

## **PEER REVIEW TEAM REPORT**

Ventura College  
4667 Telegraph Road  
Ventura, CA 93003

This report represents the findings of the Peer Review Team that conducted a focused site visit to Ventura College from September 25, 2023 to September 26, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Brian King  
Team Chair

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**Ventura**  
**Peer Review Team Roster**  
**TEAM ISER REVIEW**

Dr. Brian King, Chair\*  
Chancellor  
Los Rios Community College District

Dr. Lena Tran, Vice Chair\*  
President  
Columbia College

**ACADEMIC REPRESENTATIVES**

Dr. Eve Castellanos\*  
Faculty Coordinator  
Reedley College

Dr. Dulce Gray  
Instructor of English and Women's Studies  
West Valley College

Dr. Rebecca Opsata  
Vice President of Instruction  
Laney College

Mr. Steve Schermerhorn  
Librarian  
San Joaquin Delta College

Mr. Jeff Stearns  
Professor of English and ALO  
Honolulu Community College

## **ADMINISTRATIVE REPRESENTATIVES**

Dr. Tanisha Maxwell\*  
Vice President of Student Services  
Los Medanos College

Dr. Sheri Sterner  
Dean, Research, Planning and Institutional Effectiveness  
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Dr. Raymond West III\*  
Vice President, Administrative & Business Services  
Long Beach City College

## **ACCJC STAFF LIAISON**

Dr. Catherine Webb  
Vice President  
ACCJC

\*Persons who served as participants on the district review team should be noted with an asterisk.

**Ventura College  
Peer Review Team Roster  
FOCUSED SITE VISIT**

Dr. Brian King \*  
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## **Summary of Focused Site Visit**

INSTITUTION: Ventura College

DATES OF VISIT: September 25-26, 2023

TEAM CHAIR: Brian King

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2023 the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A five-member peer review team conducted a Focused Site Visit to Ventura College on September 25-26, 2023, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on September 1, 2023, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 50 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met with three trustees from the College and observed videos of board meetings. The team held one open forum, which was moderately attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

## **Major Findings and Recommendations of the Peer Review Team Report**

### **Recommendations**

#### **Recommendations to Meet Standards:**

None.

#### **Recommendations to Improve Quality:**

None.

#### **District Recommendations to Meet Standards:**

District Recommendation 1: District Recommendation 1: In order to meet the Standard(s), the team recommends that the governing board delegates full responsibility and authority to the CEO to implement board policies without board interference. (Standard IV.C.12)

#### **District Recommendations to Improve Quality:**

District Recommendation 2: In order to increase effectiveness, the team recommends the Board consistently act as a collective entity. (Standard IV.C.2).





## Introduction

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

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

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

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

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

In 2011, Ventura College dedicated a new Health Science Complex and two classroom buildings: Multidisciplinary Center East and West. In 2012, a new professional-caliber Performing Arts Center opened its doors for educational and community programs. In 2015, the college began offering classes in the new Applied Science Center with three large classrooms, one outdoor classroom, and a state-of-the-art Career Technical Center with training simulators and simulator software to provide hands-on real-life lab experiences for students.

In 2020, Ventura College celebrated its 95th Anniversary in the midst of a worldwide pandemic. Instruction and student services were moved completely online over a two-week period in

March 2020 and continue to primarily be delivered in this modality. Employees of Ventura College quickly adjusted to this new way of offering education while maintaining our high-quality instruction and services.

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

## 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. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation. Ventura College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Ventura Community College District (VCCCD). This authority has existed continuously since 1925 with accreditation status regularly renewed by the Accrediting Commission for Community and Junior Colleges, WASC.

The College meets the ER.

### 2: Operational Status

The institution is operational, with students actively pursuing its degree programs. Ventura College is a comprehensive college that has been in continuous operation since 1925. Over 13,000 students actively pursue a wide range of academic opportunities for degrees, certificate, proficiency awards, and basic skills for transfer to four-year colleges and universities.

The College meets the ER.

### 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length. Ventura College offers programs leading to Associate in Arts (AA) degrees, Associate in Science (AS) degrees, and Associate Degrees for Transfer (ADTs), in addition to a variety of Certificates of Achievement and Proficiency Awards.

The College meets the ER.

### 4: Chief Executive Officer

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

Dr. Kimberly Hoffmans has been Ventura College's president since July 2019. Her full-time responsibility is to serve as the chief executive officer of the College. Authority for her to

administer board policies is given by the Board of Trustees. She does not serve on the District governing board.

The College meets the ER.

#### 5: Financial Accountability

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

The College meets the ER.

## Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of a Peer Review Team Visit and Third Party Comment**

#### **Evaluation Items:**

|   |   |
|---|---|
| x | The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.  |
| x | The institution cooperates with the review team in any necessary follow-up related to the third party comment.  |
| x | The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment. |

[Regulation citation: 602.23(b).]

#### **Conclusion Check-Off (mark one):**

|   |  |
|---|--|
| x | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

#### **Narrative:**

The College meets the regulation.

### **Standards and Performance with Respect to Student Achievement**

#### **Evaluation Items:**

|   |   |
|---|---|
| x | 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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)   |
| x | 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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)   |
| x | 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 institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9) |
| x | 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. (Standard I.B.4)  |

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

**Conclusion Check-Off (mark one):**

|   |  |
|---|--|
| x | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

**Narrative:**

The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

**Credits, Program Length, and Tuition**

**Evaluation Items:**

|   |   |
|---|---|
| x | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)   |
| x | 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). (Standard II.A.9) |
| x | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)  |
| x | Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)   |
| x | The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .   |

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

**Conclusion Check-Off (mark one):**

|   |  |
|---|--|
| x | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

**Narrative:**

The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

## **Transfer Policies**

### **Evaluation Items:**

|   |   |
|---|---|
| x | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)   |
| x | Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)                                      |
| x | Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.  |
| x | Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. |
| x | The institution complies with the Commission <i>Policy on Transfer of Credit</i> .  |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

### **Conclusion Check-Off (mark one):**

|   |  |
|---|--|
| x | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

### **Narrative:**

The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.



## **Distance Education and Correspondence Education**

### **Evaluation Items:**

|                                      |  |
|--------------------------------------|--|
| <b>For Distance Education:</b>       |  |
| x                                    | The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .  |
| x                                    | The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency. |
| x                                    | The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)   |
| x                                    | The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.   |
| <b>For Correspondence Education:</b> |  |
| n/a                                  | The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)   |
| n/a                                  | The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.   |
| <b>Overall:</b>                      |  |
| x                                    | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)  |
| x                                    | The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .   |

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

### **Conclusion Check-Off (mark one):**

|   |  |
|---|--|
| x | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the   |

|  |  |
|--|--|
|  | Institution does not meet the Commission's requirements.                   |
|  | The college does not offer Distance Education or Correspondence Education. |

**Narrative:**

The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

**Student Complaints**

**Evaluation Items:**

|   |  |
|---|--|
| x | 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.   |
| x | The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.  |
| x | The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.   |
| x | 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. (Standard I.C.1) |
| x | The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .   |

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

**Conclusion Check-Off (mark one):**

|   |  |
|---|--|
| x | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

**Narrative:**

The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

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

#### **Evaluation Items:**

|   |  |
|---|--|
| x | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) |
| x | The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .                    |
| x | The institution provides required information concerning its accredited status. (Standard I.C.12)  |

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

#### **Conclusion Check-Off (mark one):**

|   |  |
|---|--|
| x | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

#### **Narrative:**

The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

### **Title IV Compliance**

#### **Evaluation Items:**

|   |  |
|---|--|
| x | 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 U.S. Department of Education (ED). (Standard III.D.15)                             |
|   | If applicable, the institution has addressed any issues raised by ED 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. (Standard III.D.15)  |
|  | If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)                       |
|  | If applicable, 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. (Standard III.D.16) |
|  | The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .   |

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

#### **Conclusion Check-Off:**

|   |  |
|---|--|
| x | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.                                    |
|   | The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended. |
|   | The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.                                  |

#### **Narrative:**

The team has reviewed the elements of this component and has found the Institution to meet the Commission's requirements.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations:

The Ventura College mission statement contains an emphasis on diversity, student learning, and achievement. The mission statement was recently updated and reflects recent changes at the institution and throughout higher education to better communicate its purpose and how the college works to serve students.

##### Findings and Evidence:

The Ventura College Mission Statement was updated in 2022, after an inclusive process which solicited feedback from students and employees. It clearly outlines the college's educational purposes, intended student population, types of degrees and certificates that are offered, as well as the college's commitment to student learning and achievement. The updated Mission Statement was approved through college and district governance. (I.A.1)

Data on many success metrics are readily available on the Institutional Effectiveness website. Searchable dashboards allow filtering at many levels and across several student demographic categories. A member of the public and the college can easily access most of them, although a few dashboards require a college log-in.

College plans are informed with data and align with the mission. Unit planning is done through program reviews, which are publicly available. Units are given written feedback on their reviews by both the Planning Committee and the College President, which is published on a well-structured and user-friendly program review webpage. (I.A.2)

College planning is informed by the mission, from the college-wide plans to the down to unit program reviews. Annual planning parameters from the Executive Team direct the focus of the college. Program reviews are given to resource allocation committees, which develop prioritized lists of recommendations as to what should be funded. Prioritization is based on how well each request aligns with college goals and its mission.

Programs that do not award many degrees over time are required to speak to program viability in their program reviews. (I.A.3)

The mission statement is widely available and is reviewed on a regular calendar, last in 2022. The review process was inclusive of student and employee voices and culminated in approval of the new mission through governance and by the Board of Trustees. (I.A.4)

In addition to having a mission statement, the college has also developed a Vision Statement that articulates its role in the lives of learners and the community. It also has established Guiding Principles, which describe how the college works to carry out its mission and advance its vision. Collectively, Ventura College's Mission, Vision, and Guiding Principles successfully acknowledge its high regard for diversity, as well as how it focuses on being student-centered as it endeavors to advance learning.

#### Conclusions:

The College meets the Standard.

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

#### General Observations:

Ventura College 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.

#### Findings and Evidence:

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

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

The College regularly monitors institutional 10 Standard IB: Academic Quality and Institution Effectiveness through a number of standing College committees and councils. The annual

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

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

Ventura College 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. 1.B.2 The College has recently overhauled its assessment process to make it more streamlined and efficient. The team confirmed these changes have been implemented, and plans are in place for the College to continue to evaluate the process to determine if additional refinements need to be made.

Ventura College first established institution-set standards over a decade ago. In Spring 2012 (a year before the ACCJC required that colleges establish institution-set standards), the College Planning Committee (CPC) developed and approved VC's first "Core Indicators of Effectiveness." These metrics were then supplemented by the ACCJC's Institution-Set Standards. One of the issues that arose from this process was that the terms of the Core Indicators were slightly different than the terms used in the ACCJC's Institution-Set Standards. Thus, one of the recommendations of the 2016 visiting team 16 Standard IB: Academic Quality and Institution Effectiveness was to evaluate and revise them. This was done as part of the process of developing and finalizing the 2017-2023 Educational Master Plan. This plan was developed to align directly with the ACCJC Institution-Set Standards, the CCCC Institutional Effectiveness Partnership Initiative, and the CCCC Student Success Scorecard. The primary goal of this plan is to "Increase the success of our students while closing equity gaps." Seven specific measurable objectives were developed to operationalize this goal (I.B.3.01). These objectives have replaced the previous Core Indicators.

Through the Educational Master Plan, Strategic Implementation Plan, and the integrated program review and planning model, the College systematically assesses the effectiveness of programs and services, using multiple sources of assessment data to inform decision-making and direct resources to initiatives designed to improve student learning. During the program

review process, each program is provided with comprehensive student achievement data spanning five years. For instructional programs, this includes data on course enrollment, successful course completion, numbers of degrees and certificates conferred, UC/CSU transfers, SLO assessment results, and labor market data (CE programs only). Student services programs and administrative services departments are provided with data on student service usage, student and employee survey data, and SUO assessment results. Program faculty and staff include analyses of these data in their program review reports and use the results to develop improvement plans and resource requests. Data on the progress made toward the goals and objectives of the Educational Master Plan to the CPC each year, as well as shortfalls, provide Institutional Effectiveness committees with insight into areas in need of additional attention (I.B.4.01, I.B.4.02).

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

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

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

To ensure that data is widely available and accessible, the IE Office has also developed web-based interactive data dashboards on 14 key metrics that align directly with our mission and Educational Plan. These dashboards are publicly accessible and provide all campus constituents with data and information. In addition, the IE Office has developed multiple enrollment



dashboards to analyze and project enrollment. These dashboards are updated each morning. Access to these enrollment dashboards is limited to department chairs, deans, vice presidents, and the college president. The IE Office webpage also includes more detailed PDF reports on specific topics, as well as an archive of PDF reports that go back a decade (I.B.8.01).

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

#### Conclusions:

The College meets the Standard.

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

#### General Observations:

The College mission statement is readily available and accessible on the Ventura College webpage under the "About" menu as "Our Mission, Vision, and Guiding Principles" and in the Online College Catalog. Information regarding SLOs and SUOs are available on the VC webpage. The SLO and SUO webpage includes a "Find an Outcome" link for users to find any SLO or SUO. Additionally, an Institutional/GE SLO and SUO page displays the ISLOs and ISUOs. The ISLOs and ISUOs are also listed in the College catalog on page 9.

#### Findings and Evidence:

Information about the college, its programs, and services are available on the website and in the catalog. Students can easily see the learning objectives for each course in a searchable database on the website. Information is annually reviewed for accuracy. (I.C.1)

The catalog is available online, in a very easy to use searchable format. It is annually updated. (I.C.2).

The Institutional Effectiveness webpage houses dashboards which are publicly accessed. (I.C.3).

The catalog effectively describes all degrees and certificates. An overview of each program as well as the requirements are easy to navigate. (I.C.4).

Agendas and minutes for committees are published in Board Docs and some are on the campus webpage. District APs and BPs are in Boarddocs. (I.C.5).

The Financial Aid Office webpage provides students with information on the total cost of attendance and on options for aid. The catalog clearly lists fee amounts and additional information including a Net Price Calculator can be found through the Consumer Information webpage. (I.C.6).

Scholarships, the work of the Foundation, textbook lending library, and Zero Textbook Cost efforts show the college is working to support student financial needs. (I.C.6)

District Board Policy and Academic Procedure on academic freedom and integrity can be found in the district Board Doc site. The policies make clear a commitment to academic and intellectual freedom. (I.C.7).

District Board Policies and Academic Procedures exist which detail a commitment to honesty and academic integrity. Student conduct policies are included in the catalog and on the webpage. (I.C.8).

A District Board Policy on Academic Freedom exists. The Academic Senate has adopted a Code of Ethics that is included in the Faculty Handbook. The Classified Senate has adopted a Code of Ethics.

Does not apply. (I.C.10).

Does not apply. (I.C.11).

The college agrees to comply with accreditation requirements and publicly discloses necessary information. The college submits required reports. (I.C.12).

The college has several programmatic accreditations in addition to accreditation by the ACCJC. In each of these programs, the college is in compliance with their requirements. (I.C.13).

Does not apply. (I.C.14).

#### Conclusions:

The College meets the Standard.

## **Standard II**

### **Student Learning Programs and Support Services**

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

##### General Observations:

Ventura College Instructional and Career Technical Educational Programs regularly participate in Program Review and the programs develop and regularly review learning outcomes to ensure intentional measures in instruction. Course success rates are also documented in accordance with established instruction practices.

##### Findings and Evidence:

The College has a regular and systematic review cycle for courses and programs. The Academic Senate's Curriculum Committee conducts both a technical review and content review of curriculum, to ensure that all changes align with the college's mission and with the state Program Course and Approval Handbook. A very detailed local Curriculum Committee Handbook provides information for faculty on the process. After local approval, curriculum is reviewed by a District Council before approval by the Board of Trustees. Courses that will be taught online are reviewed separately in an Distance Education Addendum. Student Learning Outcomes for occurs are included in the Course Outlines of Record. (II.A.1).

The college follows a five-year cycle of curriculum review, so all courses and programs are regularly reviewed. Career education courses are reviewed on a five-year cycle. Student learning outcome data is collected at the course, program, and institutional level and is used by faculty to improve courses and curriculum. Programs conduct regular program reviews, which include analyzing outcomes data, enrollment, and success data. Professional development is available for faculty to learn new techniques to improve student learning. (II.A.2.)

The college requires all course outlines to include student learning outcomes, and there is a webpage that allows the public to search and see the outcomes. A college committee provides professional development and oversight of the process. There is a five-year cycle for course assessments, during which each course is to be assessed twice. Students are provided with a syllabus in each class, which are required to include the learning outcomes. (II.A.3).

The college offers a small amount of pre-collegiate courses, which are marked as "not applicable for degree credit" in the catalog. Pre-collegiate courses follow the same creation and evaluation processes as other curriculum. (II.A.4).

All courses and programs go through a systematic process of review to ensure that they meet academic standards. A technical review is conducted before curriculum moves to the full Curriculum Committee and then to the district-level Curriculum Council and the Board of Trustees. All degrees require 60 units. (II.A.5).

The college's goal is to schedule all classes required for programs within a two-year timeframe. Schedules are built with this in mind. The new program mapper initiative should provide important information for students, so they can plan their courses in advance. The mapper should allow departments to double-check that they are offering needed courses in a regular sequence. (II.A.6).

Courses are offered in online and face-to-face modalities and they are offered in a variety of course lengths. Instructors teaching online are required to complete a training course. Faculty are able to view their course success outcomes disaggregated by demographic factors. Several professional development opportunities exist for faculty who want to improve equity in their outcomes. The use of embedded tutors and support for a STEM engagement center show the college is working to improve outcomes for all students. (II.A.7.).

The college does not use any standardized examinations. Credit for prior learning is currently allowed in all courses, and the college is working to clarify and potentially limit this allowance. (II.A.8).

All courses and programs have learning outcomes, which are regularly reviewed. District AP 4020 shows credit hour calculations are in line with regulations. Contact hour requirements are in the course outline of record and align with state requirements. (II.A.9.).

Transfer-credit policies are outlined in the catalog. The college uses the state-wide C-ID numbering system for classes, which facilitates transfer-of-credit for students. Associates Degrees for Transfer and articulation agreements assist students with easy transfer of credit. Incoming transfer of credit is done through transcript evaluation. (II.A.10).

The college has institutional learning outcomes in communication, information literacy, quantitative competency, analytic critical thinking, and the ability to engage in diverse perspectives. A five year process is used to assess each of the outcomes. All programs have learning outcomes, which are mapped down to course-level outcomes. (II.A.11).

General education requirements for degrees follow a Board Policy, which outlines the philosophy of and criteria for inclusion in the requirement list. Requirements include courses in civil society, skills for learning, and curriculum in arts, the humanities, social sciences, science, and math. Faculty, working with and as part of the Curriculum Committee, determine course content and learning outcomes. (II.A.12.).

Degrees are required to have at least 18 units of focused study within a disciplinary core. Courses must be completed with a C or better to count toward degrees. Faculty, working with and as part of the Curriculum Committee ensure that all courses have learning outcomes and meet state requirements. (II.A.13.).

Career education programs evaluate their learning outcomes and course success outcomes on a regular basis as part of the Program Review process. All career education programs have

advisory boards, which are comprised of industry members who advise the departments on current curricular needs. Programs with external licensure requirements align their course objectives with the material tested in the exams. Several examples of industry partnerships illustrate that the college works to prepare students for living wage jobs in local businesses. (II.A.14).

The process for program discontinuance is outlined in Board policy and administrative procedure. No programs have been discontinued since 2016. (II.A.15).

The established Program Review process ensures that all programs are regularly evaluated. Curriculum and learning objective evaluations are conducted on regular calendars as well. (II.A.16)

#### Conclusions:

The College meets the Standard.

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

#### General Observations:

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

#### Findings and Evidence:

Among learning support services, Ventura has its Evelyn & Howard Boroughs Library, a testing center, a tutoring center, and a learning center. Library, tutoring, and workshops are promoted through monthly library newsletters distributed to the campus community by email and through social media. Library and tutoring services are available both online and in person. (II.B.1).

The library provides semester loans of many textbooks through its lending library. The library also works with discipline faculty in the creation of OER materials. Labs are staffed. Services and

software to support student learning are purchased under the guidance of faculty, while computers and software are continuously updated under an established replacement schedule. (II.B.2).

The Library, Learning Center, and Tutoring Center complete comprehensive program reviews every five years, plus annual updates each year. Student learning outcomes are tracked by the library. Other learning support services are tracked through surveys of students and faculty, student attendance, and student success data. (II.B.3).

Many subscription-based resources are provided through the Community College League of California consortium. The college also partners with NetTutor for online tutoring for distance education as well as other students. Usage data is regularly collected. The college has policies and procedures that address security, maintenance, and reliability of services. (II.B.4).

#### Conclusions:

The College meets the Standard.

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

#### General Observations:

Ventura College offers a full range of programs and support services intended to help support students in advancing their educational goals. In addition to mandated programs, such as Counseling, EOPS, CalWORKs, DSP&S, and a Veteran's Center, VC has also secured grant funds to establish a Math, Engineering, Science Achievement (MESA) Program and Project S:AIL in STEM to highlight its status as a Hispanic Serving Institution (HSI). The College also has an established First Year Experience Program to facilitate student retention and success.

Ventura College offers comprehensive student support programs and services at their main campus location. At the East Campus location, there are permanent staff offering in-person bilingual, admissions, counseling, tutoring, and library services. Additional supports (e.g., Financial Aid, EOPS, DSPS, Veterans) are offered virtually at the East Campus. In-person workshops for information on financial aid, admissions and enrollment steps are offered at key times throughout the year in both English and Spanish for the East Campus community. All VC students can access virtual, ADA-compliant support services via their student portal. Student preference surveys are administered periodically and indicate that students prefer more transactional services (e.g., registration, fee payment, financial aid) in the online format while more interactional services (e.g., counseling and tutoring) are preferred in-person.

Ventura College offers a plethora of student activities, clubs, and athletic programming for students to be engaged, and build community on campus. Student government and athletics operate in compliance of district policies, the California Ed Code and the bylaws of the CCCAA. VC participated in a district-wide, shared governance approach to implement compliance of AB

705. In 2019, the college launched a process utilizing a variety of guided self-placement tools (e.g., high school transcripts) to assist students in selecting their initial college-level courses in math, English and/or ESL courses and discontinued the use of more formalized assessment tools (e.g. ASAP, MDPT, ACT) as a sole indicator for placement. VC has an infrastructure for securing and backing up electronic student records via student information systems and databases that are password protected and restricted in access according to role and function on campus. Hardcopy student records are also secured in locked files with restricted access until they can be electronically scanned into the appropriate system and/or database. Student records are also backed up by the district office on a nightly basis.

#### Findings and Evidence:

Ventura College's student support services are evaluated via an annual program review process and a comprehensive program review that is completed every five years. Student support services assessments are conducted twice within a five-year cycle, in alignment with instructional programs, through "point of service" surveys on variety of metrics including student demographics and utilization of services, student satisfaction with services, and Student Success Data Dashboards to monitor the effectiveness of identified Service Unit Outcomes (SUOs). SUOs are aligned with the college mission and educational master plan. The results and student feedback from SUO assessments and other "point of service" surveys are analyzed and evaluated as part of the college's annual program review and comprehensive program review processes. The data is incorporated where relevant to inform and enhance quality assurance and effectiveness in the delivery (remote, online, and/or in-person) of student support services provided by VC. (II.C.1).

Ventura College conducts service unit outcomes (SUOs) assessments for all departments that provide student support programs and services. Each SUO is aligned with one of two institutional service unit outcomes (ISUOs) focused on: a) supporting a positive learning /service environment for students; or, b) ensuring compliance with local, state, or federal policies, laws, mandates and/or procedures. All student learning outcomes (SLO) and SUOs are publicly accessible via the college's website. Through VC's "No SLO, No Dough" policy, prioritization of resource requests are contingent on active participation and compliance with the college's assessment and program review processes. (II.C.2).

The College provides student support services in a variety of modalities (online, remote, in-person) and languages (English/Spanish) at both of its locations including evening hours, selective Saturday hours and 24/7 support via the MyVCCCD student portal and Ocelot Chatbot. The COVID pandemic required an abrupt shift to all student support programs and services being offered online and was the impetus for changes in business processes to streamline student accessibility via ramped up technology use for services and a transition to paperless forms. Post-pandemic, VC is now fully back in person and providing a multiple modality service strategy for transactional and interactional operations to address student needs and preferences. This includes more accessibility and choice for students to complete transactional

services such as registration, financial aid services and fee payment as well as interactional supports and services such as attending orientations, workshops, tutoring services and counseling appointments. (II.C.3)

The Office of Student Activities and the college's 19 athletics programs provide a plethora of co-curricular opportunities for students to get involved in student leadership, peer engagement, participatory governance, student clubs, athletic competition, and community building. The Associated Students of Ventura College (ASVC) abide by state and district policies that govern their fiscal and operational responsibilities. Each VC student club goes through a structured chartering process when it is established and is required to have a constitution and bylaws that align with the college mission and vision. VC Athletics is affiliated with the Western State Conference (WSC), the Southern California Football Association (SCFA), and the California Community Colleges Athletics Association (CCCCAA). An infrastructure is in place to support the collective oversight and monitoring of VC Athletics budget, fundraising, athletic eligibility and recruitment as well as student athlete retention and success on and off the field. (II.C.4)

Ventura College offers one-on-one academic, personal and career counseling, courses on student success and career exploration, transfer services, educational planning, early alert support, specialized workshops and college tours with university partners to address student needs and interests throughout their college journey. New technologies (e.g., Zoom, StarFish Connect) have been deployed to provide students with more accessible ways to engage with programs and services and ensure that students have a variety of access points to timely, accurate information regarding the development, progress and completion of their educational and career goals. Categorical programs such as EOPS, DSPS, CARE, Veterans Affairs, FYE, and CalWORKs are available to students who qualify. (II.C.5)

The College admissions processes and procedures are delineated via VCCCD board and administrative policy 5010. As an open access institution, BP/AP 5010 is applicable to California residents, non-residents and Dual Enrollment students. CCCApply is the tool used for the student application process throughout all colleges affiliated with the VCCCD. The MyVCCCD student portal allows students to register, drop/add, access their student educational plan, and pay fees associated with their student account. Students can also access information about admissions policies, grades, degree and certificate programs, discipline-specific courses, and CSU/UC transfer pathways in both paperless and hardcopy formats via the college catalog which is updated each academic year. VC offers 28 associate degrees for transfer and subscribes to the Guided Pathways framework as an integrated college-wide initiative to advance student retention, persistence, completion, and transfer success outcomes. (II.C.6)

In compliance and adherence to AB705, VC has implemented a multiple measures approach to guided self-placement by expanding the criteria of placement instruments (e.g., high school transcripts) students can use to be placed in transfer-level math and English courses. VC engaged in a robust, district-wide participatory governance process to arrive at their current guided self-placement approach. This process was conducive to calibrating data review, decision-making and standardization of AB705 implementation across the district. (II.C.7)



The Ventura Community College District has policies established (e.g., BP/AP 5040) to ensure compliance in the appropriate maintenance, storage, confidentiality, protection and other safeguards regarding student records. This includes student rights, FERPA compliance, as well as communication about, access to and release of student records. The college registrar is the custodian of student records. Employee access to student records is vetted via the college registrar and assigned by college role and function. The majority of VC's student records are housed in an electronic and password protected database via Banner and OnBase. Student records affiliated with compliance-laden areas such as Financial Aid and DSPS have more stringent access criteria and access is vetted via a designated staff member at the district-level. Retention, storage, access to and release of student medical records comply with the Health Insurance Portability and Accountability Act (HIPPA). Information about FERPA policies is available via the college catalog and the Admissions and Records webpage. (II.C.8)

Conclusions:

The College meets the Standard.

## Standard III

### Resources

#### III.A. Human Resources

##### General Observations:

The Ventura Community College District (VCCD) and Ventura College maintain both policies and procedures that ensure the employment and development of sufficient qualified and diverse faculty, staff, and administrators for both the District and the College to effectively achieve its mission. Policies provide guidance on hiring processes and procedures, equitable job descriptions and placements, hiring committees and screening, evaluation criteria and responsibilities, and also include professional development programs and services. These professional development programs and services are designed to enhance ongoing learning, development and leadership activities for members of the college community. Regular assessment of policies, procedures, and process for equity, effectiveness, and compliance is undertaken by both the District and the College.

##### Findings and Evidence:

Ventura College recruits diverse talent for the institution. Job descriptions contain minimum qualifications and equivalencies in an effort to evaluate candidates throughout the hiring process and also include information related to the College's mission, vision and values. Hiring committees are reviewed for diversity and personnel hiring is guided by AP 7120-A, 7120-B, 7120-C, 7120-D and 7120-E. Hiring processes ensure that recruitments address the needs of the College's student population and are relevant to the college mission. (III.A.1)

In addition to minimum qualifications and appropriate degree's, the College's hiring process for faculty ensures that candidates are equitably screened including state-established minimum level of subject expertise plus the department identified preference for focus of subject discipline. Initial screening processes entails reviewing submitted transcripts to ensure that candidates meet minimum qualifications validated on the Academic Prescreening form. Interview selection is based on hiring committee recommendations guided by the College's mission and that prioritize, among other criteria, breadth and depth of educational, work, and professional experience. Full-time faculty hiring is performed in accordance with AP 7120-D. (III.A.2)

The College follows a multi-step process for the hiring of administrators that involves recruitment, screening, and regular evaluation upon employment. This process is addressed in AP 7120-A, 7120-B and 7120-C. As with full-time faculty positions, the use of a trained screening committee facilitator is the primary method used to ensure that hiring procedures

are consistently applied for administrative hires. The College ensures that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform their duties through interviews by both representational committees and/or the college president or chancellor. (III.A.3)

The College requires official transcripts or equivalency determination prior to employment (AP 7211). All College job postings are required to clearly indicate that required degrees must be from accredited institutions. When questions related to equivalency arise, a District-wide Equivalency Committee (DWEC) is convened to review application documents and make a decision regarding the faculty qualifications. (III.A.4)

The District Human Resources department assumes the responsibility for managing all employee evaluations and are included within both the faculty and classified collective bargaining agreements. Tenured full-time faculty are evaluated every three years, non-tenured full-time faculty are evaluated at least once per year until tenure is awarded. Part-time faculty are evaluated once during the first semester of employment and at least once every three academic years thereafter. Classified employees are evaluated three times during their probationary period and once per year thereafter. The team noted that while the College suspended evaluations in 2020 in response to the COVID-19 pandemic, it was moving forward in recent years to address the backlog of outstanding evaluations throughout the college (III.A.5).

The College uses its program review process for additional full-time positions. For programs experiencing growth, requests for full-time faculty positions are included in annual program plans. The College exceeds its full-time Faculty Obligation Number (FON) with qualified faculty to support educational programs and services for the college. (III.A.7).

Hiring processes for part-time faculty are outlined within AP 7120-E. In addition, department chairs and deans, with support from discipline faculty provide oversight and guidance in recruitment and orientation processes. The college provides a Faculty Handbook on its College website as a resource and includes information on the development of course syllabi, assessment of student learning outcomes, and general information on College policies and procedures. The College maintains policies and practices for part-time faculty that provide for their orientation, oversight, evaluation and professional development at the College. (III.A.8)

An annual ranking process of classified staffing needs occurs annually as part of the integrated planning process. After initial review, requests are ranked and forwarded as recommendations to the administration. Decisions to fill positions at the College are strongly informed by student and programmatic need and the College prioritizes positions most needed to support essential activities within its educational, technological, physical and administrative operations. (III.A.9)

The Team verified that the College's processes and procedures for hiring and evaluating administrators to ensure continuity and effective administrative leadership and services are in place while new positions are submitted through program review and approved by the College

President. The College ensures that all administrators meet or exceed defined qualifications, and a review of needs is integrated into the annual program planning process. (III.A.10)

The District ensures that human resources information is readily accessible to all employees both online and through the Personnel Commission rules and collective bargaining agreements. Both the College and District apply District policies in a fair and consistent manner and are evaluated in part on their equitable treatment of employees. Managers are also trained through professional development workshops, facilitated by Human Resources, including by not limited to sexual harassment, mandatory reporter training, screening/selection committee training progressive discipline and laws associated with employee leaves. (III.A.11)

The District and the College's commitment to diversity and equal employment is formalized in Board Policy 7100 and Board Policy 3420 establishing a strong commitment to prioritizing diverse personnel and maintaining a record of equity of diversity consistent with its mission. In addition, the District has an EEO Advisory Committee which serves as a dedicated resource to advise on matters related to equity and diversity and has adopted a revised EEO plan which contains stronger DEI language and attainable strategies for on-going commitment to both EEO and DEI in pre-hiring, hiring and post-hiring employee phases. The team also noted that the college added diversity statements to all job postings in 2020 meant to clearly communicate its commitment to diversity and inclusion. (III.A.12)

Each employee group has adopted its own code of ethics at Ventura College. The Faculty adopted the Association of University Professors Statement on Professional Ethics, Managers adopted the American Association of Community College Administrators (ACCCA) Statement of Ethics and Classified employees adopted their own code of ethics for their Classified Senate. In addition, the Board of Trustees maintain a district-wide code of ethics in their administrative procedures including examples of unethical behavior, how to handle issues when they arise and potential consequences. (III.A.13)

Both the District and the College supports the professional development of its employees with resources, activities, and trainings tied to its mission. District professional development is provided to faculty, staff and management through a variety of programs designed to be flexible and responsive to employee needs. Through a recent reorganization, the College has tried to improve coordination of variety professional development opportunities through a Professional Development Coordination Council. This Council brings together all campus groups in an effort to engage ongoing professional growth and development in a more coordinated and intentional way. This new council organizes Flex Week Activities and regularly collects data from sessions in an effort to provide recommendations for future sessions and resources. (III.A.14)

The District's Human Resources Department maintains all personnel records, including medical files and grants access to such records to all employees upon request when appropriate. The District's Human Resources department stores personnel records in a secure manner accessible to only Human Resources staff and administrators and are maintained securely and

confidentially. Employees can review personnel files upon request in the presence of HR members. (III.A.15)

#### Conclusions:

The College meets the Standard.

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

#### General Observations:

The College assures that its 655,752 gross square feet of facilities at both Ventura College and at Ventura College East Campus (in Santa Paula) are safe and sufficient meeting all required regulations assuring access, security and positive learning and working environment. The College plans, acquires, builds, maintains, and renovates/replaces physical resources including facilities, equipment, land and other assets, in a manner that assures effective utilization and continuing quality necessary to support its programs and services. A District-wide Emergency Preparedness Committee (DEPC) makes recommendations related to emergency preparedness and safety throughout the District and the College has an Emergency Operations Team which assesses facilities/operations and provides training to College personnel. The Team was impressed that every building on campus was equipped with an Automated External Defibrillator (AED) and Stop the Bleed kit and that safety was a priority in all of the campuses' physical locations and that emergency messages were communicated in both English and Spanish. Additionally, the College's Facilities Oversight Advisory Group (FOG) in conjunction with the Facilities, Maintenance and Operations Department makes recommendations to the Budget Resource Committee (BRC) to ensure compliance with all campus facilities and provide resources for their daily operations and support.

#### Findings and Evidence:

The College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The physical resources are constructed and maintained to ensure access, safety, security and a positive learning and working environment at the college. The College analyzes data from the California Community College Space Inventory Report, Facilities Plan, Educational Plan and Five-Year Construction Plan to make decisions about capital projects and personnel resources to support its ongoing operations. (III.B.1)

The College and District builds, plans, maintains, upgrades and replaces its physical resources guided by its Facilities Plan completed in 2022. This plan was driven by the Educational Plan of the college focusing on student success, sustainability and safety. In addition, the College Facilities Oversight Advisory Group (FOG) meets regularly to review physical resources as well as safety issues, in consultation with both Facilities, Maintenance and Operations and the Campus Police Departments. The College also maintains its Five-Year Scheduled Maintenance

and Special Repairs plan, which require incorporation of utilization data to assist future physical planning efforts. In addition, the annual program review process allows programs and departments to identify any basic facilities improvements needed while needs which emerge between cycles can also be addressed directly through an out-of-cycle resource request process. (III.B.2)

The College acknowledges that it has traditionally relied upon the state's space standards to evaluate the feasibility and effectiveness of physical resources, though it also reviews this data annually in its updates within its Space Inventory and Five-Year Capital Construction Plan for submission to the CCCCO. The Educational Plan includes the goal to effectively manage campus resources, including physical resources and requires incorporating Total Cost of Ownership (TCO) into the College's ongoing budget. As mentioned previously, in the College's program review process, departments submit facility resource requests which are also used in the development of the college's planning efforts. (III.B.3)

Long-range capital projects are linked to various institutional planning efforts included within the Facilities Plan, Five-Year Construction Plan, and other college planning efforts in program review which all tie directly to the Educational Plan of the College. These plans ensure that proposed capital projects meet facility and instructional needs, with a range of costs for potential future funding and resources to support the physical development of the college. The District, in collaboration with the College also assists with major capital project planning including total cost of ownership overview projects which include staffing and on-going operational costs for new facilities (III.B.4)

#### Conclusions:

The College meets the Standard.

### **III.C. Technology Resources**

#### General Observations:

The College and the District work collectively to provide and maintain effective technology resources to support the College's programs and services. The District supports administrative systems, software and network infrastructure, network security and ongoing technology support with a team of managers and classified staff. The College, in an effort to establish greater autonomy in Information Technology since its last accreditation in 2016, has added new leadership positions to oversee technology and audio-visual systems on campus. Technology resources at all College locations have reliable access, safety, and security. Professional development and support are provided to staff, faculty and administrators in order to use technology effectively. There are policies and procedures to guide the appropriate use of technology in teach and learning.

### Findings and Evidence:

The College and the District together serve the needs of the faculty, staff and students. There is a collaborative approach to technology resources which allows for regular assessment and allocation recommendations regarding technology needs. A participatory governance technology committee facilitates these discussions and prioritizes technology projects and initiatives. These projects and initiatives ensure adequate and appropriate support for managing the College and for academic programs, teaching and learning, support services and day-to-day operations. Outcomes include a District Strategic Technology Plan, College Technology Plan (aligned with the Educational Plan) and other policy and procedure documents to improve operations and functions of the college. (III.C.1)

The College and District continuously plan for updates and replacements of technology through an annual planning cycle. The program review process and Technology Plan provides direction for the College's long-term strategic technology goals and is revised and updated regularly. Older equipment is also identified for replacement through a maintained inventory list which is updated regularly within the program review process. In addition, the District provides centralized support to the college for technology related training/infrastructure including daily security meetings, weekly change control and standing monthly service windows used to upgrade software and other systems throughout the District. Evidence supports that the College and District provide both hardware and software on a regular cycle and through individual requests. (III.C.2)

The District and the College have both teams and processes to ensure that technology resources are available and maintained for access, safety and security at all locations. Evidence includes BP/AP 3720 Computer and Network Use, AP 3720-B Local Administrative Permissions to Information Technology Resources, and BP/AP 3721 Information Security Standards which provide a roadmap for day-to-day operations and internal controls in compliance with state and federal laws. College employees use network shared folders, SharePoint, and OneDrive to store and share files. Network folders and files are routinely backed up. In addition, all College and District-owned computers run TrendMicro Antivirus endpoint protection software and alerts from this software are used to quickly identify infected machines and/or remediation measures. Each College is also part of the District-wide Disaster Recovery Plan which includes mirroring/replication to the disaster recovery servers at all three colleges. (III.C.3).

The College and the District work together to provide instruction and support for faculty, staff, and students in the use of technology through several venues with the College and/or District. District resources include Instructional Design and Canvas Learning Management System training for students who are taking classes online, Distance Education (DE) training for faculty and students and also feature support services including a help desk, FAQs and online tutorials on the College's website. In addition, Faculty teaching online or with web-enhanced courses must complete formal training to be certified to teach online and is included on the DE webpage. The College also hosted Flex Week training sessions for faculty around technology offering both live training and zoom options for faculty and staff. (III.C.4)

Through the district-wide governance framework, Board Policies and Administrative Procedures have been created and implemented to guide the appropriate use of technology for teaching and learning. The policies, regulations, and procedures guide the appropriate use of hardware, software, and data ensuring the confidentiality, integrity, and availability of networks, servers and systems for the college. In addition, resources and trainings are provided to assist faculty and staff with key information regarding academic policies and district education requirements. (III.C.5)

Conclusions:

The College meets the Standard.

**III.D. Financial Resources**

General Observations:

The College's financial resources are sufficient to support and sustain student learning programs and services and to improve institutional effectiveness. All constituent groups are able to participate in the program review/resource development process at the District and College level. The distribution of resources supports the development and enhancements of programs and services. The College and District plans and manages its financial resources with integrity and in a manner that ensures financial stability. The College's mission and goals are the guiding force behind its integrated planning efforts which includes financial planning. The internal control structure is evaluated both internally and externally. The external process is conducted by an independent certified public accounting firm. Sufficient reserves have been established and continuously increased to meet one month of operating expenses in order to maintain fiscal stability and funding for liabilities and future obligations. The College ensures compliance with federal requirements including Title IV of the Higher Education Act.

Findings and Evidence:

The College's distribution of resources supports the development, maintenance, allocation and enhancement of its programs and services. The College's mission and goals guide the planning and budgeting for the College. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The allocation process is transparent and supports continuous improvement of programs and services. The College prepares its budget according to BP6200 supporting institutional master and educational plans, institutional planning goals and objectives, the Board's goals and objectives, while in accordance with Title V, the California Community Colleges Budget and Accounting Manual and the District's Budget Allocation Model (BAM). The College works collaboratively through participatory governance in district-wide budget development processes to ensure the equitable allocation of resources. The College has financial resources sufficient to support and sustain student learning programs



and services and improve institutional effectiveness as evidenced by the adopted budgets for the College. (III.D.1)

The College's mission and goals are the foundation for financial planning as evidenced by participatory governance committees and through the 2021-2027 Strategic Goals which provide a foundation for integrated institutional and financial planning between the College and the District. A central premise of Ventura College's financial planning is the shared responsibility between both the District and the College in working collaboratively through transparent, district-wide participatory governance budget development processes that ensure an equitable and financially responsibility allocation of resources. The College has appropriate board policies and procedures in place that allow for sound financial practices and financial stability. Information is shared widely throughout the College in a timely manner through participatory governance structures, leadership meetings and college-wide newsletters where discussions about institutional needs are discussed and prioritized in alignment with college planning. (III.D.2)

The College has established processes for financial planning and budget development which are widely known and understood by College constituents as evidenced by the program review and district-wide budget development process. Stakeholders have multiple opportunities for participation in the development of the budget plans and these processes rely on input from all groups through participatory committees including the District Council on Administrative Services (DCAS) and Budget Resource Committee (BRC). These College committees discuss planning, financial planning and components of budget development to create institutional plans which support student learning. (III.D.3)

Planning reflects a realistic assessment of the College's financial resource availability, development of financial resources, partnerships, and expenditure requirements. Board policy and administrative procedures require that the annual budget support the District's master and educational plans which also includes the College's planning and processes. College assessment is ongoing and financial updates are discussed in participatory governance and leadership meetings, with a focus on providing excellent educational experiences and services to students. The College emphasizes communication and transparency throughout the budget development process. (III.D.4)

The College and District have internal control structures with appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. BP6300 – Fiscal Management – describes in detail the District's Fiscal Management policies and assures that these align with all regulations. In accordance with BP6400 – Audits and AP6400 – Audits, the District contracts with an external certified public accountancy firm for annual independent audits of all funds, books and accounts of the District. In addition to providing an opinion on the District's financial statement of compliance, external auditors also consider the adequacy of internal controls and provide a report of results. This information is shared at Board meetings and distributed on both the College and District's websites. (III.D.5)

Financial documents, including the budget, have a high degree of credibility and accuracy as evidenced by the clean audits for the previous years. The District presents the Tentative Budget and Adoption Budget for approval at a public meeting of the Board, in compliance with established deadlines each year and the Board is also provided quarterly statements which present snapshots-in-time updated general fund information. All budget and financial reporting for the last 15 years is available on the College website. (III.D.6)

The College and District responses to external audit findings are comprehensive, timely and communicated appropriately. Separate from the annual financial audit, the District has also previously engaged with an independent certified public accountancy firm to perform annual and performance audits for Measure S bond funds. These audit reports were presented to both the Board of Trustees and the Citizens Oversight Committee. All reports are available on the college website. (III.D.7)

The financial and internal control systems are evaluated and assessed for validity and effectiveness as evidenced by internal control systems, accounting procedures, separation of duties methodologies and other continuous improvement implementation strategies by both the College and the District. The District fiscal services team also reviews audit reports and coordinates the implementation of correction active plans for any and all audit findings. In addition, core system controls through the District's Enterprise Resource Planning (ERP) tracks all transactions reconciling appropriate approvals and/or source documents creating multi-level approval processes for all expenditures. These expenditures can be reviewed by supervisors and recorded for future operational improvements. (III.D.8)

The College and the District have sufficient cash flow and reserves to maintain stability. Board Policy 6250 and 6300 outlines supports for financial stability while ensuring fiscal resources are sufficient for institutional needs by safeguarding any revenues that accrue beyond what was budgeted by requiring approval by a two-thirds vote of the Board for transfers from reserves to any expenditure category. The District maintains sufficient reserves to meet financial obligations. (III.D.9)

The College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, institutional investments, and other assets. The General Services Department reviews all contracts and finalizes for execution and approval by the Board. Oversight of investments is assured through BP6320 which require three primary considerations for investment of funds: safety of principal, adequate liquidity, and return on investment. (III.D.10)

The College identified, plans and allocates resources for payment of liabilities and future obligations. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Board policy ensures budget management practices that maintain a reserve of at least 12.5 percent and the total unrestricted fund balance of \$70,136,227 is the median of the 21 multi-college districts in California and provides a

reasonable expectation of short-term, mid-range and long-term financial stability and solvency. All short-term and long-term liabilities are identified in the external audit report. (III.D.11)

The District plans and allocates resources for the payment of liabilities and obligations including Other Post-Employment Benefits (OPEB). The current report is a full study with a valuation date of June 30, 2020 and shows \$52,254,214 reduction of the Districts total OPEB liability, due primarily to a recent transition to the CalPERS medical program from a legacy plan. The District pays the annual costs of the retiree health benefits on a pay-as-you-go basis. To address funding for OPEB liabilities, the District established and funded an irrevocable trust. The actuarial plan to determine OPEB is current and prepared as required. (III.D.12).

The Districts only locally incurred debt is its General Obligation Bond – approved by Ventura in 2002 – Measure S – in the amount of \$356.3M. Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax collections. All long-term debt is recognized in the 2020-2021 Annual Audit. (III.D.13)

The College ensures that all financial resources are used with integrity and in a manner consistent with the intended purpose of the funding source. Effective oversight of debt instruments is included within BP6307/AP6307 Debt Issuance and Management. Reports are presented to the Citizen Oversight Committee who hold regular meetings and provide oversight of all bond funds. Auxiliary organizations such as the Moorpark College Foundation, Oxnard College Foundation and Ventura College Foundation manage the philanthropic gifts made on behalf of the district and raise awareness and added funds for College programs and students. The Board of Trustees review and receive annual audits from these groups and also are provided routine updates on foundation operations. (III.D.14)

The College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College's student loan default rates are FY18 12.1%, FY17 11.7% and FY16 14.6%. The College is in compliance with 30% or less rate required by the US Department of Education. The College has established processes for monitoring and managing student loans default rates and adheres to these processes to maintain compliance with all regulations. (III.D.15)

The College maintains the integrity of the institution and the quality of its programs, services and operations by ensuring contractual agreements with external entities that are consistent with its mission and goals and governed by institutional policies. Board Policies establish criteria for when a contract is enforceable and who may contractually execute a contract. Contract policies are included within BP6330/AP6330 – Purchasing. (III.D.16).

#### Conclusions:

The College meets the Standard.

## **Standard IV**

### **Leadership and Governance**

#### **IV.A. Decision-Making Roles & Processes**

##### General Observations:

Ventura College has engaged in a robust, interdisciplinary review and evaluation of its shared governance process resulting in the development of a college-level Participatory Governance Handbook as a complement to the District Decision-making Handbook. The role and function of administrators, faculty, classified professionals, and students in the participatory governance process is outlined to clarify when, where, and how stakeholders can contribute to the institution's policies, operations, initiatives, fiscal management and strategic goals and planning. Transparent communication and documentation of minutes and agendas for spaces and committees where college decisions are made are publicly posted on the college's website, accessible through shared network folders, and/or sent via college email. There are annual reviews as well as comprehensive review and evaluation cycles established to ensure that the Participatory Governance Handbook stays up-to-date.

##### Findings and Evidence:

The College provides opportunities for their students and employees to engage in committees, dialogues, and strategic planning processes that encourage innovation and creativity to address quality assurance, accountability, and institutional effectiveness for the advancement and sustainability of the college. VC's constituency groups entail the Administrative Council, the Academic Senate, the Classified Senate, and the Associated Students of Ventura College (ASVC). Participatory governance committees are also established to ensure coordinated, representative, and transparent oversight of strategic planning, budget development/resource allocation, facilities projects, technological infrastructure, and staffing prioritization at the college. Student learning is at the core of VC's strategic efforts and drives the college's institutional excellence outcomes. (IV.A.1).

Ventura College established the 2019-2025 Participatory Governance Handbook in its efforts to document how college-level decisions are made and as a complement to the VCCCD Decision-Making Handbook, which outlines participatory governance processes at the district-level. VC's Participatory Governance Handbook also organizes committees into the following five categories: Governance, Operational, Advisory, Councils, and Task forces or Ad Hoc Groups. Each committee type is defined in terms of its purpose, membership, and meeting schedule. VC offers annual training for co-chairs of participatory governance committees to ensure that all

are prepared to appropriately lead and collectively facilitate the shared governance process at the college. All shared governance committees complete annual self-evaluations on the progress made towards accomplishing their identified goals and the effectiveness of overall committee functioning. The agendas and minutes for college governance committees are recorded and documented with an approved common format. The college is in the process of shifting to posting all shared governance committee agendas and minutes in an online system called BoardDocs by 2022-2023. (IV.A.2).

The College's 2019-2025 Participatory Governance Handbook outlines the role and function of constituent groups (administration, faculty, classified professionals, and students) involved in the college's participatory governance processes. Each constituency has its own description of processes and procedures that govern the scope of their purview. For instance, Academic Senate has opted for a mutual agreement option with the VCCCD Board of trustees for professional and academic matters outside the scope of curriculum and academic standards. Classified Senate incorporated more of a collective bargaining process to delineate their role and function as a recommending body through a "9 + 1 plan" that allows for them to have a prominent advocacy role on an outlined set of academic and professional matters related to classified roles. ASVC aligns the scope of their role and function in accordance to their constitution and bylaws. Finally, administrators are appointed by the college president to participatory governance committees based on relevance of the administrator's function or position. (IV.A.3)

Ventura College's Curriculum Committee, a subcommittee of Academic Senate, is charged with oversight of the college's curriculum development and review processes as outlined in the college's Curriculum Handbook. The Curriculum Committee also complies with district policies specific to program and curriculum development (BP/AP 4020), program discontinuance (BP/AP 4021), and course approval (BP/AP 4022). The process for approval of Curriculum Committee decisions are vetted through the District Technical Workgroup-Instructional (DTRW-I) committee and then presented to the governing board for final approval. Any courses offered in an online format must be vetted through the curriculum development process and involve guidance from the Distance Education Advisory Group. (IV.A.4)

The District's policies (BP/AP 2510) address procedures regarding local decision-making district-wide. Academic Senate, Classified Senate and the Associated Students of Ventura College (ASVC) have a nomination and approval process for representative membership on participatory governance committees. Administration is appointed to participatory governance committees by the college president or chancellor based on function or position. All shared governance committees comply with the Brown Act and are open to the public. Important college updates are sent out by the VC's senior administration via college email and/or the president's monthly newsletter. (IV.A.5)

VC outlines their decision making processes for shared governance via the 2019-2025 Participatory Governance Handbook. Each constituent group (faculty, classified professionals, students, and administration) has a defined role and function for the participatory governance decision making process at the college that is delineated within the handbook. Decisions are made transparent through meetings that are open to the public and comply with Brown Act procedures; agendas and minutes that are publicly posted and accessible online; and regular communication regarding key participatory governance updates via emails and monthly newsletters from the college's senior leadership. (IV.A.6)

VC's participatory governance processes and outcomes are evaluated and assessed through the college's annual self-assessment and program review process as well as the comprehensive program review process that occurs every five years. The processes, procedures, roles and functions espoused in the 2019-2025 Participatory Governance Handbook are reviewed and updated every six years. All agendas and minutes for participatory governance committee meetings are publicly posted online. (IV.A.7)

#### Conclusions:

The College meets the Standard.

### **IV.B. Chief Executive Officer**

#### General Observations:

The chancellor is the chief executive officer (CEO) of the Ventura County Community College District (VCCCD). The president serves as the CEO of Ventura College (VC) and is responsible for the institution's planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Board Policy (BP) 2430 (Delegation of Authority) clearly defines the roles and responsibilities of the CEOs (IV.B.1.01). The president has direct oversight for Academic Affairs, Student Affairs, Administrative and Business Marketing and Outreach, and Institutional Equity/Effectiveness (IV.B.1.02).

The Ventura College President has responsibility for institutional quality and is actively engaged in leading governance processes that facilitate a high level of participation and input. The President regularly communicates with all stakeholder groups through a variety of formal and information processes.

#### Findings and Evidence:

The College president ensures the quality of the College and provides leadership related to planning, budgeting, personnel, and assessing the effectiveness of the institution. The president oversees policies, procedures, and systems in place to support her in this role. (IV.B.1)

An administrative structure is in place that reflects the institution's purposes, size, and complexity. Through an annual program review, the College evaluates and adjusts the administrative structure to best support institutional needs, purpose, size, and complexities. Appropriate authority and delegation of responsibilities is apparent in the assignments of the vice presidents and other support Administrators. (IV.B.2)

The President with assistance from key staff, directs the three-tiered process that integrates planning and resource allocation to support student achievement and learning. The president is involved in guiding or participating in the process at the program or service unit level, the college level, and the district level. (IV.B.3).

The College president is held responsible for ensuring that VC meets or exceeds Accreditation Standards and Eligibility Requirements. To this end, the president appoints the College Accreditation Liaison Officer (ALO) and the committee's academic lead. The president also periodically attends the Accreditation Steering Advisory Group. The committee is composed of a cross-functional team of faculty, staff, and administrative leaders who, with the president, have the responsibility to ensure continuous quality improvement and compliance with accreditation standards (IV.B.4).

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).

The president provides communication of relevant information to the College through attendance at committee meetings, newsletter updates, and presentations on campus in various venues. (IV.B.6).

#### Conclusions:

The College meets the Standard.

#### **IV.C. Governing Board**

##### General Observations:

The Ventura Community College District is governed by an elected board of five trustees. BP2200 Board Duties and Responsibilities outlines the responsibilities of the Board of Trustees, which include establishing academic standards and graduation requirements, improvement of

the quality, integrity, efficiency, and effectiveness of district student learning programs and services, and oversight of the stability and sustainability of finances necessary to support student learning programs and services within the District's mission. BP 2205 Delineation of System and Board Function further clarifies the role of the board and its relationship to each college, also illustrated in greater detail in the District's Participatory Governance Handbook. BP and AP 2410 Board Policy ensure regular review of board policies with a five-year review cycle. The most recent cycle includes an additional two years, now 2016-2023, due to pandemic challenges.

#### Findings and Evidence:

The Ventura Community College District (VCCD) is governed by an elected board of trustees. The Board ensures regular review of board policies, as it relates to quality, integrity and effectiveness. Board Policies also clarify the role of the relationship to the board and the college in the District's participatory governance handbooks (IV.C. 1).

The Board acknowledges it has struggled at times to act as a collective entity. The Board established Ground Rules during the August 4, 2020, Board of Trustees Meeting, which included an outline of the trustees' commitment to working as a transparent, effective, and respectful entity. The Ground Rules now appear on every board meeting agenda. One of the ground rules established addresses acting as a unit and reads "once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again."

The team had an opportunity to observe recent meetings electronically where the Board exhibited continuing struggles to consistently adhere to its ground rules. The team also met with three members of the Board and observed that some individual members of the Board may not have a full awareness of the impact of behavior that is counterproductive to acting as a collective entity. However, the Board is aware of this issue and in recognition of these challenges, the Board has sought outside consultation to assist in ongoing efforts to improve and strengthen its ability to act as a collective entity. The team encourages the Board to continue these efforts to ensure sustained alignment with this Standard. (IV.C.2)

The Board of Trustees oversees the hiring and evaluation of the Chancellor. BP 2431 CEO Selection outlines the framework for recruiting a Chancellor. The most recent CEO hiring took place in 2022. The Board discussed and publicly shared its recruitment process during multiple meetings, affirming recruitment committee membership, district and community representation and participation, the position description, and timelines. Similarly, the evaluation process for the Chancellor is specifically codified in BP 2435 Evaluation of the Chancellor and further delineated in AP 2435, requiring formal evaluation at least once each fiscal year. The Board uses evaluation criteria based on the Board Policy, the Chancellor's job description, performance goals and objectives, and mutual agreement with the Chancellor as listed in BP 2430 Delegation of Authority to Chancellor. (IV.C.3).



Members of the Board of Trustees are elected by the electorate in five designated trustee areas, as outlined in BP 2100 Board Elections. They are an independent group of elected officials who represent the public's interest to ensure educational quality at all three colleges of the District. A student Board member is selected each year by the students from each of the three colleges, as detailed in BP 2105 Election of Student Member. The Board has the responsibility to advocate for and defend the District and the three colleges, while protecting the institutions from undue influence or political pressure. Current Board members serve four-year terms and elections are staggered to ensure continuity. (IV.C.4).

The Board's policies include guidelines for the roles and responsibilities of the Board with its main focus on serving as an independent, policy-making body that ensures the Colleges' educational quality in service to the public interest. Policies on conflict of interest and Board ethics clearly outline the responsibility of the Board to avoid political pressure and advocate on behalf of the institutions and the students served. (IV.C.5).

The Board of Trustees publishes policies that specify its size, duties, responsibilities, structure, and operating procedures along with meeting agendas and related documents on the public district BoardDocs site. The Board consists of five members serving four-year terms elected by the public from corresponding areas of the county, with staggered elections so that roughly half the trustees are elected each election cycle. In addition, the Board includes one student member serving a one-year term with an advisory vote, elected by the student body. The duties and responsibilities of the Board are summarized in BP 2200 Board Duties and Responsibilities, outlining how the Board provides broad oversight and develops policy for the district. Officers of the Board are the chair, vice-chair, and secretary. The chair and vicechair are elected annually, while the Chancellor serves as the secretary to the Board, each with respective duties. Additional responsibilities of the chair are designated in BP 2215 Role of the Board Chair. BP 2220 Committees of the Board summarizes committee responsibilities and meeting frequency. Board Policies are regularly reviewed and updated (IV.C.6).

The Board regularly assesses its policies and ground rules for effectiveness in fulfilling the District and Colleges' missions and revises them as necessary. The Board recently noted the need to revise the five-year policy/procedure review cycle, extending the review timeline by two years due to global pandemic challenges. Consistent review is conducted through existing Colleges and 159 Standard IVC: Governing Board District governance bodies as outlined in the VCCCD Participatory Governance Handbook. (IV.C.7).

The Board is regularly and effectively informed on key indicators of student learning and achievement. The Board discusses key indicators with all vital District and College employees present. Board agendas and minutes provide evidence of the board conducting a regular review of student success and academic quality improvement. In addition, they have reviewed and accepted institutional plans including Educational Master Plans from each College and the VCCCD Strategic Plan. (IV.C.8).

The Board participates and supports ongoing training for Board development. Trustees annually review a list of professional development opportunities and attend professional development activities. Trustees provide updates during agendaized Board of Trustee Meeting Reports to report on completed training and professional development. (IV.C.9).

The Board has a policy on evaluation that includes the Board's effectiveness in promoting and sustaining academic quality and effectiveness and which guides its annual review. Trustees review and revise their evaluation process on a regular basis. Most recently in spring 2021, the Board adopted a new evaluative procedure and participated in Board training to address evaluation feedback. In addressing challenges noted in this report, the Board's continued focus on evaluation of its effectiveness will be important for the future of the District. (IV.C.10).

The Board of Trustees has approved two policies that relate to the code of ethics and exclusions for conflicts of interest. BP 2715 Board Code of Ethics/Standards of Practice includes the expected 162 Standard IVC: Governing Board behavior for all Board members as well as avenues for responding to any concerns regarding those standards: "All board members are expected to maintain high standards of conduct and ethical behavior. To maintain public confidence in the board, and in the institutional integrity of the colleges under its governance, the board will be prepared to investigate the factual basis behind any charge or complaint of trustee misconduct." The corresponding AP 2715(A) Board Code of Ethics further specifies action that may be taken when a violation is suspected, including consultation with legal counsel and/or referral to law enforcement in cases involving a violation of law. The College ISER indicated that the Board complies with requirements for disclosure of financial-self-interest. (IV.C.11).

Authority to operate and control District business is delegated to the Chancellor by the Board of Trustees is outlined in BP 2430 Delegation of Authority to the Chancellor. This Board Policy describes delegation of authority to the Chancellor, including but not limited to, granting the authority to supervise the general business procedures of the District and budget, to authorize employment and fix job responsibilities, and act as the professional advisor to the Board in policy formation. BP 2434 Chancellor's Relationship with the Board further clarifies that the "Board delegates full responsibility and authority to him or her to implement and administer board policies without board interference and holds him or her accountable for the leadership and operation of the District and the colleges". The relationship between the Board and the Chancellor is also addressed in BP 2200 Board Duties and Responsibilities stating that the Board develops policy and provides broad oversight and delegates the implementation of its policies and performance of District duties and obligations to the Chancellor. The College cited and the Team confirmed several examples where the Board actions have impeded the Chancellor's ability to exercise his delegated authority, including, but not limited to:

- The Board declining to take action on an administrative recommendation pertaining to Student Rights and Grievances;

- Operational decisions pertaining to instructional modalities (on ground and on line);
- Individual Board Members contacting college presidents requesting specific funding of a project outside of shared governance processes. (IV.C.12).

Accreditation ensures that the Board of Trustees is kept informed of accreditation processes, reports, and accreditation status and that the Board is included in processes for which their involvement is required. The Board of Trustees received training on accreditation processes for governing boards by Dr. Catherine Webb on June 21, 2021, in advance of the accreditation cycle. The Board is kept informed of reports due to the Commission; for example, ACCJC Mid-Term reports are reviewed by the Board. During the development of Institutional Self-Evaluation Reports, a standing agenda item on accreditation updates keeps the Board informed of progress on and timelines for the ISER, sometimes taking written form and sometimes delivered as an oral report. When made aware of possible areas of concern for accreditation, the Board contracted with an outside consultant for assessment and help developing strategies for improvement. (IV.C.13).

#### Conclusions:

The College meets the Standard, except for Standard IV.C.12.

District Recommendation 1: In order to meet the Standard, the team recommends that the governing board delegates full responsibility and authority to the CEO to implement board policies without board interference. (IV.C.12)

District Recommendation 2: In order to increase effectiveness, the team recommends the Board consistently acts as a collective entity. (IV.C.2)

### **IV.D. Multi-College Districts or Systems**

#### General Observations:

Ventura College's CEO provides leadership in consultation with the Consultation Council, and upholds policies and procedures of the Board following the District Participatory Governance Handbook. There are a series of district committees through which various functions are coordinated. These committees are assessed annually through a survey. District Strategic Plan (and CCCC Vision for Success) provides a framework from which the colleges can align their specific strategic goals. There is a VCCCD Decision-Making Handbook. Minutes and action items are posted, and committees are assessed on an annual basis.

#### Findings and Evidence:

As described in BP 2430 Delegation of Authority to Chancellor, the chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district and assures support for the effective operation of the colleges, engaging the Board of Trustees and districtwide committees in the development and execution of plans (e.g. districtwide strategic planning). The team found evidence of chancellor communications through various presentations on district goals and priorities. Working with the colleges, the chancellor establishes clearly defined roles, authority and responsibility between the colleges and the district as directed in BP 3100 Organizational Structure and evidenced within the district's functional map. (IV.D.1)

It is through the district's functional map that the chancellor delineates, documents, and communicates the operational responsibilities and functions of the district from those of the colleges, as directed through BP 2205 Delineation of System and Board Functions, updating the map to reflect changes as they are implemented. This delineation is carried out in practice through the processes described within the Ventura County Community College District Participatory Governance Handbook. The district Chancellor ensures that the colleges receive effective and adequate district provided services to support the colleges in achieving their missions through the district's participatory governance councils and committees. District services are evaluated through surveys related to both the annual assessments of the districtwide committees and district services as part of the program review process, and the District Council on Accreditation reviews the districts' responsibilities and functions as they relate to the accreditation standards. Having identified a gap in services at the district level, two positions were added, a vice chancellor of institutional effectiveness and a Director of Public Affairs and Marketing. (IV.D.2)

The district has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district, as evidenced through BP 6200 Budget Preparation. The policy directs the chancellor to present a budget that supports the district's and the colleges' master and educational plans, as well as institutional planning and goals and objectives. The district chancellor ensures effective control of expenditures through the district's Budget Allocation Model and Infrastructure Allocation Model to allocate resources between the sites and works with the district to submit an annual Adoption budget detailing the next year's expenses against projected revenue to the Board of Trustees for approval. (IV.D.3)

The district's BP 2430 Delegation of Authority to Chancellor directs the chancellor of the district delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district policies without interference by stating "the chancellor will ensure the District college presidents have primary authority for institutional quality and provide effective leadership in planning, organizing, budgeting, selecting, and developing employees and assessing campus effectiveness." This is further evidenced through AP 7120-C Recruitment and Hiring: Academic Managers, providing signatory authority to the president for hiring, and backed up within the district's Functional Map. The district chancellor holds college presidents accountable for the operation of the colleges through the annual formal evaluation of

communication, leadership, administrative skills, and progress on goals/objectives set in the prior year's evaluation. (IV.D.4)

The Ventura County Community College District Strategic Plan 2021-2027, outlines goals, measures of achievement, and major strategies, provides the framework for integration into college planning and evaluation to improve student learning and achievement and institutional effectiveness. The goals are included in a crosswalk with CCCC's Vision for Success Goals. The district provides dashboards tracking the progress made towards achieving the VCCCD Plan's measures, allowing for disaggregation by college. Through the various participatory governance committees and councils, and the use of Tableau dashboards, common activities colleges can work on towards meeting objectives are identified. (IV.D.5)

The communication between college and district is conducted primarily through the processes outlined within the VCCCD Participatory Governance Handbook wherein the district's and college's numerous committees and councils ensure the effective operation of the colleges. The agendas and minutes of the participatory governance councils and committees are posted online in order to provide timely, accurate, and complete information from which the college can effectively make decisions and provide evidence of the communication between the district and the college. (IV.D.6)

The team found that Leadership roles and the institution's governance and decision-making policies, procedures, and processes are evaluated on an annual basis in order to assure their integrity and effectiveness through the District's Institutional Effectiveness Advisory Committee (IEAC), a participatory governance committee. The IEAC did not appear to have broad representation of stakeholder groups typical of committees described as participatory governance committees, those including faculty, classified, and administration. The team noted that the revised charge and composition included "others as determined by the Chancellor." The survey calendar provided evidence that self-appraisal surveys for all governance committees are scheduled annually as outlined within the Ventura County Community College District's Participatory Governance Handbook, the results of which are reviewed within each of the committees surveyed. Minutes suggest that the results of these evaluations are made available and the institution uses them as the basis for improvement, however, evidence of the changes made as a result of evaluating the effectiveness of leadership and governance committee surveys would provide more assurance of the effectiveness of the existing processes. (IV.D.7)

#### Conclusions:

The College meets the Standard.

## Quality Focus Essay

The Quality Focus Essay (QFE) focuses on Ventura College's commitment to social justice, inclusion, equity, and diversity. The QFE highlights an emphasis on improving the educational experience of students, removing structural barriers, and reducing racial opportunity gaps.

The QFE presents the 2023 Quality Focus Project Plan. The Action Plan provides the following objectives:

- Increase the six-year completion rate to be in the top five in the state of California
- Increase transfer-level Math and English completion rates to be in the top five in the state of California
- Increase the course success rate to be in the top five in the state of California

The QFE provides clear, ambitious goals for Ventura College and metrics that will allow the College to track success and progress over the next six year.

## **Appendix A: Core Inquiries**

### **CORE INQUIRIES**

Ventura College  
4667 Telegraph Rd, Ventura, CA 93003

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 24, 2023.

Dr. Brian King  
Team Chair

Ventura College

## Peer Review Team Roster

### Team ISER Review

March 24, 2023

|  |  |
|--|--|
| Dr. Brian King, Team Chair<br>Los Rios Community College District<br>Chancellor                            | Dr. Lena Tran, Vice Chair<br>Columbia College<br>President   |
| <b>ACADEMIC MEMBERS</b>  |  |
| Dr. Eve Castellanos<br>Reedley College<br>Faculty Coordinator  | Dr. Dulce Gray<br>West Valley College<br>Instructor of English and Women's Studies                       |
| Dr. Rebecca Opsata<br>Laney College<br>Vice President of Instruction                                       | Mr. Steve Schermerhorn<br>San Joaquin Delta College<br>Librarian   |
| Mr. Jeff Stearns<br>Honolulu Community College<br>Professor of English and ALO                             |  |
| <b>ADMINISTRATIVE MEMBERS</b>  |  |
| Dr. Tanisha Maxwell<br>Los Medanos College<br>Vice President of Student Services                           | Dr. Sheri Sterner<br>Orange Coast College<br>Dean, Research, Planning and Institutional<br>Effectiveness |
| Dr. Raymond West III<br>Long Beach City College<br>Vice President, Administrative and Business<br>Services |  |
| <b>ACCJC STAFF LIAISON</b>   |  |
| Dr. Catherine Webb, Vice President   |  |



## Summary of Team ISER Review

INSTITUTION: Ventura College

DATE OF TEAM ISER REVIEW: March 24, 2023

TEAM CHAIR: Dr. Brian King

A ten-member accreditation peer review team conducted Team ISER Review of Ventura College on March 24, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on and held a pre-review meeting with the college CEO. The entire peer review team received team training provided by staff from ACCJC on February 9, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur the week beginning September 25, 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the

Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

## Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

|   |
|---|
| <b>College Core Inquiry 1:</b> The team would like to better understand the coordination of professional development at the College.  |
| <b>Standards or Policies:</b> III.A.14, III.A.12, and II.C.5  |
| <b>Description:</b> The team noted in the ISER and evidence practices for PD such as Faculty Academy that seemed very strong. The team also observed evolving areas for improvements and would like to explore how the changes have been and will be implemented to gauge where the College is in this process. |
| <b>Topics of discussion during interviews:</b> <ul style="list-style-type: none"><li>a. Faculty Academy</li><li>b. Professional Development Coordinating Committee</li><li>c. Distance Ed Certification</li><li>d. Support for College DEIA goals</li></ul>   |
| <b>Request for Additional Information/Evidence:</b> <ul style="list-style-type: none"><li>a. Counseling and Advising PD</li><li>b. Classified Professional PD process and schedule</li></ul>  |

**Request for Observations/Interviews:**

Board members

- a. Chancellor
- b. Faculty and Staff Professional Development Leads

**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

**Description:**

The Team reviewed statements contained in the ISER and relevant Board Policies and minutes.

A positive, supportive, healthy Board of Trustees is essential to the success of Ventura Community College District. The Team wants to confirm that the Ventura Board of Trustees has taken actions and is continuing to make progress in addressing past behaviors and practices that may have been detrimental.

**Topics of discussion during interviews:**

Working together as a unit to support outcomes, decisions, and Chancellor

- a. Adherence to board policies
- b. Practices for board trainings and retreats
- c. Results of board self-evaluations and how they are used in making improvements

**Request for Additional Information/Evidence:**

Evidence related to board trainings

Evidence related to board retreats

Examples showing how board self-evaluations are used to improve Board effectiveness

**Request for Observations/Interviews:**

Governing Board members

College CEOs

Members of Chancellor's senior staff/cabinet

**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

**Description:**

The ISER and supporting materials indicated past problems involving the Board's inappropriate actions and behaviors, including the need for an outside consultant to address substantive issues.

A positive, supportive, healthy Board of Trustees is essential to the success of Ventura Community College District. The Team wants to confirm that the Ventura Board of Trustees has taken actions and is continuing to make progress in addressing past behaviors and practices that may have been detrimental.

**Topics of discussion during interviews:**

Relationship between Board and its CEO

Delegation from Board to CEO

**Request for Additional Information/Evidence:**

Examples showing how delegation from Board to CEO works in practice

Evidence from third session of Board training with Dr. Benjamin and results of the assessment related to delegation of authority

**Request for Observations/Interviews:**

Board members

- a. Chancellor
- b. College Presidents and other senior staff

**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

**Description:**

In the ISER and evidence, the team observed sample evaluation templates, District BP/AP regarding evaluations, and cycles of evaluation with respect to job titles. The team would like to better understand what percentage of evaluations are currently complete and processes for ensuring completion.

**Topics of discussion during interviews:**

Determining compliance with stated evaluation intervals

Monitoring/tracking compliance/completion of evaluations for all constituencies

**Request for Additional Information/Evidence:**

Tracking documents displaying completion of evaluations, if they exist

Sample email notifications regarding which evaluations are due

Written procedures/HR manuals showing annual workflows

**Request for Observations/Interviews:**

Administrator(s) responsible for managing/tracking evaluation processes