment of programs and services and that tracks progress toward institutional improvement.

The president and vice presidents develop annual planning parameters each spring and these are shared with the CPC (IV.B.3.1). The planning parameters set the College context for the program review process that begins during fall semester. The planning and program review processes are data-driven using information from SLO assessment results, surveys, enrollment data, and selected student success measures. The integrated planning cycle results in prioritized resource requests. The priorities are based upon potential for impact for institutional improvement in teaching and learning linked to the College mission, the five broad goals included in the Educational Master Plan (IV.B.3.2), and the more specific College objectives in the 2013-2016 Strategic Implementation Plan (IV.B.3.3). Institutional measures of success are currently set and progress is summarized in the Annual Planning Report, which is reviewed and discussed each fall semester at CPC (IV.B.3.4).

Planning and resource requests at the program or service unit level occur during the program review process. The program review process includes an evaluation of standard data that includes student success measures and SLO assessment results. The program review requests from the units are then evaluated and prioritized by several committees according to the category of the request. The committees include the Faculty Staffing Priorities Committee, Classified Staffing Priorities Committee, Technology Advisory Group, and the Budget Resource Committee. The committees prioritize the requests and forward their recommendation to the CPC for review. The requests are then reviewed and approved by the president and vice presidents. The requests and activities of VC are linked to College mission, educational master plan goals, and strategic implementation plan objectives.

College-level evaluation occurs with the discussion of progress on meeting institutional effectiveness measures annually at the CPC, along with semester review of progress on strategies included in the strategic implementation plan. The synthesis of information from the program review and integrated planning process is then used to develop the planning parameters for the upcoming review and planning cycle.

District-level evaluation occurs with annual review and discussion of the institutional effectiveness measures with the Board, which occurs each June (IV.B.3.5).

Evaluation

Ventura College meets this Standard. The president with the assistance of the IEE dean direct the three-tiered process that integrates planning and resource allocation to support student achievement and learning. The president is involved in guiding and participating in the process at the program or service unit level, the college level, and the district level.

Action Plan

None.

Evidence

IV.B.3.1: Ventura College Planning Parameters 2015-2016
IV.B.3.2: Ventura College 2009-2019 Educational Master Plan
IV.B.3.3: Ventura College Strategic Implementation Plan 2013-2016
IV.B.3.4: Annual Planning Report 2015
IV.B.3.5: Progress Report, College and Board Goals, June 2016

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

BP 3200 (Accreditation) mandates the chancellor to ensure that the District comply with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) and of other District programs requiring special accreditation. The chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations. Board members are involved in the accreditation processes through their participation on the Planning, Accreditation, and Student Success subcommittee of the Board (IV.B.4.1) and through periodic reports on the progress of the three colleges toward preparing institutional self-studies and toward addressing accreditation recommendations (IV.B.4.2). BP 2200 (Board Duties and Responsibilities) provides guidance to Board members in their responsibilities to ensure academic integrity and its related areas as well as in policy setting and other fiscal matters (IV.B.4.3). Two Board members participate in the Planning, Accreditation, and Student Success Board subcommittee, and one Board member serves on a state-level accreditation committee.

The District Council on Accreditation and Planning (DCAP) is a sub-group of the District Consultation Council and advises the chancellor, through Cabinet and the District Consultation Council on matters pertaining to the development, monitoring, compliance and evaluation of district wide planning and accreditation cycle activities, review of Board policy and corresponding procedures, and district wide strategic planning (IV.B.4.4).

The College president is held responsible for ensuring that VC meets or exceeds Accreditation Standards and Eligibility Requirements. To this end, the president appoints much of the membership (some of the membership is by position) to the Accreditation Steering Advisory Group that includes chairs of critical committees as well as broad representation from faculty, staff, students, and administration (IV.B.4.5).

Analysis and Evaluation

Ventura College meets this Standard. The president is an active member of DCAP and is held responsible for the College's compliance with Accreditation Standards. On an annual basis, the president determines the membership of the Accreditation Steering Advisory Group. The president has also assigned the vice president for Academic Affairs to serve as the Accreditation Liaison Officer (ALO) and has approved reassignment of a faculty member to serve as the accreditation co-chair along with the ALO. The Accreditation Steering Advisory Group meets regularly, and while not a standing member of this group, the president often attends. The president also frequently meets with and obtains updates from the ALO. The president and other members of VC have attended a number of accreditation workshops and Institutional Effectiveness Partnership Initiative workshops. These opportunities provided the opportunity for college input into the development of the new standards and to become familiar with the new standards and accreditation process changes (IV.B.4.6).

The president served as a member of the accreditation peer review team for Ohlone College in 2015 and for Los Angeles City College in 2016. Ventura College vice presidents, deans, and faculty have also served on accreditation review teams. The president encourages and supports employee participation on these teams.

Action Plan

None.

Evidence

IV.B.4.1: Description, Planning, Accreditation, and Student Success Board Subcommittee
IV.B.4.2: Sample, Accreditation Progress Reports to Board of Trustees
IV.B.4.3: BP 2200
IV.B.4.4: Description, DCAP
IV.B.4.5: Description, Accreditation Steering Advisory Group
IV.B.4.6: List of Accreditation Activities Involving VC President and Other College Employees

IV.B.5 The CEO assures the implementation of statues, 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.5.1).

The president is an active participant at Board of Trustees meetings and regularly attends the Board Subcommittee meetings. In addition, the president serves on district level committees, including Chancellor's Cabinet, Chancellor's Administrative Council, Consultation Council, District Council on Human Resources, and District Council on Accreditation and Planning (where he currently serves as the co-chair). Discussion at these meetings includes budget, enrollment management, positions, planning, accreditation, policies, and administrative procedures. Relevant information from the district meetings is shared by the president with his Executive Team and with various college committees. In addition, updates on these topics are provided in the periodic President's Update newsletter to the College, during open forums, and during Flex Day presentations. These various meetings and venues allow the president to ensure that institutional practices are consistent with the institutional mission and policies.

The College has a defined participatory governance process (IV.B.5.2). The committees, councils, work groups, and taskforces operate within the framework of applicable statues, regulations, and Board policies.

The vice president for business and administrative services leads the daily fiscal management of the College. The vice president provides regular updates on the budget during Executive Team, Administrative Council, and College Planning Committee meetings. Additional budget oversight, discussion, and recommendations also occur at the Budget Resources Committee that is co-chaired by the vice president. The president and Executive Team are responsible for developing and monitoring the annual College budget and finalizing funded resources requests forwarded through the program review process.

Analysis and Evaluation
Ventura College meets this Standard. The College adheres to statues, regulations and Board policies, and the President ensures that the College's practices are consistent with its mission and policies.

Action Plan

None.

Evidence

IV.B.5.1: Website link to Board policies and administrative procedures
IV.B.5.2: Making Recommendations at Ventura College document

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

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, and attendance at many college events and functions (IV.B.6.1, IV.B.6.2, IV.B.6.3). The president also communicates with the communities served by the institution through membership in organizations and community committees, community presentations, and meetings with community leaders. The president supports the work of the Ventura College Foundation and participates in meetings to share information about the College and its students.

The president is a member of the Board for the Ventura Chamber of Commerce, serves as a member on the Workforce Development Board for Ventura County, participates as a member of the Rotary Club of Ventura, and serves on a number of other community committees and work groups including the City of Ventura – Ventura Unified School District – Ventura College Liaison committee. The president provided an update to the Ventura City Council on the Measure S Bond project construction at VC (IV.B.6.4). The president also participated as a speaker in the annual Education Update sponsored by the Ventura Chamber of Commerce (IV.B.6.5). In addition, the president attends community functions and events and often shares information about the College. For example, there is a College Area Community Council comprised of home and business owners in the area surrounding the College. This group meets monthly and is provided updates from the city and the College. The president attends this meeting several times a year and has appointed a dean to attend all meetings.

The Ventura College Foundation prepares an annual community report that contains information about the College and students. This is widely distributed in the community and includes an introduction from the president (IV.B.6.6).

Analysis and Evaluation

Ventura College meets this Standard. The president provides communication of relevant information to the College through attendance at committee meetings, newsletter updates, and presentations on campus in various venues.

Action Plan

None

Evidence

IV.B.6.1: President's Office Newsletters
IV.B.6.2: Schedule of College Forums
IV.B.6.3: Sample Flex Day Schedules and Presentations
IV.B.6.4: Measure S Bond Presentation
IV.B.6.5: Education Update 2015 Presentation

IV.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.

Evidence of Meeting the Standard

The Ventura County Community College District (VCCCD) is under the control of the Board of Trustees (BOT), an elected body composed of five community members representing discrete geographic regions within established areas of the district. There is also an additional student board member, elected by all three colleges' student bodies. The BOT is authorized by state law and local policy to establish policies for the District, approve annual and long-range plans and programs, and oversee the administration of VCCCD. Board Policy (BP) 2200 (IV.C.1.1) defines Board authority and responsibility in assuring the academic quality, integrity, effectiveness, and financial stability of the institution by granting the Board the responsibility to monitor institutional performance and educational quality, assure fiscal health and stability, establish policies that define the institutional mission, and set prudent, ethical, and legal standards for College operations. BP 2205 (IV.C.1.2) and the district Participatory Governance Handbook (IV.C.1.3) outlines the authority and responsibilities of the Board in governance and decision-making relative to the roles of the chancellor, administration, Academic Senate, students, and classified employees. This includes a delineation of responsibilities for monitoring and approving curriculum, program development, development and approval of academic policies, and specification of the administrative and shared governance decision-making processes.

The board members participate in board committees along with staff members to gain in-depth knowledge of the workings of the various departments and offices as well as the academic programs and services that support students. Each Board member's four-year term of office is staggered and expires in December of each year that a regular election for Governing Board members is conducted. Board officers are elected at its annual organizational meeting (held in December). Board meetings are typically held on the second Tuesday of each month in the District's Board Room. The Board schedules study session for various topics of interest or need to ensure in-depth knowledge is gained before major decisions are made. The District's Chancellor serves as the secretary of the Board and is responsible for agenda preparation for each Board meeting along with Board officers. The agenda is discussed at the district Consultation Council (IV.C.1.4). The Chancellor's Office is responsible for notifying all board members and the public of meetings (IV.C.1.5) and study sessions; board agenda development oversight; compiling the agenda; recording and preparing meeting minutes; keeping records of all proceedings and documents; posting and filing all financial reports as required by law; conducting all official correspondence of the Board; and signing and executing all official documents. All Board meeting agendas,

minutes, and other notices are posted on the District's website, and physically on bulletin boards at the district and college locations.

Analysis and Evaluation

Ventura College meets this Standard. The VCCCD Board of Trustees is an effective governing board with broad authority and responsibility for all aspects of the institution, as established in policy and documented in practice. BP 2200 provides clear authority for the Board to represent the public interest, establish policies, hire and evaluate the chancellor, assure fiscal health and stability, and monitor institutional performance and educational quality. BP 2205 and the district Participatory Governance Handbook delineates the legal authority of the Board over policy development and provides for the manner and process by which the board works with campus constituencies in the development and approval of policies. The Board exercises this authority and fulfills the responsibilities specified in policy in the conduct of regular business, as evidenced in Board meeting calendars, meeting agendas, information packets, reports, and minutes. The Board receives and reviews quarterly financial statements and financial health reports to ensure appropriate responsibility for the financial stability of the institution. The Board regularly reviews and approves curriculum, including the development of new student learning programs, revisions to existing programs, course development and revision, and student learning outcomes at all levels, to ensure it is exercising its responsibility for monitoring academic quality, integrity, and effectiveness.

Action Plan

None

Evidence
IV.C.1.1: BP 2200
IV.C.1.2: BP 2205
IV.C.1.3: District Participatory Governance Handbook
IV.C.1.4: Consultation Council Agendas and Minutes
IV.C.1.5: Screenshot, Board Agendas and Minutes

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

While distinct in their individual perspectives, the Board of Trustees acts as a collective entity after full and open discussions of a college business matter has taken place and a vote held. Their practice of a unified and collective voice is supported by BP 2720 (IV.C.2.1) and AP 2720 (IV.C.2.2) and is evident in the minutes of their meetings, in which many different viewpoints are presented on both sides of an issue, public comment taken, public discussion actively engaged in by and among trustees, a consensus for action reached and motioned, and

a vote taken. BP 2715 (IV.C.2.3), AP 2715(A), and AP 2715(B) (IV.C.2.4) cover BOT Ethics and Standards affirm the 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. The Board standards make clear that members will abide by the principles of majority rule, work respectfully with each other, and give fair consideration to all opinions. The Trustees also follow the Ralph M. Brown Act (California Government Code §§54950-54963) and thus cannot conduct or discuss College business with each other as a governing body when not at a recognized and properly announced Board meeting (IV.C.2.5). This section of government code prohibits a broad range of conduct to ensure transparency in all Board operations.

Analysis and Evaluation

Ventura College meets this Standard. Board policy provides a framework for collective action that effectively guides Board discussions, voting, and actions. Board members are able to engage in debate and present multiple perspectives during discussions but still come to collective decisions on all matters and support those decisions once reached. Most final votes are unanimous. One example of a split vote from this last year was on a resolution in support of President Obama's Promise Program, to make community college free. The vote was 3-2, with some good discussion. After the affirmative vote, the resolution was signed and supported by all (IV.C.2.5).

Action Plan

None

Evidence
IV.C.2.1: BP 2720
IV.C.2.2: AP 2720
IV.C.2.3: BP 2715
IV.C.2.4: AP 2715(A) and (B)
IV.C.2.5: Resolution in Support of President Obama's America's College Promise Plan

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 District has a clearly defined process for selecting and evaluating the Presidents of the Colleges and the District Chancellor. The Board of Trustees follows the set Board Policies and Administrative Procedures. For the District Chancellor, the BOT follows BP/AP 2431 (IV.C.3.1; IV.C.3.2). For the Ventura College President, the BOT follows BP 7120 and AP 7120-B (IV.C.3.3; IV.C.3.4). The District has employed search firms in the past to seek out qualified candidates. Final interviews for the chancellor position are conducted by the Board of Trustees. *BP 2431 CEO Selection* mandates the Board to establish a search process to fill the vacancy and that the process shall be fair and open and comply with relevant regulations.

AP 2431 CEO Selection delineates the process for notification of vacancy, recruitment strategy (including both externally and internally conducted recruitment), and search committee membership. It also provides guidelines for screening, advertising, interviews, reference checks, and offer of employment. The candidate is then brought to the whole Board for a vote. The Chancellor is the only employee selected directly by the Board of Trustees even though the Board is also involved in the selection of college presidents in conjunction with the Chancellor.

College presidents are typically recruited by a search firm and the District administration has the initial responsibility to review applications, interview the candidates, and check references of the candidates. *AP 7120-B Recruitment and Hiring: College President* provides the process the District utilizes for the selection of college presidents. It provides guidelines for the recruitment, selection committee composition, screening process, advertising, screening, interviews, reference checks, final interviews by the Chancellor, offer of employment, and Board approval. Final selection of the college president is conducted through the Chancellor's Office. The final selection is made by the chancellor with discussion of the selection with individual Board members. The evaluation of college presidents is conducted with the chancellor through a similar process aligned with performance goals, job description, and other objectives developed jointly with the Chancellor.

BP 2435 Evaluation of the chancellor mandates that the Board of trustees conduct an evaluation of the chancellor at least annually. Goals and objectives are developed each year prior to the beginning of the academic year based on data collected on student enrollment, achievement, completion rate, transfer rate, job placement, and the Chancellor's responsiveness to the students, faculty and staff as well as all the communities that the three colleges serve. The process for evaluation must comply with any requirements set forth in the contract of employment. The Evaluation process is developed jointly by the Board and the Chancellor. The criteria for evaluation is based on Board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with BP 2430 Delegation of Authority to Chancellor.

There have been some interim positions in the district of late, including the chancellor position. The AP's dealing with management hiring (7120s) are being modified to include language on interim hiring.

Analysis and Evaluation

Ventura College meets this Standard. The VCCCD Board of Trustees has effectively conducted the selection processes for a permanent Chancellor since the last self-evaluation in 2010, using the parameters set forth in policy. The district Chancellor, the current Interim Chancellor, and the Ventura College president have all been evaluated at regular intervals, in accordance with the processes and procedures defined in board policy and their associated administrative regulations.

Action Plan

None.

Evidence

IV.C.3.1: BP 2431
IV.C.3.2: AP 2431
IV.C.3.3: BP 7120
IV.C.3.4: AP 7120-A, B

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.

Evidence of Meeting the Standard

The members of Board of Trustees are elected by the electorate in the five designated trustee areas. They are an independent group of elected officials that represent the public's interest to ensure education quality at all three colleges of the District. A student board member is selected each year by the three colleges, as detailed in BP 2105 (IV.C.4.1). The Board advocates for, defends the District and the three colleges, and protects them from undue influence or political pressure. Current Board members serve 4-year terms and election is staggered to ensure continuity. The Board meets quarterly with the Citizens Advisory Body, which is comprised of community leaders jointly appointed by the trustees and Chancellor. Two of the Board of Trustees member seats are up for election in November 2016.

Several Board Policy and Administrative Procedures clearly state Board organization, duties and authority. *BP 2200 Board Duties and Responsibilities* (IV.C.4.2)*, BP 2201 Board Participation in District and Community Activities* (IV.C.4.3)*, BP 2205 Delineation of System and Board Function* (IV.C.4.4)*, s*, and *BP 2430 Delegation of Authority to Chancellor* provide the Board with guidelines of their roles and responsibilities and limits to their role in District operations (IV.C.4.5)*. BP 2710 Conflict of Interest* (IV.C.4.6)*, BP 2715 Board Code of Ethics/Standards of Practice* (IV.C.4.7), *BP 2716 Political Activity* (IV.C.4.8)*,* and *BP 2717 Personal Use of Public/District Resources* (IV.C.4.9) further clarifies the roles of Board members in their handling of District and personal businesses as they relate to the District's educational quality. *BP and AP 2745 Board Self-Evaluation* (IV.C.4.10) provides the opportunities for the Board to assess its own performance as a Board through monthly meeting assessments and annually in May to identify its strengths and areas in which it may improve its functioning. Board of Trustees members establish goals strengthening performance based upon the Board's monthly meeting (IV.C.4.11) and annual assessment to measure its performance, effectiveness and improvement in meeting Board performance goals. Results, progress, and corrective actions in meeting established Board performance goals are reported each year in June.

Analysis and Evaluation

Ventura College meets this Standard. The manner in which the Board is elected ensures that the Board is representative of the public throughout the District. The five elected trustees represent all of the different areas of the county. Those areas are unique and highly diverse parts of the county. This structure provides balance so that the Board is not predominantly weighted towards any one geographical area and so that the diverse constituencies within the district are fairly represented. This geographically distributed approach has likewise effectively supported BP 2200, which calls for the Board to advocate for and defend the institution from undue influence and pressure by not concentrating representation from any one segment of the service area. Board members actively participate as advocates for the College in the community through professional, service, and community organizations.

Public interest in the quality of education and College operations is provided through public comment at Board meetings and through the Board's consistent adherence to open meeting laws and principles (IV.C.4.12). Minutes of meetings provide examples of robust public input and comments. Public comments at Board meetings provide a diversity of public sentiment that the Board, after careful deliberation, takes into account in making decisions. The board uses BoardDocs to broadcast and archive all of its meetings. The role of the Board as an independent, policy-making body established in BP 2200 is consistently affirmed in Board review, development, and approval of new and revised policies.

Action Plan

None

Evidence
IV.C.4.1: BP 2105
IV.C.4.2: BP 2200
IV.C.4.3: BP 2201
IV.C.4.4: BP 2205
IV.C.4.5: BP 2430
IV.C.4.6: BP 2710
IV.C.4.7: BP 2715
IV.C.4.8: BP 2716
IV.C.4.9: BP 2717
IV.C.4.10: BP/AP 2745
IV.C.4.11: Board meeting agendas and minutes
IV.C.4.12: BP 2345

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

The Board of Trustees takes leadership in developing the mission of the District. The new mission statement was approved at the July 14, 2015 board meeting (IV.C.5.1). All policies and procedures are consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services. The duties and responsibilities of the Board of Trustees are clearly delineated in *BP 2200 Board Duties and Responsibilities* (IV.C.5.2). The responsibilities include the establishment of policies for comprehensive academic and facilities plans; courses of instruction and educational programs; and academic standards and graduation requirements. They are charged with employing all personnel with established employment practices. They are to determine budget within legal constraints, and the needs for tax and bond elections. They are responsible for the management and control of all District properties. They must ensure the District's financial stability and sustainability necessary to support student learning programs and services consistent with the District's mission.

Analysis and Evaluation

Ventura College meets this Standard. Polices adopted by the BOT are developed with input from appropriate local constituent groups, model policy from the CCLC, and College staff to ensure alignment with the District and system missions. The Board is advised regarding all legal, financial, and educational issues by the chancellor and through staff reports. Board minutes reflect that the trustees make all final decisions in each of these areas and allocate sufficient resources to ensure the quality, integrity, and improvement of student learning programs and services. The Board exercises the authority outlined in policy to provide oversight for all College operations, including educational quality, legal matters, and financial integrity and stability. Responsibility for educational matters is demonstrated through regular approval of changes to curriculum as well as institutional planning related to program development and discontinuance, approval of student progress goals, academic and student standards, and the College's Educational Master Plan. Legal matters are agendized as needed and discussed and acted on during closed session Board meetings with the District legal counsel. All actions taken regarding legal matters are reported in public and included in board minutes. Responsibility for financial integrity and stability is demonstrated regularly at Board meetings through discussion and action on financial liabilities including post-employment benefits, revenue forecasts, and alternate revenue-generation plans, including grant opportunities, analyses of state and federal funding, and approval of all budgets and financial plans.

Action Plan

None

Evidence
IV.C.5.1: July 14, 2015, VCCCD Board of Trustee Meeting Minutes
IV.C.5.2: BP 2200

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 District publishes the Board policies specifying the Board's size, duties, responsibilities, structure, and operating procedure on the District's website. *BP 2010 Board Member* (IV.C.6.1) defines the qualification of a Board member. The Board of Trustees is comprised of five members elected from the designated electorate areas. A student board member is elected by his/her peers from the three colleges and serves a one-year term. The elected electoral area trustees each serve a four-year term. *BP 2100 Board Election* (IV.C.6.2) stipulates how the election is conducted. Election is staggered so that no more than three seats are up for election every four years. *BP 2130 Term Limits* (IV.C.6.3) allows the Board to submit to the electors of the District a proposal to limit the number of terms a member of the Board can serve. The duties and responsibilities are clearly delineated in the Board bylaws and policies set forth in BP 2200 (IV.C.6.4) Board Duties and Responsibilities. *BP 2210 Officers* (IV.C.6.5)*, BP 2220 Committees of the Board* (IV.C.6.6), and *BP 2305 Annual Organizational Meeting* (IV.C.6.7) all speak to the structure and operating procedures of the Board of Trustees. The chair and vice-chair of the board are elected each year, typically at the December board meeting. The Board has three established committees: Finance and Capital Planning, Planning, Accreditation, and Student Success, and Policy, Legislative, and Communication. Two members serve on each one of the Board committees, with one serving as chair. An additional trustee is designated as an alternate, in case of an absence by one of the two designated board members. The board committee structure and membership is decided by the chair and typically announced at the January board meeting.

Analysis and Evaluation

Ventura College meets this standard, based on the board policies and administrative procedures being published and available on the board's website.

Action Plan

None

Evidence
IV.C.6.1: BP 2010
IV.C.6.2: BP 2100
IV.C.6.3: BP 2130
IV.C.6.4: BP 2200
IV.C.6.5: BP 2210
IV.C.6.6: BP 2220
IV.C.6.7: BP 2305

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 of Trustees acts in a manner consistent with its policies and procedures. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the District's mission and revises them as necessary (IV.C.7.1). The Board conducts an annual self-assessment, which takes place in June (IV.C.7.2). In addition, the Board provides feedback after each Board meeting to ensure that all members continue to conduct businesses according to policies and procedures. The board sets goals at its planning meetings.

The District developed and the Board of Trustees adopted a two-year policy/procedure review cycle. The proposed review schedule was implemented in March 2011 and is being adhered to, as evidenced by the substantial amount of activities undertaken by the Policy Committee of the Board and the subsequent placement of proposed, reviewed and/or revised policies and administrative procedures on the monthly Board of Trustees agendas for action or information. In September 2015, the Board approved a five-year review cycle of policies and procedures.

To address the review and modification of policies and procedures that may impede operational effectiveness, policy/administrative procedure review and recommended changes follow the newly implemented "VCCCD Governance Advisory and Recommendation Pathways" outlined in the District's Decision-Making Handbook (IV.C.7.3) to ensure broad-based constituent input, consistency, and appropriate application across the District and colleges. Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments and negatively impact the timely and effective operations of District/College departments. Governance committee members understand they attend meetings to represent constituent groups at a college or the District Administrative Center. Constituent groups formulate recommendations to the chancellor through consultation, and members are responsible to serve as a conduit for information and the catalyst for discussion and topics raised by District groups and within the constituent groups.

Currently, District policies and procedures continue to be reviewed and analyzed consistently during a five-year cycle as evidenced through existing governance bodies, including District Technical Review Workgroup – Student Services (DTRW-SS); District Technical Review Workgroup – Instructional (DTRW-I); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Consultation Council; Chancellor's Cabinet; and District Administrative Council. Governance groups maintain minutes that include policy/administrative procedure actions and recommendations taken during committee meetings (IV.C.7.4).

Ventura College, through the Ventura County Community College District, subscribes to the CCLC's "Policy and Procedure" service, which provides sample policies and administrative regulations that are compliant with state regulations and align with all expected educational quality, academic integrity, and student program and service standards.

Analysis and Evaluation

Ventura College meets the standard. Prior to changes made at the district level, the review of policies and procedures did not occur on a regular basis. Since those changes were approved by the board, the district is now undertaking periodic review of all policies and procedures. The board adheres to its published policies and procedures.

Action Plan

None

Evidence

IV.C.7.1: Human Resources/Student Services/Instruction BP/AP Procedure Review Tracking Spreadsheet
IV.C.7.2: Board of Trustee Self-Assessment
IV.C.7.3: VCCCD Decision-Making Handbook
IV.C.7.4: DTRW-I Meeting Minutes with example of BP Review

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 annual and midyear planning sessions. The annual Institutional Effectiveness Report (IV.C.8.1) is presented to the Board in June/July. The data 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.

Ventura College presents goals for the core measures of institutional effectiveness, along with the progress the College has made towards achieving those goals. Those measures and goals are set and approved by the College's College Planning Committee each year, with data measuring outcomes provided by the College's Institutional Researcher in a published report. The College has also set short-term and long-term goals as required through the Institutional Effectiveness Partnership Initiative (IEPI), and these goals are reported to the State Chancellor's Office to be placed on a state wide portal. The goals are discussed and set

at the College Planning Committee and Academic Senate, and then are presented to the BOT for approval.

The midyear planning focuses on enrollment projections, budget update, budget strategies and review of Board goals and objectives. The District Master Plan and Strategic Implementation Plan serve as guidance to accomplishing the goals for student success (IV.C.8.2; IV.C.8.3). The strategic goals include 1) Increase access and student success by proving support to students for completion of degrees, certificates, and transfer in a timely fashion; increase online opportunities to meet the goal; and use the Student Success Scorecard to track student success; 2) partner more effectively to meet community needs by providing raining and skills development for new and incumbent workers for existing jobs and new jobs, and building new relationships with the public and private sectors in the community; 3) promote effective use of organizational resources by focusing on the importance of maintaining the vitality of employees and fiscal stability, and encouraging ongoing efforts to discover and leverage additional resources.

The District Strategic Plan was late in its review. The process for updating the plan was started in January of 2016, and is expected to be completed this year. A workgroup was organized from District Council on Accreditation and Planning (DCAP) to undertake this endeavor.

Analysis and Evaluation

Ventura College meets this Standard. The Board is regularly and effectively informed on key indicators of student learning and achievement. Board agendas and minutes provide evidence of the Board conducting regular review of student success and academic quality improvement. Since the last self-evaluation, the Board has interacted with data reported on the Student Success Scorecard as well as its predecessor Accountability Reporting for Community Colleges (ARCC). In addition, they have reviewed and accepted institutional plans including the Educational Master Plan and the Strategic Implementation Plan.

Action Plan

The District Strategic Plan review and approval will be completed by Fall 2016.

Evidence

IV.C.8.1: Institutional Effectiveness Report June/July Board of Trustee Meeting
IV.C.8.2: District Master Plan
IV.C.8.3: District Strategic Implementation 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 office.

The Board of Trustees has been participating in a variety of training programs for board development, new member orientation, study sessions, and campus wide committees in order to remain familiar with the programs and services provided to students (IV.C.9.1). Since 2013, the Board of Trustees members have participated in many training sessions sponsored by the various entities including board study sessions with consultants. The board has an annual retreat to provide additional training, and to set goals for future professional development.

BP 2740 Trustee Professional Development (IV.C.9.2) stipulates that the Board trustees are committed to the ongoing development as a Board and a Trustee member. Trustees are committed to actively participate in continuous, measurable, sustainable improvement in Board performance through professional development and self-evaluation. The professional development program also includes new member orientation. *BP 2210 Officers* (IV.C.9.3) provides the guidelines for terms of officers as one-year terms. The officers are elected every year from among all its members. *BP 2100 Board Elections* (IV.C.9.4) mandates term of office of each Trustee is four years. Elections are held every two years in even-numbered years. Terms of Trustees are staggered so that roughly half are elected each even-numbered year.

Analysis and Evaluation

Ventura College meets this standard. The Board of Trustees has implemented an ongoing training program for professional development. All members of the BOT regularly participate.

Action Plan

None

Evidence

IV.C.9.1: List of board professional development activities
IV.C.9.2: BP 2740
IV.C.9.3: BP 2210
IV.C.9.4: BP 2100

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 Board of Trustees is committed to assessing its own performance as a Board through monthly meeting assessments and annually in May/June to identify its strengths and areas in which it may improve its functioning (IV.C.10.1). Trustees then establish goals strengthening performance based upon the Board's monthly meeting assessments and annual assessment to measure its performance, effectiveness, and improvement in meeting Board performance goals. The results are tabulated and presented to the Board in the June/July meeting. *BP and AP 2745 Board Self-Evaluation* (IV.C.10.2) provides the process for which the Board members complete the evaluation. Results for each monthly meeting assessment are reviewed at the next regularly scheduled Board meeting. Early in the calendar year, the Board appoints two trustees to serve on an Ad Hoc Board Self-Evaluation Committee to review the process and survey instruments with the Chancellor. The committee members report the outcomes to the full Board in a regularly scheduled meeting no later than May. The annual assessment instrument is provided to the Consultation Council members for their evaluation of the Board (IV.C.10.3). Both evaluation results are shared at the Board's Annual Planning Session in June. New or updated Board development goals for strengthening performance will be determined based on the results.

Analysis and Evaluation

Ventura College meets the standard. The board has policies and a process for evaluation. However, due to extended preparation and response time, some of these self-evaluation report timelines have not been met consistently. This has been identified, and the process for regular board evaluation is being improved. This includes the creation of better assessment instruments.

The Board has also participated in follow-ups with the Consultation Council to look at the results of their evaluation, and in particular to discuss discrepancies between the results of the evaluation and the board's monthly self-evaluations. There have also been discussions to increase the frequency of the Consultation Council Board evaluations.

Action Plan

None

Evidence
IV.C.10.1: May/June Board agendas/minutes
IV.C.10.2: BP/AP 2745
IV.C.10.3: Consultation Council Board evaluation instrument and results

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.

Evidence of Meeting the Standard

BP and AR 2710 Conflict of Interest (IV.C.11.1) clearly defines the boundaries of Board members and their respective financial interest in any contract with the District. Any Board member who has a remote interest in any contract considered by the Board shall disclose the interest during a Board meeting and have the disclosure noted in the official Board minutes. The said Board member shall not vote or debate on the matter or attempt to influence any other member. Each year, the members of the Board of Trustees file Statements of Economic Interests (*AP 2712 Conflict of Interest Code – Form 700: Statement of Economic Interests*) with the District (IV.C.11.2).

The Chair of the Board has been making sure that each individual Board member adheres to the highest standards of ethical conduct. The board has a clearly defined policy that stipulates Board's responsibilities to establish and support the mission and policies of the District; act only in the best interest of the entire community; advocate, defend, and represent the District and colleges through an unbiased decision-making process; prevents conflict of interest and the perception of conflict of interest; and adhere to laws and regulations, as indicated in *BP and AP 2715(A) and (B) Board Code of Ethics/Standards of Practice* (IV.C.11.3). A majority of the board members have no employment, family, ownership, or other personal financial interest in the District. 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. The annual declaration of Economic Interest demonstrates that there is no violation of the code of ethics and conflict of interest policy.

Analysis and Evaluation

Ventura College meets the standard. There are policies in place regarding code of ethics and conflict of interest, and the Board adheres to these policies. The Board has also created and signed a Best Practice Agreement in March 2013 (IV.C.11.4) and Trustee Ground Rules in March 2015 (IV.C.11.5).

Action Plan

None

Evidence

IV.C.11.1: BP/AP 2710
IV.C.11.2: AP 2712
IV.C.11.3: BP/AP 2715(A) and (B)
IV.C.11.4: Best Practice Agreement
IV.C.11.5: VCCCD Trustee Ground Rules

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

BP 2430 Delegation of Authority to Chancellor (IV.C.12.1) and *BP 2200 Board Duties and Responsibilities* (IV.C.12.2) support the delineation of job responsibilities. The Board and Chancellor set performance targets for the Chancellor, based on Board goals and BP 2433 (IV.C.12.3). The Chancellor is held responsible by the Board through a regular evaluation process, with a focus on meeting established goals, as outlined in BP 2435 (IV.C.12.4). The Board recognizes that the chancellor is its single employee and acts as secretary at Board meetings. The relationship between the Board and the chancellor is fully described in BP 2434 (IV.C.12.5).

Analysis and Evaluation

Ventura College meets this Standard. The BOT follows established policy in delegating authority to the chancellor and holding the chancellor accountable for the operation of the District, as demonstrated in BP 2435 and regular evaluations. These practices have effectively empowered the chancellor to manage the operations of the District and have provided an effective structure for the Board to hold the CEO accountable for operations.

Action Plan

None

Evidence
IV.C.12.1: BP 2430
IV.C.12.2: BP 2200
IV.C.12.3: BP 2433
IV.C.12.4: BP 2435
IV.C.12.5: BP 2434
IV.C.12.6: Board meeting agendas/minutes

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

The Board members participate in training via the League of California Community Colleges, the District-sponsored workshops on accreditation standards and process, and periodic self-studies during BOT meetings. The Board participates in self-evaluation of their roles and functions in the colleges' accreditation process and the various outcomes that may affect the colleges' status to serve the students. The Board members have participated in training and study sessions regarding the upcoming accreditation of the three college campuses and are supportive of the tasks that the colleges and the District are undertaking in preparing for the upcoming accreditation visit. The BOT receives an update at each meeting from DCAP (IV.C.13.1), the District Committee on Accreditation and Planning, including a timeline for the accreditation process. *BP 2220 Committees of the Board* (IV.C.13.2) stipulates the formation of a Student Success and Accreditation Committee to ensure that the Board is informed regarding all accreditation matters within the District. This year the committees have been changed, and the new committee is Planning, Accreditation, and Student Success. The Committee also reviews and tracks District and College practices and activities for alignment with Accrediting Commission standards. A member of the BOT, Stephen Blum, was the only trustee in the state to serve on the recent CCC Chancellor's Office Task Force on Accreditation.

Analysis and Evaluation

Ventura College meets this standard. The Board of Trustees is very knowledgeable of the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the colleges' accredited status, and supports through policy the colleges' and the District's efforts to improve and excel. They receive regular updates at meetings, and have additional training.

Action Plan

None

Evidence
IV.C.13.1: Board of Trustee Minutes with Accreditation Update
IV.C.13.2: BP 2220

IV.D. Multi-College District 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 is a multi-college district. Moorpark, Oxnard, and Ventura are the three colleges within the District and they are in these respective key cities of the county. The District currently employs an interim Chancellor who is the CEO of this multi-college system. The Chancellor is responsible for hiring the three college presidents who preside over their respective colleges. The Chancellor, working with the Board of Trustees, provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the three colleges. Through a participatory governance structure, the chancellor establishes clearly defined roles, authority, and responsibility between the colleges and the District. The District's Decision-Making Handbook and the District wide Functional Map clearly spells out the delineation of roles and responsibilities of the District's Chancellor and the colleges' presidents (IV.D.1.1; IV.D.1.2).

The District's Educational Master Plan, developed and approved by the Board of Trustees in October 2013, provides guidance and direction for the District and the colleges (IV.D.1.3). The Educational Master Plans for the colleges are aligned with both the District's mission and Educational Master plan (IV.D.1.4).

The District's Integrated Planning Manual describes the role of the District in supporting integrated institutional planning among the colleges and the District (IV.D.1.5). It provides the overarching framework for District planning and support for integrated planning. Each of the three colleges has defined integrated planning processes described in their respective Integrated Planning Manuals. The mission of the District prescribes the general parameter of the missions established at the three colleges. The Board Goals, Educational Master Plan, and the District's Strategic Plan provide guidance for all the planning on campuses and the District offices (IV.D.1.6). The annual Institutional Effectiveness Report provides the data, which serves as the compass for subsequent year planning (IV.D.1.7).

The Chancellor conducts weekly Cabinet meetings that include the three college presidents and District vice chancellors. These meetings address a diverse range of operational activities and provide the forum for discussion and alignment among the colleges and the District. Discussion of policy, strategic directions, and expectations also occurs during the Cabinet meetings. The Chancellor conducts the selection and evaluation of the college presidents. The evaluation process includes goal setting for the upcoming year as well as a review of the progress towards meeting current goals. The Chancellor also chairs the Consultation Council, which is a District wide participatory governance group responsible for reviewing the draft Board agenda each month. This provides a venue for the chancellor to discuss expectations, policies, and priorities with representatives from all employee groups (IV.D.1.8; IV.D.1.9). The Chancellor also attends the District Council on Accreditation and Planning (DCAP). The Chancellor was involved in DCAP discussions during the development of the district wide Functional Maps that delineate the various roles, authority, and responsibility between the colleges and the District. The District has had an interim Chancellor in place since May 2015. Two vice chancellor positions are also filled with interim employees. The changes have resulted in a learning curve for the District and colleges to work within new expectations, interpretations on how to implement Board policies and Administrative Procedures, and application of general District operations that support the colleges. The

Chancellor attends events at the colleges and civic engagements and often provides introductions and shares information about the District and its focus on educational excellence.

Analysis and Evaluation

Ventura College meets this standard. The Chancellor and District administration provide leadership in communicating expectations of educational excellence and integrity throughout the system to support effective operation the colleges. Collaboratively, the District and the colleges establish clearly defined roles, authority, and responsibility.

Action Plan

None.

Evidence:

IV.D.1.1: VCCCD Decision-Making Handbook
IV.D.1.2: District wide Functional Map
IV.D.1.3: District Educational Master Plan
IV.D.1.4: Ventura College 2009- 2019 Educational Master Plan
IV.D.1.5: District Integrated Planning Manual
IV.D.1.6: District Strategic Plan (in development)
IV.D.1.7: District Institutional Effectiveness Report
IV.D.1.8: Consultation Council Membership Roster
IV.D.1.9: Example Consultation Council Agenda and Minutes

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

The District expended a concerted effort to develop a District wide Functional Map in October 2012. Both the Functional Map and District Making Decision Document have since then been reviewed and revised during 2015-2016 to reflect the organizational and decision making changes that have taken place since 2012 (IV.D.2.1; IV.D.2.2; IV.D.2.3). Members of DCAP reviewed and made recommended changes to the District Decision-Making Handbook. The revised document was then reviewed by Consultation Council and approved by the Board. The document reflects the Board's policies and procedures related to the roles

of responsibilities of the District and the colleges. The District Office serves as the coordinating agency working collaboratively with the leadership of the three colleges that they serve. Functions that are specifically conducted at the District Administrative Center (DAC) that provide support district wide include:

- Human Resources – assists with recruitment and hiring of all academic, classified, and administrative employees; coordinates interaction with the Personnel Commission; manages the employee performance process; supports the employee discipline process; investigates discrimination and harassment claims; assists with collective bargaining; supports implementation of the collective bargaining agreements; and coordinates specific professional development activities.
- Business and Administrative Services – develops and shares revenue projections; manages the funding model and allocations to the District and colleges; provides oversight for the development and management of the District and college budgets; implements payroll, accounts payable, procurement and purchasing, fiscal reporting, MIS reporting; reviews all grants and contracts; and provides oversight for facilities planning and development including bond projects, capital improvements and risk management.
- Instructional Technology – provides management of the District data and IT support functions; management and development of the system wide network, web site infrastructure, and applications; IT system security; and online course management system access.
- Educational Support Services – supports District level educational master plan and strategic planning and accreditation; provides oversight of contract education; supports specialized grants; supports college implementation of district wide educational and student services initiatives and activities; provides marketing support including development of marketing materials.
- Chancellor's Office and Outreach – responsible for communications with the Board of Trustees and development of the Board meeting agenda; prepares press releases and other relevant communications about the District and the colleges; and supports Board professional development.

Each of the colleges are responsible for developing their own budgets with resource allocation supported by a program review process. The DAC uses an incremental budgeting approach for its budget with annual adjustments made according to established priorities within the context of increasing or decreasing budgets.

Analysis and Evaluation

Ventura College meets this standard. The 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.

Action Plan

None.

Evidence:
IV.D.2.1: District wide Functional Maps
IV.D.2.2: VCCCD Decision-Making Handbook
IV.D.2.3: Agenda and Minutes from DCAP, Consultation Council, and Board Meeting

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

The District has policies for allocation and reallocation of resources that are adequate to support the effective operations of the colleges (IV.D.3.1). Due to financial constraints, much of the functions have been delineated to the colleges due to reduction of District personnel. The Chancellor and the Vice Chancellor of Business Services work with the leadership at the colleges in budget preparation and allocation to ensure effective operations and sustainability of the colleges and the District. The adopted Budget Allocation Model is an infrastructure funding model, which addresses the distribution of resources and is not prescriptive in how funds are to be spent at the various locations (colleges and District Administrative Center). The District acknowledges differences between its colleges and recognizes the colleges' need to direct their resources based on their own plans and objectives in meeting the needs of their diverse population and constituencies maintaining alignment with the District and college mission statements and educational master plans. The colleges have separate and specific budget development processes unique to each college, reflecting their organizational culture and priorities. It is at this level that the budget must be tied to each college's strategic plan and address accreditation requirements. Budget and resource allocation is also reviewed and discussed at the District Council for Administrative Services (DCAS), which is a district wide participatory governance group.

The District prepares an annual Adoption Budget and an Annual Financial report. Each of the documents are reviewed, discussed, and approved by the Board of Trustees (IV.D.3.2). The District provides regular updates to the Board on the budget and financial status of the District. The Chancellor's Cabinet agenda also includes discussion on the budget and factors that affect revenue and expenditures. Each college president is responsible for the development and management of the college budget.

Analysis and Evaluation

Ventura College meets this standard. The District operates in a financially solvent position with an adequate level of reserves. The District employs a conservative approach to allocating funded growth dollars through the allocation model. Growth dollars are distributed the year following they are received in order to avoid funding growth that may not be

sustained. The District and colleges regularly review expenditures compared to the budget and make adjustments to make sure that budgets are met with the carryover of a reserve.

Action Plan

None.

Evidence:

IV.D.3.1: BP 6200 Budget Preparation, BP 6250 Budget Management; BP 6300 Fiscal Management; and BP 6400 Auditing
IV.D.3.2: Board Agenda and Minutes Showing report action

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

The Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated District policies without interference and holds the presidents accountable for the operations of the colleges. The most recently revised Functional Map provides the delineation of roles and responsibilities as well as guidance for how tasks are identified for the respective functions to be administered by the colleges (IV.D.4.1). The Decision-Making Handbook provides the roles and responsibilities of the various constituency groups and their role in the overall operational schemes at both the college and District levels (IV.D.4.2). The developed Functional Map provides the District and colleges delineated roles and responsibilities to implement and administer delegated District policies. Through goal setting and evaluations, the chancellor holds the college presidents accountable for their performances and the operations of the colleges.

Analysis and Evaluation

Ventura College meets this standard. 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.

Action Plan

None.

Evidence:

IV.D.4.1: District Functional Mapping, Section II
IV.D.4.2: VCCCD Decision-Making Handbook

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

District planning and evaluation are integrated with college planning and evaluation. Planning utilizes data made available by the college, the District, and the State. All planning at the College is aligned with the mission, vision, and values established by the Board for the District. Planning is done through the parallel shared decision-making governance structure to involve all stakeholders utilizing available data. The key committees for planning and evaluation of student learning and achievement and institutional effectiveness are the District Technical Review Workgroups – Instructional and Student Services – and the Institutional Research Advisory Committee. All District level committees include constituency groups from college campuses to ensure input and feedback are solicited and reviewed. Program review or District gap analysis serves as another venue for planning and evaluation of program and service effectiveness. Program review is conducted annually at the colleges.

The Integrated Planning Manual provides guidance to integrated institutional planning. It provides the overarching framework for District planning and how the integration occurs among the three colleges and the District. The mission of the District prescribes the general parameter of the missions established at the three colleges. The Board Goals, Educational Master Plan, and the District's Strategic Plan also provide guidance for all the planning on campuses and the District offices. The annual Institutional Effectiveness Report provides the data that serves as the compass for subsequent year planning (IV.D.5.1; IV.D.5.2). The Board also annually reviews and discusses student scorecard data from each of the colleges (IV.D.5.3; VI.D.5.4).

The District has expanded administrative positions to include a vice chancellor of educational services. This position should help support and facilitate the College's instructional efforts. This position is currently filled on an interim basis.

Analysis and Evaluation

Ventura College meets this standard. The District has a well-established committee structure and processes to integrate planning and evaluation among the three colleges and the District. The College's educational master plan and strategic implementation plan are aligned with the District's mission and Board goals.

Action Plan

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

Evidence:

IV.D.5.1: District Annual Institutional Effectiveness Report
IV.D.5.2: Board Meeting Agenda and Minutes Reflecting Institutional Effectiveness Report Review
IV.D.5.3: Summary Scorecard Reports from the Colleges to the Board
IV.D.5.4: Board Meeting Agenda and Minutes Reflecting Scorecard Report Review

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

There is regular communication between the District and the colleges. The leadership from both the District and the colleges meet weekly to dialogue about campus needs and District support. The District website connects with the colleges to provide pertinent information for employees, students, and the public. The stakeholder groups on campuses meet with the District leadership for input and feedback of college needs through a variety of District governance and operational committees (IV.D.6.1). The District leadership holds an open forum at the beginning of each fall semester at each campus to gather input from college constituents and students on issues impacting students. The Chancellor communicates with the college presidents via regular meetings, phone calls, and emails to ensure timely response to issues and concerns that affect the operations of the College and the District. District governance committees provide the forum for stakeholder groups at the College to meet with the District. Communication during committee meetings along with weekly Chancellor's Cabinet meetings ensures that operations are timely, accurate, and complete to support effective decision making.

Analysis and Evaluation

Ventura College meets this standard. The Chancellor communicates with the college presidents via regular meetings, phone calls, and emails to ensure timely responses to issues and concerns. All governance committees communicate back to the campuses. Representatives on committees are responsible to carry information back to their respective constituents and solicit feedback and input. Details of decision making are included in the District Decision Making Document. Communication is always a goal that requires continual refinement and improvement. The numerous turnover of administrators and the District make this an area that needs specific attention.

Action Plan

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

Evidence:

IV.D.6.1 District Decision Making Document

IV.D.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.

Evidence of Meeting the Standard

The District conducts surveys of students, faculty, and staff to assess the effectiveness of District governance and operations. Survey results help to review and evaluate the decision-making process and the District's role in assisting the colleges in meeting educational goals for student achievement and learning. A Climate Survey for employees, a Climate Survey for students, and a Formal Communication Survey, were conducted to solicit feedback regarding District and College performance in meeting student needs (IV.D.7.1, IV.D.7.2, IV.D.7.3). Survey results are reviewed by the District Committee on Accreditation and Planning (DCAP) (IV.D.7.4).

The District committees and workgroups complete yearly surveys to ensure their effectiveness. The discussion and analysis of these surveys leads to the identification of new goals and areas for improvement. The District wide committees involved with governance and decision making include:

- District Council Administrative Services (DCAS)
- Administrative Technology Advisory Committee (ATAC)
- District Council Human Resources (DCHR)
- District Council on Accreditation and Planning (DCAP)
- District Technical Review Workgroup – Instruction (DTRW-I)
- District Technical Review Workgroup – Student Services (DTRW-SS)
- District Consultation Council

The role, responsibilities, and decision-making processes are summarized in the District Decision Making document (IV.D.7.5).

Analysis and Evaluation

Ventura College meets this standard. The District has processes to regularly evaluate District and college role delineations, governance, and the decision making process. Annual committee survey results help to assess the role of the District in assisting the College in meeting its educational goals for student learning and achievement. Survey results are reviewed and discussed in the District governance committees and the results are used to identify areas for improvement and implement changes.

Action Plan

The District will develop a more formal mechanism to share summaries for survey results as well as resulting plans for improvement developed by each of the District wide committees.

Evidence:

IV.D.7.1 Climate Survey for Employees
IV.D.7.2 Climate Survey for Students
IV.D.7.3 Formal Communications Survey
IV.D.7.4 DCAP Meeting Agenda and Minutes
IV.D.7.5 District Decision Making Document

Quality Focus Essay

Identifying the Challenges We Want to Address

Our Ventura College process for approaching our institutional self-evaluation has been collegial and interactive. It has touched every level of the college community. The full campus process is well articulated in our self-study introduction so will not be reiterated here (see "Organization of the Self Evaluation Process").

The specific areas we have chosen to address with QFE Action Projects are a direct outgrowth of what we discovered through this self-reflective accreditation process as well as from input received from other important and influential sources that have been integrated into our college and our self-study.

- *Achieving the Dream* --As an "Achieving the Dream" (ATD) school since 2014, we interact with coaches that visit our campus over several times each year to assist us in the identification of areas in which we could improve regarding student success, equity, and campus wide effectiveness especially among low-income students and students of color. They help us to employ a set of overarching principles of committed leadership, use of evidence, broad engagement, and systematic institutional improvement. Much as the process for identifying our Action Projects for our Quality Focus Essays, ATD assists us in the identification and prioritization of challenges, requires the development of strategies to address the challenges, implement, evaluate, improve our strategies, and institutionalize effective policies and practices.
- *Institutional Effectiveness Partnership Initiative (IEPI)*— In November 2015, at the request of President Gillespie the previous spring, the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) visited Ventura College and spent the day interviewing a variety members of the campus community. The goal of the Institutional Effectiveness Partnership Initiative is to help advance California Community Colleges' institutional effectiveness, and in the process significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to serve students effectively. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.
- *Employee Satisfaction Survey*—In spring 2015 our district conducted an Employee Satisfaction Survey. Data and comments from this survey were used to provide additional guidance to the Student Success Committee in the selection of our challenges to address.
- *Student Perception Survey*—In spring 2015 a district-wide survey of student perceptions was conducted (II.C.2.8), using the same questions that were used during the student perception survey that was conducted during the spring 2009 semester

(II.C.2.9). Students were asked to rate their level of satisfaction with the class schedule, the availability of instructors outside of class, methods of instruction, counselor appointment availability, and other topics.

- *Formal Communication Survey*-- In January 2016, all VCCCD employees were invited to complete the online Formal Communications Survey. During the two-week administration period, 159 employees from Ventura College submitted responses to the survey.
- *Student Success Committee (SSC)*—The Student Success Committee is a newly formed (spring 2016) governance committee responsible for making recommendations to the President and the Executive Team on initiatives that emerge though advisory groups and the college planning and program review process. In addition, the SSC assists in advancing the goal of integrating and optimizing plans, initiatives, and resources to continuously improve our students learning and support experience. This committee is advised by groups representing Basic Skills Initiative (BSI), Student Success and Support Program (3SP), Equity, and Velocidad, our Title V grant.
- *Data analysis from the VC Office of Institutional Research*—Only about half of our first-time students are enrolling in math or English in their first semester. About 90 percent are enrolling in math classes below transfer level and about 65-70 percent enroll in courses below transfer-level English.
- *Basic Skills Cohort Tracker*—Both the English and math departments regularly use this resource provided by the Chancellor's Office Management Information Systems Data Mart to track student cohorts placed at one or two levels below transfer as they progress through course sequences.
- *Chancellor's Office Student Success Scorecard*—Although this shows us a 6-year profile, we would like to see more underprepared students successfully complete transfer-level coursework within a shorter timeframe.

The input from our self-evaluation and from the resources listed above was taken to a variety of campus groups including Student Support Leadership Council, Deans' Council, Academic Senate, Classified Senate, Associated Students, Accreditation Steering Advisory Group, Administrative Council, Executive Team, College Planning Committee and various Campus Forums.

As the governance group specifically charged with this assignment, the Student Success Committee collected the input from each of these groups, synthesized it into concrete ideas and voted to determine which ideas were the most essential, at this time, to maximize student success and address our College Mission. These ideas would be the ones developed into our Action Projects for our Quality Focus Essay.

Due to significant changes in leadership personnel during fall 2015, this committee did not exist, except in concept, until January 2016. They had to work very quickly to accomplish this important task.

At the March 9, 2016 Student Success Committee (SSC) meeting it was determined by unanimous vote that one of the QFE Action Projects would be to develop a specific and

intentional program to motivate first-time students to be full time and to make sure our underprepared students are enrolled in English and math during their first semester and ready for college level coursework within the first year of instruction. In keeping with the nautical theme of our college, this project would be titled "Sail to Success."

At the March 30, 2016 meeting, the SSC voted to focus our other Action Project on shifting the college culture to one of greater mutual support and collegial and transparent communication through improved committee structure and communication. The method that was agreed upon is the integration of the RP group's "Six Success Factors" into the culture of our college personnel interactions and then, as this becomes an integral part of the Ventura College culture, we will be able to bring these same values for success to our students. This project is called "Beacons of Success."

Action Projects	Description	Standard(s) related to Action Project
Sail to Success	First Time: Full Time and Transfer Level Ready in Year One	II.A.4 II.A.16 II.C.7
Beacons of Success	Shifting to a College Culture of Clear Communication and Collegial Support	I.B.1 I.B.6

In our reflective self-study and information gathering we have also learned that we, as a college, tend to have many wonderful ideas to implement but in our enthusiasm to "do everything" we spread our efforts too thinly to be as effective as we could be. The decision was made to keep some opportunities for improvement in reserve and intentionally increase our depth of effort in a few highly impactful areas where we can focus on continuous quality improvement. As such, we are using the intellectual and financial resources from Achieving the Dream (ATD) and the Institutional Effectiveness Partnership Initiative (IEPI) to focus on very similar priorities with these programs as we have chosen for our QFE Action Projects.

While our college may actually meet the minimum standards in the areas we have chosen for our Action Projects, our commitment to excellence and continued improvement has guided our decision making. We feel these improvements will have significant impact over a multi-year period. We will identify areas needing change, development, institutionalization, and expansion. We will discuss the manner, timeline, anticipated outcomes, and include the impact on academic quality and institutional effectiveness. We feel these Action Projects, while very different, are realistic, observable, and measurable and we look forward to reviewing these critical focal points at our Midterm Report.

In the next section of this essay, each of these Action Projects will be more fully identified with anticipated outcomes, action steps to achieve these outcomes, our timelines, who will "make it happen," the resources needed, how our results will be assessed, and "what's next?"

Changes and Plans Arising out of the Self Evaluation Process

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

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Identifying the Challenge

VC's student success priorities have been informed by extensive data analysis. This analysis has found that nearly 80 percent of incoming students have a goal of completing a degree or transferring to a four-year college; however, very few students enroll in a transfer-level Math or English course within their first year, which research clearly indicates, would greatly improve their chances of meeting their goal. Out of 2,264 first-time students in fall 2014, 45 percent enrolled in transfer-level English, 31.7 percent enrolled in transfer-level Math, and only 24 percent enrolled in both transfer-level Math and English within a year. When disaggregating the data by ethnicity, gaps between groups emerged with 26.5 percent of white students enrolled in both Math and English within their first year as compared to 21.7 percent of Hispanic students and 12.1 percent of black students.

Further analyses on student placement and first-semester course-taking patterns indicate that these two areas warrant concentrated intervention efforts. In fall 2014, only 45.9 percent of first-time students enrolled in an English course at any level in their first semester, 51.7 percent of students enrolled in math, and 32.8 percent of students enrolled in both English and Math.

How many fall 2014 first-time students enrolled in an English or Math course in their first semester?
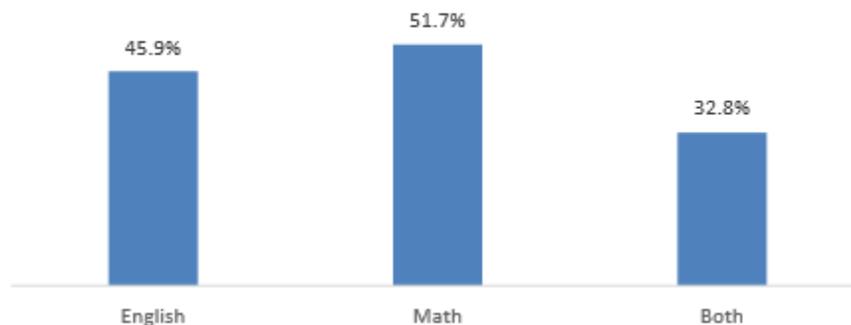
Interestingly, analyses of disaggregated data show that Hispanic students are more likely to enroll in both Math and English in their first semester than white students (34.5 percent of

Hispanic students, 30.8 percent of White students). However, Hispanic students are less likely to enroll in transfer-level Math and English within one year (21.7 percent of Hispanic students, 26.5 percent of White students).

Transfer-Level Math and English Enrollment within 1 Year by Gender
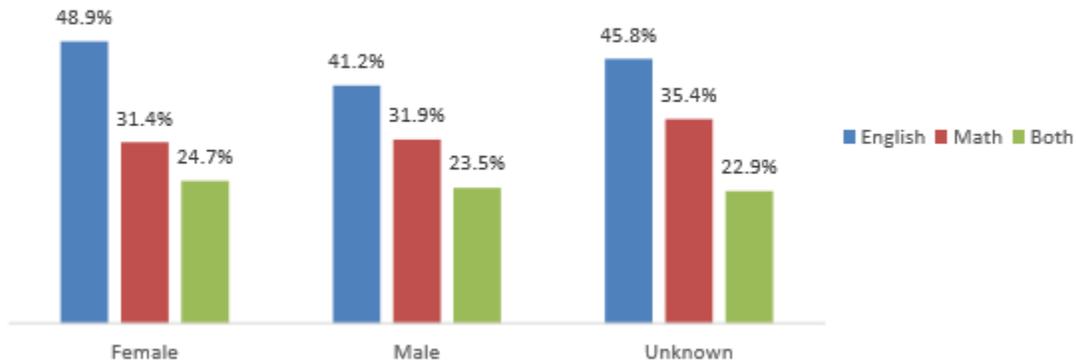
This is likely due to the different levels at which Hispanic and white students begin in the English and Math course sequences. Hispanic students are much more likely to be placed into lower levels of English and math than are white students. For instance, in English, Hispanic students are three times as likely as white students to place two levels below transfer where students have on average only a 36 percent chance of passing the transfer-level course within three years, according to an analysis of data from the Basic Skills Cohort Tracker. At the same time, white students are twice as likely as Hispanic students to place directly into the transfer-level course ENGL V01A where students have on average an 85 percent chance of passing this transfer-level course (QFE:AP.1.1). Thus, the path to transfer-level courses for Hispanic students is often a much longer one, and the rate of successful completion of transfer-level course work is unacceptable. This issue of equity in assessment and placement is not unique to Ventura College, and it plays out in similar ways across the state.
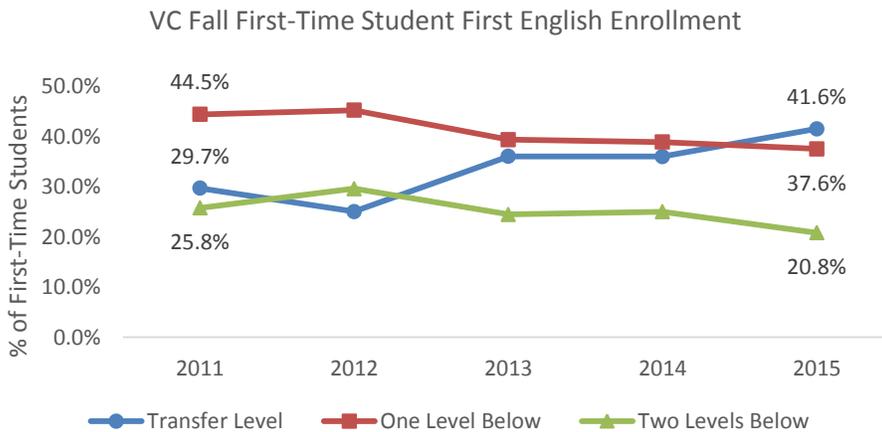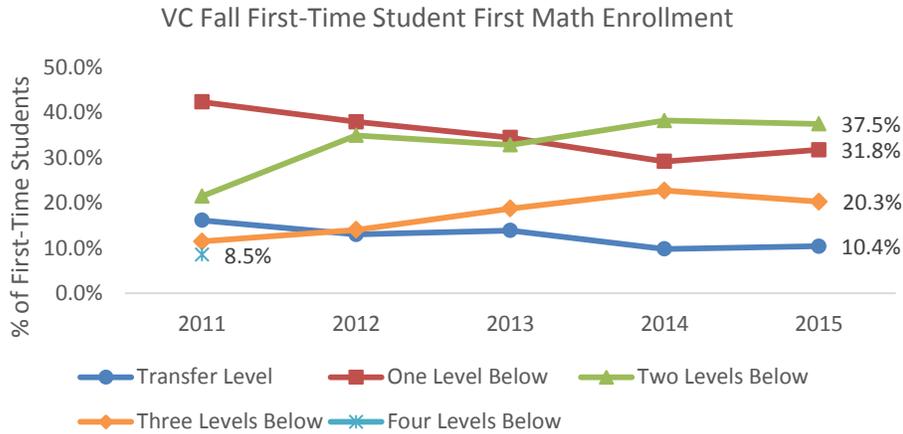
English-Writing in California

Students' Starting Placement English-Writing	% Completing Transfer-Level English in 3 Years
One Level Below	48%
Two Levels Below	34%
Three or more Levels Below	19%

Across CA, students of color 2-3 times more likely to begin in lowest levels than white students

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

This finding, along with additional data on placement and course success suggest that revising both our placement model and our course pathways through Math and English are worthy efforts. Analyses indicate that at nearly every level of Math and English, students are more successful if they assess directly into a course than if they took the prerequisite course in a prior semester. Coupled with the findings above regarding differential placement levels by ethnicity, a complex picture emerges in which our college placement model, our course pathways, and student course-taking patterns interact in a deleterious manner that impedes many students from enrolling in and completing transfer-level Math and English within a year.

VC Fall First-Time Student First English Enrollment

VC Fall First-Time Student First Math Enrollment

Legend: Transfer Level, One Level Below, Two Levels Below, Three Levels Below, Four Levels Below

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

Ventura College Fall Semester Student Study Load
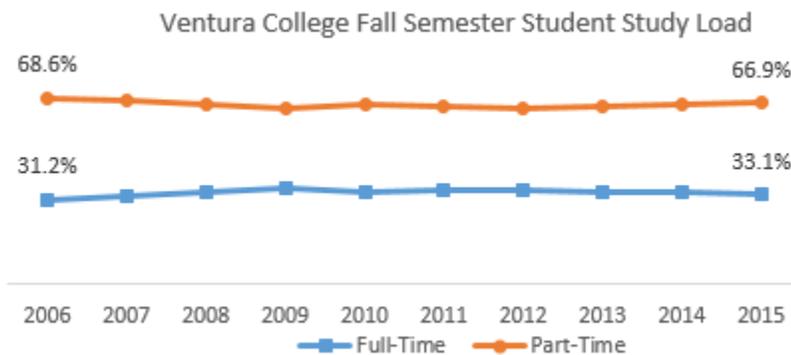
Progress to Date

With the preponderance of data supporting the importance of full time enrollment and more structured and prescriptive programming for new students, in 2015-2016 Ventura College piloted a Freshman Year Experience (FYE). We began the program with 100 full-time students with requirements as follows:

1. Attend 2 counseling sessions each semester
2. Complete Career Assessment with Counselor (MBTI), others via career website
3. Maintain a 2.0 GPA
4. Complete a progress report each semester by deadline
5. Attend tutoring if recommended by progress report, counselor, or instructor
6. Complete 2 campus workshops or events each semester

Our FYE success has been shown in both our qualitative and quantitative data. Our retention rate in fall 2015 was 100%, with fall to spring persistence rate also at 100%. We also show a decided increase in the number of students enrolled in math and English in the first semester. Clearly student who self-selected into out FYE pilot are not "typical" students a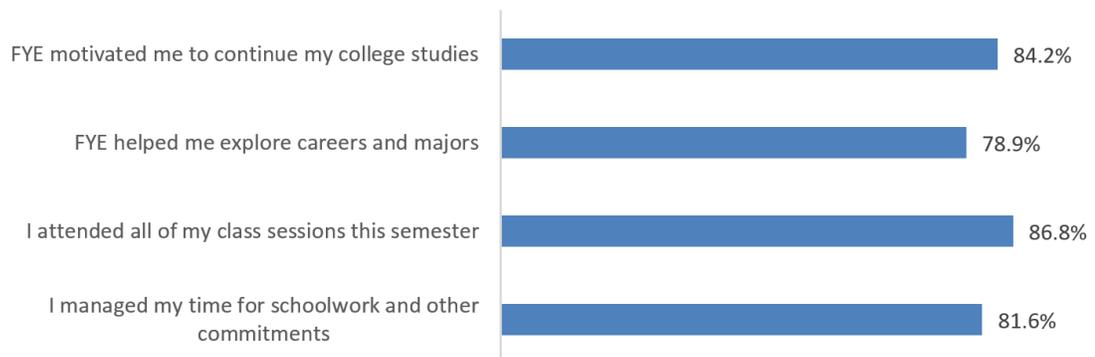nd the results cannot be solely credited to this program but this positive information will be essential in marketing this "success track" to future students.

First Semester English and Math Enrollment - Fall 2015 First-Time Students
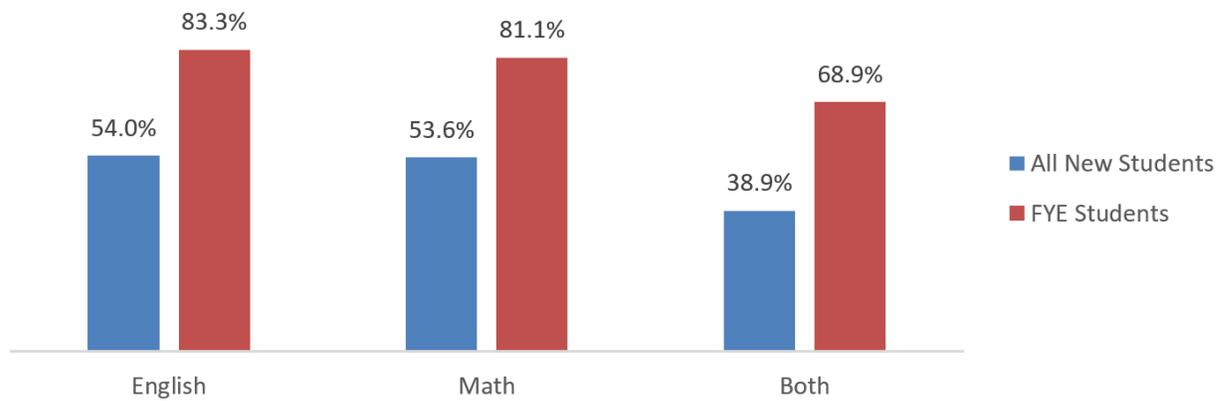
FYE Student Mid-Year Survey Results (N = 38)

Given the successful results from our initial Freshman Year Experience, a similar group premise will be used during 2016-2017 to pilot *"Sail to Success,"* our scaled up Action Project. FYE anticipates 300 students signing on as full time members of the "success crew." Students assessing below collegiate level will be assessed with multiple measures and have a prescriptive full-time placement into both math and English with a required choice of either a Counseling Success or Career Exploration class. Students will also complete a career assessment, such as the MBTI as part of their requirements. This will be supplemented by Myplan.com, a comprehensive career research and exploration website.

The students will also continue to have similar program requirements for the 2016-2017 year, including:

- Maintain full-time status with 12 units or more
- Attend two counseling sessions each semester
- Complete Career Assessment with Counselor (MBTI), others via career website
- Maintain a 2.0 GPA
- Complete a progress report each semester by deadline
- Attend tutoring if recommended by progress report, counselor, or instructor
- Complete one campus workshops or events each semester

As an added incentive to participate in the FYE program, we plan to provide a guaranteed lending library for math, English, and counseling courses.

In addition, in spring 2016, the College was awarded a three-year, $1.6 million Basic Skills and Student Outcomes Transformation Program grant based on a proposal developed by the Math and English faculty to implement four high-impact practices (QFE:AP.1.2):

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

We already see the beginnings of a constructive alignment between the faculty-driven goals of this grant and the ongoing efforts in student services to scale the FYE program and to encourage more students to enroll full time and in English and math courses.

Desired Outcomes

When we have completed our action steps, students will:

- make a full-time commitment to college during their first year
- be evaluated via multiple measures and will commit to "stretch" to be placed in the highest possible math and English placements
- will complete career/interest assessment(s) and use this information, with the assistance of their counselor, to chart their college course
- register for both math and English during their first year
- complete a college success course during their first year

- complete a college level in their area of interest each semester
- complete all needed pre-collegiate, prerequisite classes during first year
- use wrap around support services as needed/advised by their teacher or counselor
- successfully complete transfer level English and math by the end of year two.

Proposed Strategies to make it Happen

In order to make this happen we need to have effective and informative **MARKETING** so students are aware of the advantages of being a full-time student, how much more likely they are to be successful, and know how they can be supported with fee waivers and financial aid. This information needs to be supported with data so students can begin learning to make decisions in an informed and logical manner. We need to further incentivize students with other "perks" so more first-time students choose to be full time. In additional to being *"First Time: Full Time"* students we need to convince and provide inducement to our underprepared students who may not want to take math and English their first semester and who may not want to be in an intensive "success program" that is more prescriptive and demanding than what they had thought college would be. We will need clear "success stories" to motivate these students to jump on board, be part of the "First Time/Full Time Crew" and *"Sail to Success"* with us.

Research is clear that, for a variety of reasons, students are often assessed and placed into classes that are lower than their actual ability, wasting time and often becoming discouraged as a result. We need to rethink the way we conduct **ASSESSMENT** and placement of our students and develop a system of assessment that is more flexible and forgiving so we help student to place more accurately. In addition, we need discipline faculty to develop and implement summer "boot camps" or assessment prep experiences that give students a chance to more accurately determine what they are capable of doing after a brief refresher versus what they need to actually newly learn. We need students, faculty, and staff to "stretch" with our students and place at the highest levels of possible success. Our students need to complete career/interest assessment at the beginning of their college career so they are focused and directed toward their career goals. We need to conduct small pilots to gain a better understanding of the feasibility of a more extensive and mandatory use of Multiple Measure assessment so we can scale up this project to meet the needs of all our underprepared students…even those who may not be savvy or motivated enough to join the "crew" during their freshman year.

In order to streamline the amount of time students spend in pre-collegiate classes prior to college level and transfer classes we need to look at the way our **CURRICULUM** is designed and make some additions and changes that address the specific needs of the underprepared student as well as designing curriculum that is more focused on student majors and career interested.

Ventura College has already done extensive work in developing and providing a variety of delivery methods for pre-collegiate courses. We already have in place newly developed accelerated English course ENGL V03A, which will prepare students placed two level below

transfer to enroll in the transfer-level English course in only one semester instead of two (QFE:AP.1.3). For students placed two levels below transfer in a three-course sequence, only 36% on average pass the transfer-level English course within three years. We expect that closer to 50 percent of students who elect to take the new accelerated course will complete the transfer-level English course within one year (QFE:AP.1.4). With the anticipated success of this type of delivery, we will explore other similar options in math including the expansion of our current STEM and non-STEM math pathways. We will explore entirely new curriculum or offering current curriculum "flavored" to specific student interests.

With the increased expectation for our students to have a "smooth sail" through pre-collegiate skills more quickly comes a significant need for **SUPPORT**. Our different courses and instructional methods will require convinced and dedicated instructors willing and able to adjust their teaching to specific individual student needs. We will need supportive tutorial assistance in a "wrap around" fashion specifically designed for the student on the "fast course," and as we know "student don't 'do' optional," these support services will need to be mandatory and measurable. We also will explore learning experiences for students that are not necessarily part of our college curriculum in the areas of self-guided and assisted learning, structured tutorial experiences, and other ways our students, with assistance, can prepare themselves for college coursework.

Action Steps to Make It Happen

Action Steps		Tasks	Starting Timeline	Who?	Completed?
MARKETING	Encourage & Support FT Attendance	Financial Aid will increase outreach with emphasis on FT enrollment-- "First time/Full Time"	Spring 2016	FA Team	Spring 2016 and on going
		Foundation will support VC Promise	Summer 2016	Norbert Tan & Foundation	On going
		FYE will pilot a "crew" of "First Time: Full Time" students collecting pre and post data for the pilot year	2016-2017	FYE Team	--
		Tweak the program to address the data finding of year one	2017-2018	FYE, Counseling, Dean, & VPSA	--
		Foundation and Equity book support for the "crew" FT Students in math, English, & Counseling	Summer 2016	Norbert Tan & Foundation	--
		Outreach will stress advantages of being FT	Spring 2016	Outreach Team	On going
		Orientation will stress importance of FT commitments	Spring 2016	Counseling Team	On going
		Review other programs use of MM	Spring	Counseling/FY	Spring 2016

			2016	E	
		Develop a MM rubric	Spring 2016	Counseling/FYE	Spring 2016
		Include required Career/Interest Assessment	Fall 2015	Assessment/FYE	On going
					--
		Review new cut scores	Spring 2016	Counseling/FYE/ Discipline faculty	Spring 2016
		Employ MM with all students assessing below college level	Fall 2016	FYE & Assessment	--
		Develop Math and English assessment prep boot camps allowing re-assessment for boot camp completers	Summer 2016	Discipline Faculty & Assessment	--
CURRICULUM		Offer and continue to refine Accelerated Curriculum and/or Delivery of pre-collegiate math and English	Fall 2016	Discipline Faculty	--
		Offer and continue to refine Compressed Curriculum and/or Delivery of pre-collegiate math and English	Fall 2016	Disciplined Faculty	--
		Prescriptive scheduling: Cluster Courses/Block Scheduling/ Learning Communities of pre-collegiate math and English	Fall 2016	Counseling/FYE Chairs & Deans	--
		Explore Open entry/exit of pre-collegiate math and English	Fall 2017	Deans & OSL	--
		Explore possibility of Primary Language Instruction	Fall 2017	Deans & OSL	--
SUPPORT	Wrap Around	Specific trained instructors for the "smooth sailing" classes	Fall 2017	Deans	--
		SI for the "smooth sailing" classes	Fall 2107	Deans	--
		Mandatory tutoring for the "smooth sailing" classes	Fall 2017	Counseling & Discipline Faculty	--
		Bilingual Tutoring	Fall 2017	OSL	--
REGISTRATION	Incentive	Placed registration for FT in Math/English/Counseling	Fall 2016	FYE & A&R	--
		Book loan for FT Registration in Math/English	Fall 2016	FYE, Foundation, Equity, OSL	--
		Class spots for students who need to	Fall 2107	Deans & OSL	--

Action Project 1: Sail to Success

	change			

How Will We Do This?

Financial Aid, Counseling, Outreach, and FYE will:
- carry a continuous message during all outreach interactions to all first-time students that full time enrollment has been demonstrated to be the best predictor of college success.
- share all the "perks" of being part of the FYE "crew" and the advantages available to them for this commitment,
- facilitate the development of marketing materials that will incentivize "first time/full time" enrollment

Counseling and FYE will:
- develop a multiple measure rubric,
- incorporate career/interest assessment into the assessment process for all students,
- share pre-and post- data at the end of 2016-2017 and, if successful, will work with the dean and Vice President of Student Affairs to facilitate the development of marketing materials to expand the program to reach more students.

Ventura College Foundation will:
- continue to support students though the Ventura Promise,
- assist with funding for math, English, counseling textbook loans for *Sail to Success* "crew" students.

Deans and Department Chairs, with the support of the OSL, will:
- schedule accelerated and/or cluster classes to meet student needs,
- assign faculty particularly skilled in pre-collegiate education and student engagement to teach the accelerated and/or cluster classes
- Assign SI to the accelerated and/or cluster classes

Academic Discipline faculty will:
- Continue to develop and refine accelerated and/or cluster classes in math and English that will facilitate rapid and targeted pre-collegiate instruction for underprepared students.

Resources Needed

- Funding to support Outreach and Orientation programs—Equity, 3SP, and General Funds identified
- Funding to support FYE program—Equity, 3SP, and General Funds identified
- Larger and more central location for FYE program
- Funding for book incentive for the "crew" students—Equity and General Funds
- Support for the potentially smaller cluster classes—General Funds

- Funding for the SI assistance in the cluster classes—Equity, BSI, and 3SP

How Will We Know We've Succeeded?

Students completing their first year as part of the *Sail to Success* "crew" will:

- have successfully completed transfer level math and/or English or be prepared to register for transfer level math and English,
- have completed a career assessment
- have completed a comprehensive two-year EdPlan
- have participated in a minimum of two campus events
- complete their degree and/or transfer goal within three years

What's Next?

With the documented success of the 2015-2016 FYE pilot program Ventura College we chose to triple the size and scale up the program to conduct a larger pilot, incentivized and focused on full time enrollment and completion of pre-collegiate math and English course work in preparation for early completion of transfer level courses. With the anticipated success of this new pilot, in order to determine where best to increase the number and scope of the learning opportunities for mastery of pre-collegiate, we will study the data related to success rates of students who are:

- placed above their assessed levels in math and English,
- placed in accelerated verses compressed courses, and
- participating in targeted "tutoring" rather than specific courses.

Evidence

QFE:AP.1.1: Equity in English Placement, Fall 2015
QFE:AP.1.2: Basic Skills Transformation Grant Proposal
QFE:AP.1.3: ENGL V03A Course Description
QFE:AP.1.4: Fall 2015 Basic Skills Cohort Tracker Report: English V02

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Action Project 2: Beacons of Success
Shifting to a Culture of Clear Communication and Collegial Support

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Identifying the Challenge

Ventura College has been in a state of administrative flux for the last several years. During the eight years from 2005 to 2013 the personnel in the offices of the President, Executive Vice President and Vice President of Business Services remained relatively stable. In 2013 when Dr. Greg Gillespie became president, the philosophy, longevity, and stability in the executive team began to shift. There was a new Executive Vice President (CIO/CSSO) and then that position was soon replaced with two positions: a Vice President of Academic Affairs (CIO) and a Vice President of Student Affairs (CSSO). The long time Vice President of Business Services (CFO) temporarily left to fill an interim position at the district office and almost overnight all three of the Vice President positions were subsequently filled with interim hires. Filling these interim positions, resignations, reassignments, as well as long-term illness, left the middle management positions with interim deans pulled from faculty ranks and deans new to Ventura College. In addition, the long-term leadership of Academic Senate President was also changed. Ventura College was undergoing a rapid alteration in leadership, not only in personnel but in philosophy and practice as well.

As President Gillespie assumed leadership of the institution, it became clear that the college community was dissatisfied with the previous levels of communication and what they felt to be their narrow participation in governance and decision making. They had also made this clear to the 2010 ACCJC Accrediting body. In reviewing the recommendations from previous Accreditation Study of 2010, Standard IV, it was noted that the team recommended:

> "… the president of Ventura College, in combination with the executive leadership, needs to develop a more comprehensive system of campus communication that promotes a climate of open dialogue, broader involvement in an understanding of college planning processes, and increased access to information and institutional outcomes. (IV.A.1)" (QFE:AP.2.1)

Progress had been made as noted in the 2011 follow-up response to recommendations including weekly email updates and numerous forums held by the president, but by 2013 there was a new president and soon to be an entirely new executive leadership team now responsible for maintaining systematic communication to promote broader campus understanding.

In late spring 2015, the district conducted an "Employee Satisfaction Survey." The results for Ventura College made it very clear that employees (Faculty, classified, and management) are devoted to Ventura College and appreciative of the support from their colleagues but still feeling dissatisfied with communication and participatory governance process. In addition, sadly, there were comments regarding bullying, fear of retaliation, and unwillingness or fear to participate in truthful communication with management, within departments, among colleagues, and at governance meetings. Several sample statements are included below with redactions to protect the privacy of the participants. (QFE:AP.2.2)

- *Much of the stress and tension comes from a lack of clear communication, comprehension, and implementation of the (upper management's) mission, plan, and vision of the direction of the college.*
- *Access, communication, resources, and enhancing respect from leadership would allow for more collaboration in serving our students and community more effectively.*
- *There needs to be more shared governance amongst the college administration and staff.*
- *When the opportunity to provide input has been offered, I have felt that the input of staff has not been listened to by management.*
- *I would like the ability to voice concerns in staff meetings.*
- *I would like to continue to work collaboratively with my coworkers and not have it perceived as a conspiracy to my immediate supervisor and dean.*
- *Improved shared governance. It often feels decisions greatly and adversely impacting the faculty and students are made by management without consulting faculty and staff*
- *It was hard for me to answer the questions above because I feel a LOT of support from the upper admin but feel very frustrated and not supportive from my colleagues. With upper management and committees, I feel I can grow and use my skills and abilities and be productive and help make the college a better place. However, I feel the exact opposite within my division and among the faculty I work with.*
- *SERIOUSLY address "rogue" colleagues that make for an awkward, intimidating, unproductive, working environment.*
- *All these things leave one wondering, who is in charge? What is going on here? It constantly feels like we are just staying afloat.*
- *Many aspects of Ventura College could be improved by: greater faculty involvement in the operations of the college, more open lines of communication between the (upper management) office and the faculty, a clear sense of direction presented to faculty as to the reasons why certain policies have been implemented, ..., and with a sense of strong purposeful and open leadership to promote trust between administration and faculty.*
- *Ventura College is at a transition moment and where the college goes from here will be determined by the relationships generated between faculty and the (upper management).*
- *Faculty needs to be consulted, be let in on the data important to college operations, be presented with a plan for the direction of the college, and allowed to assist in the decision making process of that plan.*
- *When faculty are left out or are poorly informed about college matters the whole institution suffers.*

Earlier that same year, President Gillespie, already aware of the concerns on campus regarding governance and the need to rebuild the bridges of trusted communication between

administration and faculty/staff, requested a visit from a Partnership Resource Team (PRT) sponsored by the Institutional Effectiveness Partnership Initiative (IEPE). He stated the request in the follow way:

> We have many new administrators on campus as well as a new Academic Senate President. A review time to visit to focus on communication of information as well as establishing processes for employees to provide input and recommendations would be helpful. (QFE:AP.2.3)

In addition, verbal feedback from the Resource Team confirmed the feelings of some faculty and staff that they feel bullied and controlled by other "louder voices" on campus to the point that they report good faculty and staff have chosen to leave the college rather than work in this environment. The feeling that only the loudest voices are heard and that the administration "allows" this to continue was pervasive. The Resource Team strongly suggested that a focused and intentional shift in campus culture is necessary for real improvement in communication to occur.

Another undercurrent comes from the Classified ranks who have indicated within their Senate and to supervisors that they feel they have little voice within the college community and yet they are major contributors to student success.

In November 2015, the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) visited Ventura College and spent the day interviewing a variety members of the campus community. They came away with findings that, while not surprising, gave us focus to address some needs we had previously suspected. It was confirmed that Ventura College has a need to improve the communication, trust, decision making, and integrated planning between all the committees, workgroups, departments, programs, and levels. (QFE:AP.2.4) We applied for and received a grant to assist in our work in this area with the following commitment:

> VC will institute activities to improve institutional effectiveness focused around the college's integrated planning, program review, and communications. We plan to conduct a series of three planning retreats with broad campus representation to develop the new educational master plan, discuss integrated planning, and focus on team building. …. Finally, this grant will help the college improve communication by training group leaders on meeting facilitation skills, as well as update and keep our website current.

In January 2016, all VCCCD employees were invited to complete the online Formal Communications Survey. During the two-week administration period, 159 employees from Ventura College submitted responses to the survey. Slightly over half (56 percent) of respondents Strongly Agree or Agree that the information they receive or access related to formal communications is current and timely leaving too many employees feeling that our communication efforts are not successful. (QFE:AP.2.5) There was dissatisfaction with the availability and promptness of minutes from committees.

As the evidence was collected and analyzed it became clear that for the ultimate success of our institution and to be more effective in facilitating the success of our students, we need to:

- communicate information to the college community in a timely, accurate, and transparent manner.
- provide more clarity in the way committees and groups function and how decisions are made as well as the roles, responsibilities, and authorities of each group that participates in making recommendations for the decisions.
- broaden the representation on councils, committees, and workgroups so more opinions are heard and considered.
- regain a high level of trust in the professionalism and good intentions of all members of the college community.
- assure that all members of the college community are free to express their opinions without fear of ridicule, recrimination, or retaliation.
- acknowledge that even when we disagree on the final decision or the implementation of change we trust that that decision was made with good intentions and in the ultimate best interest of students.

With this evidence, input was sought from the Campus Community and subsequently considered by the Student Success Committee for recommendation to the President. This committee was in agreement that before we could be most effective with helping our students achieve success, we needed to make these adjustments to our campus culture to be a community of educators who are trusting, collegial, and supportive of one another, communicating and making recommendations in an open, transparent and non-judgmental way toward the common goal of improving our workplace and helping our students achieve their educational goals.

But how would we achieve this?

Progress to Date

In fall 2015, Administration and Academic and Classified Senates did extensive work on the college "Decision Making Document," choosing to re-name it "Making Recommendations Document." This was again reviewed and updated January 2016 when the terminology was further defined and standardized, and updated again in April 2016. A more complete committee calendar was developed and a physical location on campus as well as on the College website was selected for the posting of agendas and communication regarding the committee structures, charges, and recommending process. Improvements were made to the posting of agendas and minutes and the website was simplified to make finding these documents more intuitive. In addition, throughout spring 2016 a standardized committee representation process was determined and codified to be put in place with the goal that committee assignments would be done in spring for the following academic year. With the intent to broaden the participation base of campus recommending groups, the Academic and

Classified Senate Presidents will use this structure to implement this goal as they confirm nominees to each committee.

During fall 2015, the President sent out a monthly email communication to the campus on the first Monday of each month. Beginning spring 2016, in addition to the President's newsletter, each of the three Vice Presidents, on specified Mondays, sends out campus communiqués from their areas of focus. Despite the comment given to the PRT that "nobody reads them" the communication is going out, the lines are remaining open, and there is anecdotal evidence that readership is increasing.

As we continued to investigate ways to improve the success of our students in a variety of venues, the RP Group's "Six Success Factors" was a likely point of discussion. As we were reviewing these factors… Directed, Focused, Connected, Engaged, Valued and Nurtured… the comment was made that "yes…wouldn't we all be more successful if we had these factors uppermost in our day-to-day interactions with each other," and an implementation strategy for our Action Project, Beacons of Success, was born.

Dr. Darla Cooper of the RP Group has stated: "We have come to realize that the study's "Six Success Factors" apply not only to the students' own success, but the success of the practitioners serving students. These success factors have the potential to assist in practitioners' personal and professional growth, empowering them to support student success and improving their relationships with their colleagues as well as the institution as a whole." It has become clear that unless we, ourselves, are successful in our goal to improve our communication, trust, and collegiality to support each other we have no hope to achieve our goal to support our students towards successful completion of their goals. In reviewing the RP Groups research on the "Six Success Factors" it becomes clear that not only students benefit from being in an environment that encourages and supports the "Six Success Factors" but that we are all, as colleagues, more likely to achieve our goals for ourselves and our students when the six factors are present and we are all:

"Directed, Focused, Nurtured, Engaged, Connected, and Valued."

Desired Outcomes

When we have completed our action steps, we will:

- have a committee structure that is documented and clearly understood by the campus community. Representation on governance committees will be mutually determined and clearly defined and we will share our opinions and differences without fear of recrimination or retaliation. Our committees and work groups will be made up of diverse members with broader campus representation participating in our recommending groups,
- have clear communication…written, verbal, and electronic… that takes place in a collegial and supportive manner keeping student success as the focus of every recommendation and decision,

- exemplify collegiality. Intra-district cooperation and communication will increase and we will streamline process to the ultimate success of our students. We will be a campus of learners, supporting one another through the "Six Success Factors." Our students, faculty, staff, and administrators will confirm that they feel "Focused, Directed, Connected, Nurtured, Valued, and Engaged" with their colleagues.

How Will We Do This?

Academic Senate (AS) and Classified Senate (CS), in coordination with the Office of Student Learning (OSL), will take the lead on:

- finalizing and documenting the committee structure and composition as part of the "Making Recommendations" document at the beginning of fall 2016. This will include updated "committee charge" that incorporates the language of the Six Success Factors,
- appointing committee membership at least by the beginning of Fall 2016,
- developing a "Committee/Group Handbook" documenting correct procedures for group functioning under the Brown Act as well as other advisory and workgroups that help the campus in the decision making process,
- assessing the goals set by each committee and workgroup at the beginning of the fall semester,
- evaluating the work of each committee and work group on an annual basis,

The Office of Student Learning (OSL) and the Executive Team (ET), in coordination with Academic and Classified Senates, will take the lead on:

- creating a dynamic Committee Calendar that is accurate and easily accessible to the campus community,
- facilitating training activities that will help the campus community understand and embrace the "Six Success Factors" as a means to achieving success for ourselves, our campus, and our students,
- supporting a college wide campaign to integrate the "Six Success Factors" into daily administrative and instructional activities and events,
- identifying a single campus entity for the publication of committee agendas and minutes,
- scheduling and identifying resources for campus-wide Committee training,
- beginning the logistical process to incorporate a "college hour" to better facilitate campus-wide communication, connection, and engagement,
- beginning a formalized process for individual recognition of exceptional efforts by staff, faculty, and administrators.

The **Campus Leadership** will:

- participate in training to better facilitate productive and collegial meetings where ideas can be shared and disseminated to the appropriate constituents,
- keep the "Six Success Factors" as guiding "beacons" during department, committee, and work group meetings.

Action Steps to make it Happen

Action Steps	Tasks	Initiation Timeline	Who	Completed or In Place
Committees	Clarify Committee/Workgroup Structure	2015-2016	Academic Senate	Spring 2016
	Standardize College Committee and workgroup terminology	Spring 2016	Academic Senate	Spring 2016
	Include charge of each group on the website including how its responsibilities support the mission of the college	Fall 2016	Academic Senate & ET	--
	Develop and maintain a dynamic Committee Calendar	Spring 2016	OSL	On Going
	Assign website/minutes upkeep to a single entity for consistency and constancy.	Fall 2016	OSL	--
	Have draft minutes posted within one week of meetings	Fall 2016	Academic Senate & ET	--
	Have training for group co-chairs on facilitating effective meeting	Fall 2016	Academic Senate	--
	Develop a handbook for collaborative group processes	Spring 2017	Senates	
	Have training for committees on collegial decision making processes	Spring 2017	Academic Senate	--
	Complete Committee/group goal setting and evaluations each fall and spring.	Fall 2016	Academic Senate/ OSL/Committee Co-Chairs	--
	Have working within the "Six Success Factors" as part of each groups goals	Fall 2016	Academic Senate/ OSL/Committee Co-Chairs	--
	Recruit group members who have not previously served on committees or groups from all areas of the campus community and use proxies as needed	Fall 2016	Senates/ VCSB/ OSL	--
	Clearly follow a process of collecting input from a variety of campus groups to form recommendations	Spring 2016	Senates & Administration	On going
	Formal Weekly Administrative communication	Spring 2016	Executive Team	Spring 2016

	Conduct the series of three communication and committee function training retreats over consecutive semesters	Fall 2016	Senates & OSL	--
	Institutionalize regular department meetings	Fall 2106	Deans & Dept. Chairs	--
	Implement a "College Hour"	Fall 2017	Executive Team	--
Collegiality	Campus-wide training on "Six Success Factors" for employees	April 29, 2016	OSL	Completed
	Incorporate "Six Success Factors" language into daily office interaction activities	Spring 2017	Campus Community	--
	Discuss working within the "Six Success Factors" as part of each groups goals	Fall 2016	Senates & Campus Leadership	--
	Train student club leaders on the Six Success Factors	Spring 2017	AS Advisor	--
	Introduce "Six Success Factors" language into student staff interactions	Spring 2017	Campus Leadership	--
	Provide training to Faculty on classroom use of the Six Success Factors	Spring 2017	Academic Senate & Campus Leadership	
	Bring "Six Success Factors" awareness into the classroom via assignments and discussion	Fall 2017	Faculty	--
	Institutionalize formal recognition for faculty/staff accomplishments	Fall 2016	Senates & OSL	--
	Incorporate "Six Success Factors" into Outreach and Student Orientations	Fall 2016	Student Affairs	--
	Intentionally incorporate "Six Success Factors" into Student Service interactions	Fall 2016	Student Affairs	--

Resources Needed

- Funding to support communication retreats and on-going committee trainings. This is in place for 2016-2017 via IEPI Grant
- Funding to support "Six Success Factors" training. This is in place for 2016-2017 via IEPI Grant
- Marketing literature and materials to keep the "Six Success Factors" at the forefront. Funding to be determined.

How Will We Know We've Succeeded?

Our success will be evaluated via:

- evidence that our committee agendas, minutes, and structure is up to date and easily accessible,
- committee, advisory, and workgroups will have broader representation than they currently have,
- employee satisfaction surveys, district communication surveys, student surveys that indicate a qualitative and quantifiable improvement in campus climate from the most current surveys,
- annual self-evaluations of the various committees, counsels, advisory and workgroups that indicate positive reaction to the process and the work completed by the group,
- broad awareness and evidence that the "Six Success Factors" are incorporated into student, staff, and faculty interactions as noted in syllabi, posters, website, and other campus areas of focus.

What's Next?

We will be working closely with the RP Group as we are taking their well-established "Six Success Factors" and initially using them in an indirect way of affecting student success. As leaders in the California Community College, we will participate in conferences and workshops to share our process and results with our colleagues statewide.

Evidence

QFE:AP.2.1: 2013 ACCJC midterm report
QFE:AP.2.2: 2015 Employee Satisfaction Survey
QFE:AP.2.3: IEPI Request
QFE:AP.2.4: IEPI Report
QFE:AP.2.5: January 2016 Communication Survey

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