

Date: 9/5/2023

To: Dr. Brian King, Team Chair
Dr. Lena Tran, Vice Chair
Dr. Catherine Webb, ACCJC Staff Liaison

From: Dr. Kimberly Hoffmans, President, College

CC: Dr. Jennifer Kalfsbeek-Goetz, Accreditation Liaison Officer

Re: College Update on Core Inquiries

Ventura College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

College Core Inquiry 1: The team would like to better understand the coordination of professional development at the College.

Standards or Policies: III.A.14, III.A.12, II.C.5

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1.
(300 words max.)

Since the ISER was written, the college has continued to strengthen and improve its coordination of professional development (PD) activities. In spring 2022, an interim PD Coordinator position was created, and in fall 2022, a permanent position was created ([CI.1.01](#)). The PD Coordinator works with key constituency groups through the Professional Development Coordination Council (PDCC), the Faculty PD Committee, and the Classified PD Committee to develop and implement PD activities for the campus. Targeted activities are developed for specific employee groups, in addition to broad campus-wide activities for all employees. These activities are centered around diversity, equity, and inclusion ([CI.1.02](#)).

Here are some examples of PD opportunities designed for faculty:

- Faculty Academy – intensive two-semester pedagogical training program ([CI.1.03](#)).
- Cultural Curriculum Audit and Revision – faculty review student success data, and learn to apply universal design and culturally relevant teaching practices ([CI.1.04](#)).
- Zero Textbook Cost Enrollment Program – faculty develop open educational resources ([CI.1.05](#)).
- Distance Education Trainings: ongoing, specialized courses in online teaching strategies ([CI.1.06](#)).

The college provides regular PD opportunities designed for counselors, including:

- Monthly in-service trainings – review and trainings on relevant policies and program updates (i.e. transfer policies, curriculum updates, etc.) ([CI.1.07](#)).
- Strong Interest Inventory Certification – certification in Myers-Briggs career inventory assessment ([CI.1.08](#)).

The college also provides PD opportunities designed for classified professionals, including:

- New Classified Orientation – overview of the college organizational structure, as well as resources available to classified professionals ([CI.1.09](#)).
- Lunch and Learn Series – monthly series in which classified professionals learn about various departments and campus initiatives ([CI.1.10](#)).
- Annual Classified Retreat – full-day retreat designed for classified professionals ([CI.1.11](#)).

The college also provides campus-wide PD opportunities for all employees, including:

- All-College Day: full day of key information for the upcoming academic year ([CI.1.12](#)).
- HSI Summit Series: developing capacity for servingness, and identifying best practices to effectively serve our students ([CI.1.13](#)).

Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.
(documents should be separate pdf files on submitted flash drive)

1. CI.1.01 [Professional Development Coordinator Announcement](#)
2. CI.1.02 [Professional Development Calendar and Webpage](#)
3. CI.1.03 [Faculty Academy Webpage](#)
4. CI.1.04 [Cultural Curriculum and Audit Revision Webpage](#)
5. CI.1.05 [ZEN Program Webpage](#)
6. CI.1.06 [Online Faculty Training Webpage](#)
7. CI.1.07 [Counselor Monthly In-Service Agendas and Materials](#)
8. CI.1.08 [Counselor Strong Inventory Certification](#)
9. CI.1.09 [New Classified Employee Orientation Spring 2023](#)
10. CI.1.10 [Classified Employee Lunch and Learn Series Spring 2023](#)
11. CI.1.11 [Classified Employee Annual Retreat Agenda Spring 2023](#)
12. CI.1.12 [Fall 2022 All-College Day Agenda](#)
13. CI.1.13 [HSI Summit Series Agendas](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college’s work. (300 words max.)

The college has devoted significant resources to provide high-quality and transformative professional development to its employees. Through a continuous process of implementation, evaluation, and improvement, the college’s PD structure has become more intentional and refined. This process has led us to our current structure in which the Professional Development Coordinator works with key constituency groups through the PDCC, the Faculty PD Committee, and the Classified PD Committee. This allows the college to develop targeted PD opportunities designed for specific employee groups. It also allows the college to design and implement large-scale campus-wide PD opportunities for all employees. This ensures that all constituency groups on campus are gaining the specific skills and expertise they need to effectively work towards the college mission and vision.

District Core Inquiry 1: The District Team noted the commitment of the Ventura Community College Board of Trustees to “working as an effective, transparent, and respectful entity.” The Team is interested in confirming that the Board of Trustees is translating the commitment into tangible progress on behalf of the students and employees of the Ventura Community College District.

Standards or Policies: IV.C.2, IV.C.7, IV.C.10

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1. (300 words max.)

Timeline of Board Development Activities

2022-Jan 8 Special Board Meeting/Retreat w/ Board Development Consultant
([DCI.1.01](#), [DCI.1.02](#))

2022-Jan 22 Board Meeting/Mid-Year Strategic Planning Session, with follow-up discussion with Board Development Consultant ([DCI.1.03](#), [DCI.1.04](#))

2023-Feb 25 Board Meeting/Mid-Year Strategic Planning Session ([DCI.1.05](#), [DCI.1.06](#))

2023-Sep 15 Special Board Meeting/Retreat w/ Board Development Consultant ([DCI.1.07](#))

Following the submission of the ISER, a Special Board Meeting/Retreat was held, featuring Board Development Consultant Dr. Helen Benjamin. This was the first of three sessions focused on Board Development Strategies. Then, the January 22, 2022, Board meeting featured a presentation of the 2021-2027 VCCCD Strategic Plan, highlighting the District’s

strategic goals, measures of achievement, and a review of how college strategic planning and program review processes align, integrate, and strive to meet these goals. This presentation reviewed the District's need for Board leadership and partnership in focusing on long range, sustainable improvements focused on student needs, making meaningful progress on behalf of the students and employees.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 1 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

1. DCI.1.01 [Board Development Session Agenda](#) (Jan 8, 2022)
2. DCI.1.02 [Board Development Session Minutes](#) (Jan 8, 2022)
3. DCI.1.03 [Board Meeting w/Discussion of Jan 8th Development Session](#)
(see Minutes for Agenda Item 2.01)
4. DCI.1.04 [Strategic Plan Presentation](#) (Jan 8, 2022)
5. DCI.1.05 [Board Strategic Planning Retreat Agenda](#) (Feb 25, 2023)
6. DCI.1.06 [Board Strategic Planning Retreat Minutes](#) (Feb 25, 2023)
7. DCI.1.07 [Board Development Session Preparation Survey](#)
8. DCI.1.08 [AP 2430](#)
9. DCI.1.09 [Article on Elevating Governing Board Leadership by Embracing the Duty of Advancement.](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

Authority to operate and control District business is delegated to the Chancellor by the Board of Trustees as outlined in BP 2430 Delegation of Authority to the Chancellor ([DCI.1.08](#)). This Board Policy describes delegation of authority to the Chancellor, including but not limited to, granting the authority to supervise the general business procedures of the District and budget, to authorize employment and fix job responsibilities, and act as the professional advisor to the Board in policy formation.

In February 2023, a VCCCD Board Strategic Planning Retreat was held. This session, led by an external facilitator, reviewed the Governing Board's role in strategic planning and highlighted the district's need for Board leadership and support.

An external facilitator led discussions on four agenda items:

- Creating and Sustaining High Performance Organizations
(Reviewing principles and practices for organizational effectiveness)
- Setting Site Upon Our Star
(Overview of the Vision for Success and the governor's Road Map)
- Where Have We Been and Where are we Now?
(Examining the current landscape to avoid potential obstacles, determining the best path forward)

- Where are we Going?
(A discussion and determination of the district’s need for Board leadership and support)

In order to foster public trust in our institutions and make significant impacts in our community, our Trustees must work together as a Board to uphold high standards of governance. Without this, we will face continued challenges with employee morale, attracting and retaining talented staff, and cultivating philanthropic support.

Through these continued professional development opportunities, we hope to see our Governing Board’s rededication to their role to protect the District’s and Colleges’ interests, maintain their reputation, and uphold legal and ethical obligations. ([DCI.1.09](#))

District Core Inquiry 2: With a new Chancellor in place, the Team noted an opportunity for the Board of Trustees establish shared goals with the Chancellor, delegate appropriate responsibility, and evaluate the progress of the Board and Chancellor in achieving agreed upon goals. The ISER narrative indicated examples of interference by the Board in operational decisions and “bypassing the District participatory governance process.”

Standards or Policies: IV.C.12

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3.
(300 words max.)

As a first step to the Board development activities noted in the previous response, an assessment of Board performance was conducted in December 2021 by Consultant Brice W. Harris of College Brain Trust. This assessment, and the resulting report set the stage for the January 8, 2022, development session. ([DCI.2.01](#), [DCI.2.01b](#)) During this session, the Trustees collaboratively agreed to their Vision Statement which expressed their commitment to their role as Trustee. ([DCI.2.02](#), [Agenda Item 2.02](#)) In the follow up discussion held as part of the Mid-Year Strategic Planning Session (January 22, 2022), the Trustees agreed to the action steps identified in the ISER, Standard IV.C. ([DCI.2.03](#))

In July 2022, Chancellor MacLennan was hired. With Board Policy 2434 as a foundation, the Board and Chancellor have worked collaboratively during the year of transition, identifying annual strategic goals for the Board and for Chancellor MacLennan. ([DCI.2.04](#))

To further its development, the Board continued its focus on self-reflection and self-improvement through professional conference attendance, exploring how Boards can best

work collaboratively with the CEO in their mutual dedication to providing students with outstanding educational experiences.

There has been improvement in the relationship and collaboration between each of the Board members, as well as between the Board and the Chancellor; however, there is a persistent confusion of their role and a lack of recognition of how this impacts our colleges and our employees. For example, some trustees continue to express interest in directing district and college operations.

Dr. Benjamin is set to return to provide the third and final training session in September 2023. ([DCI.2.05a](#); [DCI.2.05b](#)) This session will focus on how the Trustees can not only further develop as an effective team, but to also understand their duties to protect the District's interests, reputation, and ethical and legal responsibilities. The consultant will lead the Board to a stronger understanding on how to quickly and decisively curtail any inappropriate behavior demonstrated by individual Trustees.

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 1 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

1. DCI.2.01 [Board Development Session Agenda](#) (Jan 8, 2022)
2. DCI.2.02 [Board Development Session Minutes](#) (Jan 8, 2022)
3. DCI.2.03 [Board Meeting w/Discussion of Jan 8th Development Session](#)
4. DCI.2.04 [VCCCD Strategic Goals](#)
5. DCI.2.05 [Board Effectiveness Self Evaluation Survey](#) and [Invite](#)
6. DCI.2.06 [Board Meeting June Minutes](#) & [July Minutes](#)
7. DCI.2.07 [Board Meeting Recording](#) (June 2023 – Markers 3:21 and 3:31)
8. DCI.2.08 [Board Meeting Recording](#) (July 2023 – Markers 4:43 and 5:21)
9. DCI.2.09 [California Educational Code: Board Authority](#)
10. DCI.2.10 [Board Policy: Board Duties and Responsibilities](#) (BP 2200)
11. DCI.2.11 [Board Policy: Delegation of Authority to Chancellor](#) (BP 2430)
12. DCI.2.12 [Board Policy: Delegation of Authority to Human Resources](#) (BP 7110)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

Although BP 2430 delegates authority to the Chancellor, there are examples of continued interference in operations. For example, (1) individual Trustees seeking out an employee to hold conversations over topics that the employee should not be expected to engage in with a Trustee; (2) individual Trustees directing staff to respond to inquiries about operations without the Chancellor's involvement; and (3) openly questioning operational decisions during public Board meetings. ([DCI.2.06a](#), [DCI.2.06b](#), [DCI.2.07](#), [DCI.2.08](#))

These actions continue to create a high level of anxiety among employees and may serve to undermine public trust in college and district leadership.

It is clearly understood that the Board has authority to express concern, particularly in carrying out its responsibility for the quality, integrity, and financial stability of the District and for ensuring that the District's mission is being carried out. It is also understood that individual Trustees will not always be in agreement. As such, there is critical need for the Board to identify best practices for how to handle such concerns and conflicts. In their efforts to support and protect our institutions, the entire Board needs to understand how, and when, individual Trustees express their concerns or disagreements without publicly damaging the reputation of the Colleges and District or by creating any unnecessary distrust in the leadership of the District.

District Core Inquiry 3: The team would like to understand how the college monitors compliance with completion of faculty and staff performance evaluations per District policy.

Standards or Policies: III.A.5

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 3.
(300 words max.)

In collaboration with Human Resources, the College monitors compliance with the evaluation process to ensure adherence to established guidelines, fair assessment practices, collective bargaining agreements, and timely completion and submission of evaluations for all employees.

Training

Following the collective bargaining processes, HR provided training on newly negotiated evaluation templates and assessment criteria. ([DCI.3.01](#), [DCI.3.02](#), [DCI.3.03](#), [DCI.3.04](#))

Process Improvement

During the training, supervisors brainstormed with HR representatives to identify challenges with the current process for submitting/tracking completed faculty evaluations. This discussion led to the elimination of no-longer-needed cover sheets and highlighted the need for greater collaboration between supervisor and HR.

In August, a small work group met to further detail a more structured submission/tracking process ([DCI.3.05](#)). While supervisors will retain primary responsibility to identify when faculty are due for evaluation – to reflect leaves or off-cycle evaluations when necessary – supervisors will provide HR with a list of who will be evaluated each semester. At the end of

the semester, HR will confirm the receipt of each evaluation. This process will be followed this academic year, with a debrief/process review meeting to be held in summer 2024.

Tracking Tools

The consistency of the evaluation cycle for classified professionals allows HR to provide supervisors with an evaluation tracking spreadsheet with information regarding each evaluation required in that evaluation cycle. ([DCI.3.06](#), [DCI.3.07a](#), [DCI.3.07b](#))

The complexity of the faculty evaluation processes makes it much more challenging for HR to track evaluations in the same fashion. ([DCI.3.08](#), [DCI.3.09](#)) It is the supervising manager's responsibility to ensure that each faculty member has been evaluated "on time," following the VCCCD-AFT CBA's timeline for evaluation.

In 2022-2023, VC streamlined the faculty and staff evaluation process to electronically track and submit all evaluations to HR through MS Teams, allowing for consistent, accurate, and timely submissions for all VC faculty evaluations. Co

Evidence: Provide the list of evidentiary documents pertaining to Core Inquiry 1 which will assist the team to better understand current college processes and outcomes.

(documents should be separate pdf files on submitted flash drive)

1. DCI.3.01 [SEIU Employee Evaluation Template](#)
2. DCI.3.02 [Summary of Changes to VCCCD-SEIU Collective Bargaining Agreement](#)
3. DCI.3.03 [AFT Employee Evaluation Template](#)
4. DCI.3.04 [Documents in support of VCCCD-AFT Evaluation Process](#)
5. DCI.3.05 [Faculty Evaluation Process Discussion \(August 2, 2023\)](#)
6. DCI.3.06 [Excerpt of VCCCD-SEIU CBA describing Classified Evaluation Timelines](#)
7. DCI.3.07a [Email Alert on Classified Employee Evaluations from Human Resources](#)
8. DCI.3.07b [DAC Evaluation Tracking Spreadsheet from Human Resources](#)
9. DCI.3.08 [Excerpt of VCCCD-AFT Article 12 \(Evaluations\)](#)
10. DCI.3.09 [Excerpt of VCCCD-AFT Article 11 \(Tenure Evaluations\)](#)
11. DCI 3.10 [VCCCD/AFT Memorandum of Understanding: Evaluations](#)
12. DCI 3.11 [Email Recording Number of Faculty who Received DE Training](#)
13. DCI 3.12 [Job Description of Human Resources Specialist](#)

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

During the initial COVID crisis, as faculty were forced to quickly move fully into online instruction, a Memorandum of Understanding between VCCCD and AFT agreed to a temporary suspension of the evaluation process. ([DCI.3.10](#)) This allowed faculty members to receive the training and support needed in order to provide quality instruction in a modality that many were not comfortable teaching within. Over 300 faculty went through online training in that initial spring 2020 ([DCI 3.11](#)). In addition, as employees were still working remotely, the submission process moved to online (via email) creating a variety of tracking

issues and gaps in the process. Coming out of this COVID crisis, the colleges have worked to get back on the agreed upon evaluation cycles, but we all recognize the need to find a more consistent mechanism for the submission of completed evaluation packets and the tracking of evaluation completion. To assist with the tracking of completed evaluations, the District has hired an additional employee. ([DCI.3.12](#)) With the design and implementation of new processes, the goal is to reach an 80% completion rate in 2023-24 (as we continue to assess the process), with a 90% annual completion rate moving forward.