Ventura College

Follow-Up Report

Submitted
by
Ventura College
4667 Telegraph Road
Ventura, CA 93003

Submitted
to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2012

FOLLOW-UP REPORT - CERTIFICATION
October 15, 2012

This institutional *Follow-Up Report* is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status and to fulfill the requirement from the February 2, 2012, and the July 2, 2012 ACCJC Action Letters to the College President to address four College Recommendations, seven District Recommendations, and the Commission Concern on Board Governance.

We certify that there was broad participation by the campus community and the District Administrative Center and believe that this report accurately reflects the nature and substance of this institution.

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Dr. Jamillah Moore,
Chancellor, Ventura County Community College District

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Dr. Robin Calote
President, Ventura College

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Mr. Stephen P. Blum, Esquire
Chair, Board of Trustees, Ventura County Community College District

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Mr. Peter H. Sezzi
Academic Senate President, Ventura College

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Mr. Peder Nielsen
Classified Senate President, Ventura College

Contents

Statement of Report Preparation

This *Follow-Up Report* describes Ventura College's and the Ventura County Community College District's responses to the recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the alignment to the Accreditation Commission Standards. In addition, the report contains Ventura College's impact statements regarding the progress the District has made since the last two ACCJC visits and the placement and continuance of Probation status per Commission letters dated February 2, 2012 and July 2, 2012.

We certify there has been considerable opportunity for the Board of Trustees, Ventura County Community College District constituents, and Ventura College faculty, classified staff and administrators to participate in the review of this report. We believe the *Follow-Up Report* accurately reflects the nature and substance of progress since the Team visits on October 31, 2011 and April 16, 2012.

The college-specific portions of this report were compiled by the Ventura College Office of Institutional Effectiveness and the College Planning Council, and edited by Kathy Scott, Dean of Institutional Effectiveness. The following faculty, staff, and administrators played a role in helping the College to address one or more of the college-specific accreditation recommendations:

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The district-wide portions of this report were compiled by the District Director of Administrative Relations and the Vice Chancellors, with input and review by the Chancellor and the District Council on Accreditation and Planning (DCAP) and additional input and review feedback through the established participatory governance structure. The district-wide portion of the report was edited by Clare Geisen, District Director of Administrative Relations.

The District and the College have provided all reports from the ACCJC to the District communities to ensure transparency and clear communication of the various actions and steps taken to address the concerns of the Commission. The draft *Follow-Up Report* was made available to the entire District and College staff and to student leaders. The final reviews of the District portion of the report were conducted by the Board of Trustees, Chancellor, Chancellor's Cabinet, District Council on Accreditation and Planning (DCAP), and the Consultation Council, an advisory committee representing District and Colleges' constituencies. It is clearly understood that the *Follow-Up Report* must demonstrate that Ventura College and the District have addressed the seven District Recommendations and four College Recommendations as stated in the February 2, 2012 Commission action letters, resolved deficiencies, and meet Eligibility Requirements, Accreditation Standards, and Commission policies.

College Recommendation 3

Recommendation 3, October 2010:

In order to fully meet this Standard, the team recommends that the college strengthen the content of its program review process to include a comprehensive and meaningful analysis of data with particular emphasis on student demographics, enrollment, program completion, retention, success, and achievement of student learning outcomes. Improvements to its programs should then be based on these results. (I.B.3, II.A.1.c, II.A.2.a-b, II.A.2.e, II.C.2.i, II.B.2., II.B.3-4, II.C.2).

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially met the requirements of Recommendation 3. It noted that major work had been accomplished in the revamping of the program review process, the use of data, establishing the link to total cost of ownership, and that outcomes were being used to determine resource allocation. Work should be continued in the assessment of the program review process and that the policy for program viability/discontinuance be completed and implemented.

Update:

In the fall of 2011, Ventura College piloted a new process that linked program review to the College's new integrated planning model, to the new Student Learning Outcomes / Service Unit Outcomes (SLO/SUO) assessment processes, to initiatives and requests for resources stemming from SLO/SUO findings and analyses, and to Total Cost of Ownership requirements. Program discontinuance was part of the new program review process. A complete assessment of the program review process also occurred in 2011. Both program discontinuance and the assessment process are explained below.

Program Discontinuance:

College planning parameters were created by the College's Executive Team (College President, Executive Vice President, and Vice President of Business Services) in April 2011 and distributed to the College as a planning framework for program review in the early fall 2011 semester. The planning parameters document contained a list of courses and programs that administration was considering discontinuing, pending any compelling contrary arguments that emerged through program review. Programs on the list were encouraged to use the program review process and data to explain the significance of the program and/or courses if they intended to make an argument to maintain them.

At the beginning of the fall 2011 semester, the Executive Team redistributed an updated version of the College planning parameters, which were then reviewed again by the College Planning Council (CPC) (C3-01). Some programs with a degree, certificate, or courses on the proposed discontinuance list spent a considerable amount of time analyzing data and writing their program review reports in preparation for the program review presentations.

Also during the fall 2011 semester, and concurrently with the work of Ventura College's CPC, the District Council on Student Learning (DCSL) began discussing the district-wide Administrative Procedure (AP) for program discontinuance (C3-02). While a brief Board Policy (BP) on program discontinuance had existed for some time, the AP had been in draft form only and had not been approved at the District level. During the fall 2011 semester, DCSL worked on the document, with input from all three Academic Senates, and in November 2011 the document was approved and forwarded to the Board of Trustees. The new AP (C3-03) allowed the College either to form a recommending group to "examine programs for possible remediation or discontinuance" or to "assign the task to an existing standing committee with majority faculty representation." Ventura College opted to use the latter option and the CPC, a participatory governance committee co-chaired by the Academic Senate President and the Dean of Institutional Effectiveness, to oversee the program discontinuance process.

In October 2011, program review presentations were made to the CPC by the division deans (C3-04). While the District AP on program discontinuance had not yet been approved, the College followed the direction of the new AP draft. Program review presentations by the deans included the following areas:
- Process Overview (including the process for prioritizing initiatives at the program/department and division levels)
- Initiatives Not Requiring Additional Resources
- Major Findings, Initiatives, and Requests for Resources
- Program Discontinuance (program and division stand on any programs on the discontinuance list)
- Minority Opinions on Other Resource Requests
- Appeals (a separate meeting was scheduled to hear any appeals)
- Additional Information

Faculty members in programs being considered for discontinuance were provided the opportunity to make their own presentations in support of continuing their programs. Two programs made such presentations, and their backup documentation was included as part of the program review and posted online. Questions and comments on the program review presentations, including those for program discontinuance, were solicited by the co-chairs of the CPC. Executive Team members took extensive notes and participated in these discussions. The Academic Senate, whose opinion on possible program discontinuance is to be solicited as part of the AP, opted to defer to the divisions and to support the division's position on program discontinuance (C3-05).

At the conclusion of the program review presentations, the Executive Team made the final decisions about program discontinuance. For three of the programs discontinued, the Executive Team, in consultation with program faculty, decided to continue offering classes that were needed for transfer (in the case of Architecture), that could be incorporated into other subject disciplines (in the case of Agriculture courses moving to Biological or Environmental Sciences), or were needed as requirements for other programs (i.e. Computer Science classes needed for the Engineering program). In all cases, student need was considered and options for assisting students to complete the affected programs were made available.

In the area of program discontinuance, specifically, the College's open and transparent process for program discontinuance was supported by both the Academic Senate and the union.

In the spring of 2012, the College's planning parameters were again published and discussed with the CPC in anticipation of the program review process for academic year 2012-13. The document explained that programs that awarded fewer than eight degrees, certificates, or proficiency awards in the last four years would be on the possible program discontinuance list. As noted in the planning parameters, this list was distributed again to the College in August 2012 C3-06), and in fall 2012, the College conducted its second annual program review using this improved process.

Assessment of the Program Review Process:

At the completion of the program review process in fall 2011, input for evaluating the process was gathered from various sources. First, the program review process was discussed extensively at two CPC meetings, with members bringing feedback from each division. Second, an online survey was distributed to all College employees. And third, the Dean of Institutional Effectiveness went to the November 2011 Department Chairs and Coordinator's Council to gather verbal feedback. In January 2012, a *Program Review Report* was written that included input from these sources (C3-07). The report also included a summary of the process, the successes, and the areas needed for improvement. The report was distributed to the CPC and discussed at a CPC meeting, and was later incorporated into the College's *Annual Planning Report* that was distributed during the fall 2012 semester (C3-08).

One department from one division made a process appeal during program review in 2011, citing problems with implementation in that particular division. The appeal was entered into the record and the concerns were considered as departments in that division were reviewed by the CPC.

The main suggestions that emerged from the CPC discussion, the online survey of the campus and the feedback from the department chairs for improvement of the process were as follows:

- A separate committee for Services needs to be established to review the content of the work required and to discuss the challenges involved in self-supplied data.
- A better timeline needs to be established.
- The process for setting up and holding department and division meetings needs to be reviewed.
- Content/goals for each department and division meeting regarding program review need to be made clearer.
- The process for who votes on various aspects of program review needs to be clearer.
- The collaborative nature of the process needs to be emphasized, and part-time faculty members need to be encouraged to participate.
- The content of program review presentations needs to be reviewed and made consistent.
- Clearer directions on how to access program review data need to be established.
- District productivity targets need to be reviewed.
- Consistency in prioritization of initiatives needs to be established.
- Terms (i.e. *performance analysis*) need to be clearly defined.

In order to address these issues, two subcommittees of the CPC were established, one for the Services and one to review process for all programs. These subcommittees worked during the spring 2012 semester and progress was reported at the May 2012 CPC meeting (C3-09) and in the College's *Annual Planning Report*.

The recommendations from the Services subcommittee included increasing collaboration with instructional faculty, being provided more access to the institutional researcher time, and making small revisions to the form to make it more applicable to the Services.

Recommendations from the process subcommittee included the use of facilitators at division meetings in order to provide more consistency in prioritizing initiatives and voting, additional program and division meetings in order for the programs within a division to more clearly understand each other's initiatives for collaboration purposes, revision of the timeline, the use of PowerPoint templates for consistency in division presentations made to the CPC, and clearer direction and timelines given to programs whose initiatives are funded through the program review process.

The revisions were discussed at the CPC's first meeting of the fall 2012 semester and modifications to the process were implemented prior to the start of the 2012 program review process.

Evidence for College Recommendation 3:

C3-01 Ventura College Planning Parameters, Fall 2011
C3-02 District Council on Student Learning (DCSL) agendas and minutes, Fall 2011
C3-03 VCCCD Administrative Procedure (AP) 4021 – Program Discontinuance
C3-04 Program Review Presentation Template and Samples, Fall 2011 and Fall 2012
C3-05 College Planning Council Agendas and Minutes for 2011/2012 Academic Year
C3-06 Ventura College Planning Parameters, Fall 2012
C3-07 Program Review Report, January 2012
C3-08 Annual Planning Report, Fall 2012
C3-09 Program Review Process Committee Agendas and Minutes, May 2012

College Recommendation 4

Recommendation, October 2010:

In order to fully meet this Standard, the team recommends that the college must examine and provide evidence that appropriate leadership is addressing the various initiatives and programs on campus that support student learning. Efforts in online learning technology, basic skills initiatives, and SLOs lack an oversight committee or person responsible to oversee each of these projects and to ensure that they are implemented college wide in a manner that best serves the interests of student learning. (II.A, II.B)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 4. The intense work that the college has accomplished in its reorganization under the leadership of the president should be commended. The college should continue to develop an effective assessment process both formative and summative with broad participation to be able to determine the degree to which this structure meets the intent of the standards cited.

Update:

As noted in the College's October 2011 *Follow-Up Report*, a systematic series of steps were taken to address College Recommendation #4. These steps included large-group meetings, campus forums, and online surveys which helped the College identify gaps in the organizational structure and develop possible solutions. After analyzing the information and meeting with the Executive Vice President, the Vice President of Business Services, and the Deans, the College President prepared a draft of a new organizational structure, which was presented to the campus in March 2011.   The new structure included the following elements: (1) the combination of all career and technical education programs into one division; (2) the assignment of distance education oversight and faculty professional development to the Dean of Social Science & Humanities (with the resultant renaming of that division to Distance Education, Professional Development, Social Science & Humanities); (3) the assignment of oversight for the Santa Paula program and the departments of Communication, English as a Second Language, and Foreign Language to the Dean of Physical Education/Athletics (with the resultant renaming of that division to Communication, Kinesiology, Athletics & Off-Site Programs); and (4) the assignment of oversight for planning, program review, student learning outcomes, institutional research, basic skills, and accreditation to the Dean of Communication & Learning Resources (with the resultant renaming of that division to Institutional Effectiveness, English & Learning Resources) (C4-01).

In addition to organizational structure changes, several new campus committees were formed to support efforts in institutional effectiveness, online learning technology, basic skills initiatives, professional development, and student learning outcomes (C4-02):

- College Planning Council: The College Planning Council is a participatory governance committee that monitors College compliance with Accreditation Standard I. As part of the college planning, program review and budget allocation cycle, the College Planning Council reviews the Educational, Facilities, and Technology Master Plans and calls for their revision in accordance with an established cycle; proposes a limited number of three-year strategic goals based on the Educational Master Plan to form the basis for the College's Strategic Plan; receives the College planning parameters each spring; recommends priority lists for new programs and initiatives that emerge through the annual planning and program review process; responds to administration's recommendations for program growth, reduction and discontinuance; and contributes to the development of the College's Annual Report by documenting the progress made on the Strategic Plan. The Dean of Institutional Effectiveness, English & Learning Resources provides administrative support for this Council. This committee is co-chaired by the Academic Senate President.

- Distance Education Committee: The Distance Education Committee, a subcommittee of the Faculty Professional Development Committee, provides a collaborative venue to share and promote effective practices and techniques that contribute to the quality and growth of distance education at Ventura College, including web enhanced on-ground courses, partially-online courses, and fully-online courses. In addition, the Committee is responsible for drafting the College's Distance Education Master Plan and for providing advice to the Administration, the Academic Senate's Curriculum Committee and the Technology Committee about procedures that can help to sustain and managing the distance education infrastructure. The Dean of Distance Education, Professional Development, Social Science and Humanities provides administrative support for the Committee.

- Basic Skills Committee: The Basic Skills Committee monitors College compliance with portions of Accreditation Standard IIA, and develops, recommends, coordinates strategies to help Ventura College students successfully acquire the basic skills necessary to succeed in college-level coursework. This includes, but is not limited to: developing and implementing a plan to oversee the state basic skills funding dollars; serving as a central forum for campus dialog on the topic of basic skills; seeking out and sharing effective practices developed at Ventura College and elsewhere; assisting in the identification and acquisition of necessary resources to enhance basic skills courses. As a result, in part, to the efforts of the Basic Skills Committee, Ventura College has become the recipient of a Title V grant that will focus, in part, on supporting and expanding the capacity of the College's Reading/Writing Center and supplemental instruction programs and expanding the use of accelerated instruction in math and English. The Dean of Institutional Effectiveness, English & Learning Resources provides administrative support for this Committee. This committee is co-chaired by a faculty member selected by the body.

- Faculty Professional Development Committee: This long-standing College committee is now being provided administrative support by the Dean of Distance Education, Professional Development, Social Sciences & Humanities. The Faculty Professional Development Committee, a subcommittee of the Academic Senate, develops equitable processes for the disbursement of contractually-obligated professional development funds; develops Flex Week activities, and hosts other professional development activities related to academic,

professional and pedagogic matters that foster the continued professional growth of the members of the faculty as specialists within their disciplines as well as community college educators. In addition, the Faculty Professional Development Committee monitors compliance with portions of Accreditation Standard IIIA. This committee is co-chaired by a faculty member selected by the body.

- Student Learning Outcomes Committee: The Student Learning Outcomes Committee monitors College compliance with Accreditation Standard IB, IIA, IIB, and IIC, and is charged with overseeing the process of developing, assessing, and refining program, course and institutional student learning outcomes (SLOs) and service unit outcomes (SUOs). The committee also provides vision and leadership for outcomes-based assessment; establishes a plan and timeline for the development and assessment of SLOs and SUOs; and monitors and evaluates the process of assessing SLOs for courses, programs, and services. The SLO Committee recommends improvements to the SLO process to the Academic Senate, and documents SLO efforts and results for accreditation. The Dean of Institutional Effectiveness, English & Learning Resources provides administrative support for this Committee. This committee is co-chaired by a faculty member selected by the body.

In January 2012, six months after the implementation of the new organizational structure, the College President invited all College employees to participate in an online survey to assess the new structure (C4-03). Respondents were asked to identify on a five-point Likert scale their degree of satisfaction with the way that distance education, professional development, institutional effectiveness, basic skills, and off-site programs were addressed by the structure. Programs that had changed divisions as a result of the reorganization (Communication, Foreign Languages, and English as a Second Language) were also asked to rate the degree to which they were satisfied with the new reporting relationship. In addition, respondents were invited to add additional thoughts about the organizational structure through open-ended "comments" sections (C4-04).

In February 2012, another College Open Forum, to which all faculty and staff were invited (as well as student leaders), was devoted to collecting feedback regarding the effectiveness of the new organizational structure (C4-05 and C4-06). At this forum, the results of the online survey were shared and used as the starting point for small group discussions about the merits of the new system and the additional improvements needed. The results of the focus group discussions were shared in one of the College President's weekly *Updates*, along with a written summary of the results of the online survey (C4-07).

Since February 2012, the deans and committees have used this feedback to make modifications to their operations.

- The distance education program developed a more formal program of training for online instructors.

- A software program (TracDat) was identified to facilitate the SLO/SUO documentation and assessment processes and to allow the institution to more easily track initiatives and close the

loop on prior assessments.

- The Basic Skills Committee presented a campus-wide workshop on the Mandatory Flex Day in an effort to make more faculty aware of basic skills students and their needs. The workshop included both student and faculty panels, and each faculty member was provided with a *Toolkit* of resources and strategies for teaching basic skills students across the curriculum.

- The Professional Development Committee held follow-up luncheons for the participants of the 2011 Summer Institute for Teaching Excellence and created new professional development opportunities, such as "Lunch and Learn" workshops, open to all faculty.

- Outreach efforts were expanded for the Santa Paula site. New outreach activities included "Registration Days" events, ESL Registration Week, application and financial aid workshops, orientation meetings for new students, and participation in Higher Education Day and Parent College Night at local high schools.

Summative committee self evaluations were conducted at the end of the spring 2012 semester for new or reorganized campus committees. Committee members reviewed and customized the questions prior to the surveys going out, and, as a result, each survey was slightly different. Generally, the surveys asked committee members about the continued relevance of the committee charge, the establishment of committee goals, the completion of goals, other committee achievements, the timeliness of tasks, the overall environment of the committee, and suggestions for improvement. Some committee-specific questions were also asked (i.e. the College Planning Committee specifically asked about the new program review and program discontinuance processes).

Committee surveys were conducted for the College Planning Council (CPC) (C4-08), the Budget Resource Council (BRC) (C4-09), the Academic Senate (C4-10), the Classified Senate (C4-11), the Curriculum Committee (C4-12), the SLO Committee (C4-13), the Basic Skills Committee (C4-14), the Professional Development Committee (C4-15), and the Distance Education (DE) Committee (C4-16). Each committee reviewed the results of the evaluations and made adjustments, as necessary, to ensure that college committees continue to improve the way their members understand their charges, create clear goals, work to meet those goals, and operate in an environment conducive to open and honest discussion. Committee evaluations will continue to be scheduled at the end of each academic year, with results used to begin the following academic year.

In addition, the College has built into its integrated planning process a calendar for the ongoing assessment of the organizational structure. In accordance with this calendar, the College Planning Council will assist the College President in engaging the campus in a review of the organizational structure every three years, with the next review scheduled for spring 2013 (C4-17).

Evidence for College Recommendation 4:

C4-01 Ventura College Organizational Chart, July 2012

C4-02 Making Decisions at Ventura College, 2012-2013
C4-03 President's Update #50, January 10, 2012 (regarding online survey of College employees)
C4-04 Assessment of Campus Organization (online survey results)
C4-05 President's Update #52, January 25, 2012 (invitation to open forum regarding organizational structure feedback)
C4-06 President's Update #53, January 31, 2012 (reminder regarding open forum regarding organizational structure feedback)
C4-07 President's Update #55, February 14, 2012 (summary of feedback regarding open forum focus groups and online survey)
C4-08 College Planning Council survey results
C4-09 Budget Resource Council survey results
C4-10 Academic Senate survey results
C4-11 Classified Senate survey results
C4-12 Curriculum Committee survey results
C4-13 SLO Committee survey results
C4-14 Basic Skills Committee survey results
C4-15 Professional Development committee survey results
C4-16 Distance Education committee survey results
C4-17 Ventura College Integrated Planning Manual, July 2012, page 3 (planning cycle flowchart)

College Recommendation 6

As noted in 2004, in order to fully meet this Standard, the team recommends that the college must develop a funding plan for new and modernized facilities based on the concept of Total Cost of Ownership. The plan must address the necessary staffing and other support costs to operate these facilities. (III.B.2.a)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 6. With the exception of the program review revisions to include the equipment inventory that, in turn, better informs the facilities/equipment prioritization process, most other strategies have either been recently implemented or are planned to be implemented at a later date. The college should aggressively activate its implementation plan as well as a strategy for assessing these actions to better ensure its optimal allocation of resources.

Update:

The Total Cost of Ownership is now addressed through a modification to the District Budget Allocation Model, and through the work of three College committees: the Budget Resource Council (BRC), the Facilities Oversight Group (FOG), and the Technology Committee.

In February 2012, the District Council of Administrative Services (DCAS) proposed a modification to the general Budget Allocation Model (C6-01) and the establishment of an Infrastructure Funding Model (C6-02). This new model was adopted by the Board of Trustees on March 13, 2012. Under the model, lottery proceeds, interest income, and other specific revenue categories are segregated from the general Budget Allocation Model. This funding stream is designed to provide foundational funding to the College as a base resource; existing College resources as described above will continue to be allocated to augment this new Infrastructure Funding Model. Under the adopted model, specific expenditure categories are now established for:

- Scheduled maintenance and capital furniture (including classroom, faculty and administration)
- Library materials and databases
- Instructional and non-instructional equipment
- Technology refresh (hardware and software)
- Other (restricted to one-time and not on-going expenditures, such as new program/process start-up costs, staff innovation, and program specific accreditation)

A transition plan, described in the documentary evidence provided, is being used as a vehicle to move the funds from the current general Budget Allocation Model to the Infrastructure Funding Model over a period of years beginning with FY13.

The District Council on Administrative Services (DCAS) is the venue that is used to evaluate and reassess the Budget Allocation Model, as well as the new Infrastructure Funding Model. This evaluation, which involves the feedback from constituent representatives, is conducted each year prior to the development of the budget.

The Budget Resource Council (BRC) receives recommendations from both the Facilities Oversight Group (FOG) and the Technology Committee, and then analyzes the budget requirements of the prioritized requests and develops a plan to address these budget requirements.

FOG, which oversees facilities and equipment of a non-computing nature (i.e. vehicles, furniture, lab equipment, kilns, etc.), provides coordination for the periodic revision for the College's Facilities Master Plan and meets regularly to address the College's cost of ownership needs. As part of the College planning, program review and budget allocation cycle, FOG receives requests for facilities improvements from the College Planning Council (CPC) and creates an implementation plan to advance these requests (C6-03).

The College's Technology Committee provides coordination for the periodic revision of the campus Technology Plan, which includes a detailed Tech Refresh Plan built around a four-year replacement cycle (C6-04).

The work of the BRC, FOG and the Technology Committee to address the Total Cost of Ownership is supported through improved inventory control measures. Inventory lists of the equipment in each program have now been extracted from Banner, the District's data management system. Due to some Banner errors, the lists for the 2011 program review process were not completely accurate or up-to-date. Under the 2012 College program review process, programs were required to reconcile the items on the Banner inventory list with the equipment that actually exists, and to identify equipment that is at end-of-life status. This contributed to the development and maintenance of a more accurate inventory list that includes the description, asset tag number, number of items, cost, date of purchase, expected life cycle, and annual preventative maintenance cost of each item. Using the reconciled inventory list (which divisions are required to maintain and update each year), programs now have the ability through the program review process to create initiatives and request appropriate resources to meet their operating and student performance goals (C6-05). Additionally, the BRC adopted an Inventory Rubric to be applied during the inventory of all of the fixed assets owned by the institution (C6-06).

Each year after programs have presented their program reviews to the CPC, a compiled list of prioritized requests for facilities improvements, based on program findings, is given to FOG. Software and technology prioritized requests, based on program review findings, are given to the Technology Committee. Other equipment requests, based on program review findings, are given to the BRC. These groups assign the committee rating of *required, high*, *medium*, *low* or *not ranked* to each request based on the overall needs of the College, taking into consideration new technologies, if appropriate, and the ways in which resources can be leveraged. The committees' ratings are then forwarded to the College President, Executive Vice President, and Vice President of Business Services for the final College ranking. The lists of initiatives (C6-07),

with all rankings, are then shared with the CPC and the College administration for implementation. Divisions are notified about funded requests and have until the next program review cycle (approximately 12 months) to submit purchase orders.

Evidence for College Recommendation 6:

C6-01 Budget Allocation Model
C6-02 Infrastructure Funding Model
C6-03 Facilities Improvements List
C6-04 Technology Strategic Plan (for Technology Refresh Plan)
C6-05 College Equipment Inventory List
C6-06 Inventory Control Rubric
C6-07 Program Review Initiatives Spreadsheets

College Recommendation 8

As noted in 2004, in order to fully meet this Standard, the team recommends that the college President must develop an ongoing systematic and comprehensive system to assess the effectiveness of the college's organizational structure, campus planning processes, and community in a timely manner. (IV.B.2.a-b, IV.B.2.c)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team finds that the college has partially satisfied Recommendation 8 having restructured the use of personnel and resources to address the issues cited in this recommendation. The evaluation of the reorganization plan should be completed as outlined in the Follow-up report and the results implemented. Attention should be given to the college institutional effectiveness goals being aligned with the District's goals.

Update:

As described in the response to College Recommendation 4, the College implemented a new organizational structure in July 2011. As noted by the 2011 follow-up accreditation team at the time of their visit, this structure was scheduled to be evaluated during the spring 2012 semester. In January 2012, six months after the implementation of the new organizational structure, the College President invited all College employees to participate in an online survey to assess the new structure. In February 2012, a College Open Forum was devoted to collecting feedback regarding the effectiveness of the new organizational structure. At this forum, the results of the online survey were shared and used as the starting point for small group discussions on the merits of the new system and the additional improvements needed. The results of the focus group discussions were shared in one of the College President's weekly *Updates*, along with a written summary of the results of the online survey. Since February 2012, the deans and committees have used this feedback to make modifications to their operations, as described more fully in the response to College Recommendation 4. In addition, the College has built into its integrated planning process a calendar for the ongoing assessment of the organizational structure. In accordance with this calendar, the College Planning Council (CPC) will assist the College President in engaging the campus in a review of the organization structure every three years, with the next review scheduled for spring 2013. Documentation in support of efforts to assess the organizational structure and the College planning process are found in the response to College Recommendation 4 in this report.

At Ventura College, the development of a data set to quantify the College's Core Indicators of Institutional Effectiveness was discussed throughout most of the spring 2012 semester at both the Academic Senate and the CPC. Input was gathered from division representatives about what should be included in the Core Indicators and the document list of data elements was revised numerous times based on this input and subsequent Academic Senate and CPC discussions (C8-

01). The final version of the Core Indicators list was approved at the May 9, 2012 meeting of the CPC (C8-02).

The work that was done at Ventura College to identify the data elements by which to measure institutional effectiveness was used later during the spring 2012 semester to document and support progress made at both the College and District level toward the Board of Trustee's planning goals. Ventura College's Core Indicators, along with documents submitted by the institutional researchers at Moorpark College, Oxnard College, Ventura College, and the District Administrative Center, assisted in the development of a data set common to all three Colleges in the District. At the conclusion of this development process, the data elements in the district-wide report (which align with the Board's goals) replicated the data elements in Ventura College's Core Indicators, thus ensuring the necessary alignment of the College institutional effectiveness goals with the District goals.

List of Evidence for College Recommendation 8:

C8-01 Academic Senate and CPC Minutes (regarding Core Indicators)
C8-02 Core Indicators of Institutional Effectiveness, May 2012
C8-03 Institutional Effectiveness: Moorpark, Oxnard and Ventura Colleges, June 2012

Summary of Responses to District Recommendations 1-7 and Commission Concern Regarding Board Governance

Introduction

The subsequent pages represent a culminating response to the various Accrediting Commission of Community and Junior Colleges (ACCJC) visit recommendations, Commission actions as well as a Commission Concern to be submitted to the ACCJC as required by the letters to the Chancellor dated February 2, 2012 and July 2, 2012.

Chronology

The following is the various Commission actions that have taken place regarding accreditation of the Ventura County Community College District and its three Colleges:

October 11-14, 2010	Commission made the visit to the District and the three Colleges for the comprehensive evaluation during the regular accreditation cycle
January 11-13, 2011	Commission issued Warning status to Oxnard and Ventura Colleges; and reaffirmed Moorpark's accreditation
October 15, 2011	Three Colleges submitted respective Follow-Up Reports
October 31-November 1, 2011	Commission made a special visit regarding the seven recommendations and a Commission Concern regarding minimum qualifications of faculty
January 10-12, 2012	Commission placed the District's three Colleges on Probation; Commission issued a new Commission Concern regarding the District's governance practices by its Board of Trustees
February 1, 2012	Commission sent a corrected Commission action letter received by Ventura College in May 2012 requiring Ventura College to address College Recommendations 3, 4, 6, and 8 by October 15, 2012
February 2, 2012	Commission issued a letter requiring the District to submit a Follow-Up Report by October 15, 2012
March 15, 2012	A special report from the District was submitted to the Commission in response to the Commission Concern.
April 16, 2012	Commission made a one-day visit to the District specifically on the Commission Concern regarding Board governance
May 7, 2012	Commission issued a report from the visit on April 16, 2012
June 6-8, 2012	Commission continued the Probation status placed on the District's three Colleges
July 2, 2012	A letter was sent to the District and Colleges regarding the continuous Probation status for the District's three Colleges and required the three Colleges to provide a Follow-up Report due on October 15, 2012

Process

The three Colleges worked on their respective areas of concern as well as working with the District to address district-wide issues. The District and College leadership gathered data by soliciting input from all constituents using surveys, committee/council meetings, holding public

forums, and soliciting individual feedback on the various District processes and procedures to improve efficiency and effectiveness of District operations.

The following pages delineate the process activities and actions implemented to address each one of the seven recommendations and the Commission Concern and their alignments to the Eligibility Requirement 3 and the respective Accreditation Commission Standards.

District Recommendation 1

<u>Recommendation:</u>

In order to meet the Standards, the District, in concert with the three Colleges, shall develop clearly defined organizational maps that delineate the primary and secondary responsibilities of each, the College-to-College responsibilities, and that also incorporate the relationship of major District and College committees established to assure the integrity of activities related to such areas as budget, research, planning, and curriculum. (IV.B.3.a-b, IV.B.3.g)

<u>Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):</u>

The team acknowledges the systematic work on organizational mapping that the Ventura CCC District and its three Colleges, Moorpark, Oxnard, and Ventura, have initiated in response to District Recommendation 1. By its very foundational nature, this recommendation represents the key to articulating roles and responsibilities in a multi-college district, identifying gaps in structures and resources for planning, research, and curriculum, and improving effectiveness and communication. To date, this recommendation has only been partially addressed and compliance with the Accreditation Standards has not been achieved. The team recommends the Ventura CCC District and its Colleges collectively affirm the urgency of compliance with Accreditation Standards and accelerate and enhance their efforts to address all components of District Recommendation 1.

<u>Update:</u>

In response to this recommendation, the District and Colleges, through the Consultation Council, revised the district-wide *Participatory Governance Handbook* (D1-01) to reflect a clearly defined organizational flow and functional mapping narrative and developed the "VCCCD Governance: Advisory and Recommendation Pathways" through many discussions regarding a governance process chart which would delineate (D1-01) and illustrate the relationship of major District and College committees.

The *Participatory Governance Handbook* and its accompanying "VCCCD Governance: Advisory and Recommendation Pathways" ensure delineation of roles and responsibilities and provide venues within the District/College governance structure to host participatory dialogues. To accelerate progress and ensure broad-based collegial input, the Consultation Council agreed to meet twice per month for the period of February through June 2012 to complete the work revising the *Handbook*.

The District Consultation Council (also referred to as the Consultation Council) is chaired by the Chancellor and consists of district-wide constituents, including the Vice Chancellor of Business and Administrative Services; Vice Chancellor of Human Resources; Director of Administrative Relations; one College Executive Vice President appointed by the Chancellor; one District Classified Representative; one Classified Confidential Representative; College Presidents;

Academic Senate Presidents or designees; Classified Senate Presidents; one Associated Student Government Representative from each College; AFT President; and SEIU President (D1-02).

The Consultation Council review processes and activities related to revising the *Participatory Governance Handbook* and development of the "VCCCD Governance: Advisory and Recommendation Pathways" included and yielded the following results (D1-03):

- In February 2012, the existing *Participatory Governance Handbook* was distributed to Consultation Council members for review and feedback. Extensive discussion regarding the Consultation Council's role in governance resulted in expanding the Consultation Council's responsibilities to include "Recommending appropriate participatory governance structures for the District, and monitoring and assessing effectiveness of the implementation of said governance structures."

- In early March 2012, the Consultation Council recommended changes to participatory governance groups related to charges and membership. As a result, the District Council on Accreditation and Planning (DCAP) was established with a charge to "Develop, monitor, and evaluate district-wide planning and accreditation cycle activities." The March 2, 2012 Consultation Council meeting notes indicated DCAP would meet to further develop its charge, membership, and report progress by the end of this calendar year. The March, May, and June 2012 Consultation Council meeting notes reflect additional members may be appointed to DCAP at a later date or membership expanded by the Chancellor. DCAP membership was expanded by the Chancellor on June 4, 2012 to include the Director of Administrative Relations from the Chancellor's Office, a Classified Senate President, and the Student Trustee. The May 22, 2012 *Participatory Governance Handbook* defines DCAP as follows:

  > *The District Council on Accreditation and Planning (DCAP) is an evolving body established to address immediate accreditation and planning issues. As such, DCAP advises the Chancellor, through Cabinet and the District Consultation Council, on matters pertaining to the development, monitoring, and evaluation of district-wide planning and accreditation cycle activities. Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit of information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation. Membership will be expanded and/or modified by December 31, 2012.*

  Current members include a Chancellor-appointed Chair; District Administrative Center Representative; Student Trustee; College Presidents, Academic Senate Presidents or designees; and others determined by the Chancellor.

- In March 2012, the Consultation Council also determined the need for a District Council of Academic Affairs (DCAA) to advise the Chancellor regarding instructional program development and related Board policies, administrative procedures, and standard operating practices. It can also facilitate the coordination of District College programs and review institutional offerings for redundancy, growth and development, and discontinuance; and prepare the initial draft of the educational master plan as it relates to instruction and student services. Dialogue addressing gaps within existing governance committees further resulted in modifying the following existing groups: District Technical Review Workgroup (DTRW), which had been focused on reviewing curriculum at all three Colleges, and District Council on Student Learning (DCSL), which had been focused on issues related to student services.

  The modified groups are now called District Technical Review Workgroup – Instruction (DTRW-I) and District Technical Review Workgroup – Student Services (DTRW-SS). They are to advise DCAA on academic and professional matters. DTRW-I and DTRW-SS focus on instruction and student services in program development and review/suggest revisions to Board policies and administrative procedures in these areas as needed. DTRW-I, and DTRW-SS began meeting formally on September 13, 2012.

  DCAA membership consists of a Chancellor-appointed Co-Chair; a Co-Chair Faculty member selected by DCAA members; Executive Vice Presidents; Academic Senate Presidents or designees, one Vice President of Business Services; Faculty Co-Chairs of campus planning committees or College faculty designees; Associated Student Government Representatives; and a College faculty member from each campus. DTRW-I members include a Chancellor-appointed Chair and Faculty Co-Chair rotated between the Colleges; Executive Vice Presidents; Faculty Co-Chairs of College Curriculum Committees; and Articulation Officers. DTRW-SS membership consists of a Chancellor-appointed Executive Vice President as Chair; a Co-Chair selected by DTRW-SS; a Dean of Student Services from each College; Associated Student Government Representatives; Registrars; and Articulation Officers or non-instructional designees from each campus (D1-04).

- In April 2012, the Consultation Council discussed and incorporated feedback into the *Participatory Governance Handbook* and related governance process chart, "VCCCD Governance: Advisory and Recommendation Pathways." Following final review by Chancellor's Cabinet, College Presidents distributed the organizational mapping documents to College constituents for feedback, and the Director of Administrative Relations provided the documents to District Administrative Center constituents for input.

- In May 2012, the Consultation Council discussed and agreed upon minor modifications to the "VCCCD Governance: Advisory and Recommendation Pathways" for clarity.

- In June 2012, the Consultation Council completed its final review of the *Participatory Governance Handbook* and related "VCCCD Governance: Advisory and Recommendation Pathways" as part of its Board of Trustees Meeting Agenda Review.

The *Participatory Governance Handbook* has been widely communicated at the Colleges and District Administrative Center, and constituents were given opportunities to provide input for improvement prior to finalization of the documents (D1-05). The *Participatory Governance Handbook* was presented to the Board of Trustees for information on June 19, 2012 (D1-06) and publicly posted on the District's website at www.vcccd.edu (D1-07). In addition, the Board of Trustees approved an updated BP 2205 Delineation of System and Board Functions (D1-08) on June 19, 2012 to include the completed *Participatory Governance Handbook* and functional mapping documents.

In September 2012, the District Council on Accreditation and Planning (DCAP) developed a *VCCCD Operational/Functional Mapping Table* that is supplementary to the Functional Mapping narrative provided in the district-wide *Participatory Governance Handbook.* The supplementary *VCCCD Operational/Functional Mapping Table* provides an "at-a-glance" view of functional mapping between the District and Colleges. The *Functional Mapping Table* has been communicated district-wide to give constituents an opportunity to provide feedback and suggestions for improvement (D1-09).

By revising the *Participatory Governance Handbook*, the District clearly delineates and communicates the functions between the District and the individual Colleges and consistently adheres to this delineation in practice (IV.B.3.a). The *Handbook* and its accompanying "VCCCD Governance: Advisory and Recommendation Pathways" serve as the manual of standard operations of District and Colleges in governance and operations. By clearly defining and delineating the roles and responsibilities of the District and the Colleges, effective and efficient services and support can be provided to the Colleges to achieve the District's vision and mission (IV.B.3.b). The District and Colleges will assess, on an annual basis, the appropriateness of constituent role delineation and responsibilities involved in district-wide governance processes, identifying gaps in governance structures and resources, as well as the overall effectiveness of the process by administering online surveys and holding public forums to gather data for further refinement (IV.B.3.g).

College Activities and Impact Statement:

Working through existing participatory governance structures at the College and District levels, as well as utilizing e-mail communications and forums open to the entire campus, Ventura College vetted the *VCCCD Participatory Governance Handbook* and the "VCCCD Governance Advisory and Recommendation Pathways" chart during the spring 2012 semester. The Academic Senate agendized the *Handbook* numerous times between September 2011 and May 2012, with final passage evidenced in the May 3, 2012 minutes (D1-10). The spirited debate that occurred at the many Academic Senate meetings where the *Handbook* was discussed underscored the keen interest in the handling of curriculum, the delineation of functions and authority, and the composition of committee structures that are documented within the *Handbook*'s pages. In addition to the *Handbook* being distributed to all faculty for Senate in-put, the document was also distributed college and district-wide via the my.vcccd portal. On May 4, 2012, the College President, in conjunction with the Academic and Classified Senate Presidents,

hosted a college-wide forum to gather broad input on the functional mapping and the *Handbook* (D1-11).

While the final tangible product created at the College level in response to District Recommendation 1 was indeed the revised *VCCCD Participatory Governance Handbook*, a side effect of this task has been the positive impact created by the extensive conversations at the leadership and open-forum levels. The conversations at both the College and the District levels that led to the creation of the *Handbook* and the "VCCCD Governance: Advisory and Recommendation Pathways" documents has increased awareness and understanding of College-to-College and College-to-District relations. Additionally, these conversations have led to a greater understanding of governance structures and the delineation of functions.

Evidence for District Recommendation 1:

D1-01 *Participatory Governance Handbook*, including Functional Mapping narrative (p. 28) and "VCCCD Governance Advisory and Recommendation Pathways" (p. 58), 05.22.12

D1-02 Consultation Council Membership, Participatory Governance Handbook (pp. 16-17), 05.22.12

D1-03 Consultation Council Meeting Notes, 01.12.12, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 04.27.12, 05.10.12, 06.07.12, Chancellor's email to District Council on Accreditation and Planning (DCAP) members regarding membership, 06.04.12; *Participatory Governance Handbook* – Definition of DCAP (p. 18), 05.22.12

D1-04 Membership of District Council on Academic Affairs (DCAA), District Technical Review Workgroup-Instructional (DTRW-I), and District Technical Review Workgroup (DTRW-SS), Participatory Governance Handbook (pp. 21-25), 05.22.12

D1-05 District/College communications regarding Participatory Governance Handbook and functional mapping documents, Ventura College Emails 04.09.12, 04.16.12, 08.15.12; Moorpark College Email 04.19.12; Oxnard College Emails 04.27.12, 05.02.12; District Administrative Center Emails 04.13.12, 05.08.12; District-wide Posting 07.02.12

D1-06 Board of Trustees Regular Meeting Minutes, Agenda Item 27, 06.19.12

D1-07 District Public Website Posting of *Participatory Governance Handbook* at www.vcccd.edu

D1-08 Board of Trustees Regular Meeting Agenda, Item 16.03, Action to Approve Board Policy 2205 Delineation of System and Board Functions, 06.19.12

D1-09 *VCCCD Operational/Functional Mapping Table*; District/College Communications, 09/2012

D1-10 Ventura College Academic Senate Minutes, 05.03.12

D1-11 President's Update #68, 05.01.12 (reminder regarding open forum regarding functional mapping)

District Recommendation 2

<u>Recommendation:</u>

In order to meet the Standard, the District, in concert with the three Colleges, shall document evidence that a review of District Policies and Procedures that may impede the timely and effective operations of the departments of the Colleges has taken place and that appropriate modifications are made that facilitate the operational effectiveness of the Colleges. A calendar that identifies a timeline for the regular and consistent review of policies shall be developed. (IV.B.1.e)

<u>Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):</u>

The team acknowledges the scope and extent of District and College work resulting in considerable progress on District Recommendation 2. Of its three inter-related components, the recommendation for the development of a calendar for the regular and consistent review of policies has been fully addressed. With regard to the review and modifications of policies and procedures that may impede operational effectiveness, the team find these elements to be partially addressed and recommends the District and Colleges analyze all collected data for potential impediments and continue to modify operating practices to ensure consistency and appropriate application.

<u>Update:</u>

In response to this recommendation, the District developed and the Board of Trustees adopted a two-year policy/procedure review cycle calendar. The proposed review schedule was implemented in March 2011 and is being vigorously adhered to (D2-01) as evidenced by the substantial amount of activities undertaken by the Policy Committee of the Board (D2-02) and the subsequent placement of proposed, reviewed and/or revised policies and administrative procedures on the monthly Board of Trustees agendas for action or information (D2-03).

The District also utilizes the Board Policy and Administrative Procedure Service of the Community College League of California. As new laws are enacted, the District receives updates from the Service with its suggested Board Policy Template to review and revise policies and administrative procedures through the District's established governance structure and committees. To address the review and modification of policies and procedures that may impede operational effectiveness, policy/administrative procedure review and recommended changes follow the newly implemented "VCCCD Governance: Advisory and Recommendation Pathways" outlined in the *Participatory Governance Handbook* (D2-04) to ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges. Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments and negatively impact the timely and effective operations of District/College departments. As presented under

"General Operating Agreements for District Groups" in the *Participatory Governance Handbook,* Committee members understand they attend meetings to represent constituent groups at a College or the District Administrative Center. Constituent groups formulate recommendations to the Chancellor through consultation, and members are responsible to serve as a conduit for information and the catalyst for discussion and topics raised by District groups and within the constituent groups (D2-05).

District policies and procedures have been reviewed and analyzed consistently during the two-year cycle as evidenced through governance bodies, including District Council on Student Learning (DCSL); District Technical Review Workgroup (DTRW); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Consultation Council; and Chancellor's Cabinet. Governance groups maintain meeting notes that include policy/administrative procedure actions and recommendations taken during committee meetings (D2-06).

As of August 2012, the review and analysis status for Board Policies/Administrative Procedures was as follows:

- Chapter 1 The District: complete
- Chapter 2 Board of Trustees: approximately 99 percent complete
- Chapter 3 General Institution: approximately 50 percent complete
- Chapter 4 Academic Affairs: approximately 80 percent complete
- Chapter 5 Student Services: approximately 5 percent complete
- Chapter 6 Business/Fiscal Affairs: approximately 90 percent complete
- Chapter 7 Human Resources: approximately 20 percent complete

Approximately 90 percent of Chapter 7 Human Resources is scheduled for review and completion by the end of November 2012. Policy and administrative procedure review of Chapter 4 Academic Affairs, and Chapter 5 Student Services by newly-formed District Council on Academic Affairs (DCAA), District Technical Review Workgroup-Instruction (DTRW-I), and District Technical Review Workgroup-Student Services (DRTW-SS) began in September 2012 (D2-07).

To address extremely time sensitive policy or administrative procedures critical to District/College operational deadlines but subject to missing Policy Committee or Board Meeting timelines, governance committees can hold a special meeting and/or present such time sensitive recommended policies and administrative procedures to the Chancellor or Chancellor's Cabinet for approval to advance to Policy Committee and the Board of Trustees.

As a result of dialogue by governance groups and constituent feedback, policy and administrative procedure modifications occurred as evidenced by the following revised operating practices to avoid impeding College operations and ensure consistency across the District/Colleges (D2-08):

- In August 2012, the District launched a website for "Business Tools, Forms, and Procedures," a SharePoint site for employee access. The site includes frequently used district-wide forms in fillable field format; detailed procedures in some areas of

Accounting, Accounts Payable, Payroll, Information Technology, Purchasing, Risk Management, Police/Parking Services, and Contracts and Grants, including the specific Administrative Procedure 3280 for the completion of grant applications. "Business Tools" is designed to facilitate the consistent district-wide application of procedures. In order to respond to user needs and input, a dedicated link is provided for faculty and staff to submit feedback and/or suggestions via the site. All forms are accessible via the employee portal. To achieve continuous quality improvement, the site will be expanded in 2012-2013 to incorporate additional procedures, forms, and enhancements based on user suggestions. This process of regular updates will continue based on user input.

- In conjunction with faculty and staff, a Field Trip/Excursion electronic workflow process was developed in response to faculty needs. Staff and faculty with extensive experience in field trips worked during summer 2012 to develop the workflow. The workflow was implemented in August 2012 by a small number of key faculty from throughout the District to ensure a thorough testing and application of the process. The District Director of General Services provided an overview of the process to interested faculty during fall 2012 Flex Days at all three Colleges. This process will be refined with additional faculty input.

The District is on schedule to complete its two-year review cycle of existing policies and procedures by March 31, 2013. The District will continue to regularly monitor the sequence, origination points, and appropriate constituency involvement in the two-year policy/procedure review process to systematically identify criteria and evaluate impacts of same on district/College operational effectiveness.

Further, the District Council on Accreditation and Planning (DCAP) is identifying additional effective measures to capture further feedback from District/College constituents, analyze collected data for potential impediments, and continue modifying operating practices to ensure Board policies and procedures enhance operations. One measure identified and developed by DCAP included an Employee Formal Communications Survey designed and implemented in September 2012 that collected feedback from employees about ways to improve the flow of information to and from the District through formal channels of the committee and governance structure and to identify any policies or procedures that need clarification or that are difficult to implement in practice (D2-09). Results of the newly-implemented annual survey will be discussed at District Consultation Council in October 2012, summarized in the November 2012 Chancellor's Monthly Update, and distributed to employees, students, and Community Advisory Body members.

The process employed for review and revising board policies involve all constituents and follow the established governance structure and committees before the Board of Trustees acts upon the recommended changes or adoption of policies and administrative procedures. The Board of Trustees has committed to act in a manner consistent with its policies and administrative procedures by signing a Best Practices Agreement at a regularly scheduled Board meeting on March 13, 2012. The Chancellor and the Board Chair continue to facilitate more efficient Board meetings and more effective implementation of policies and administrative procedures (IV.B.1.e).

College Activities and Impact Statement:

The establishment of a regular review cycle of board policies (BPs) and administrative procedures (APs) has demonstrably influenced the attitude toward District policies and procedures at the College level. Faculty, staff and administrators are more keenly aware than ever that written District policies and procedures are necessary to ensure the fair and equitable treatment of all constituencies within the District, and that should anyone wish to review or propose a change to an existing BP or AP, this can be done by working through the College's participatory governance process.

A recent example of how this worked was the three-year long process used to develop AP 4021 (Program Discontinuance). Working through the Academic Senate and the then-called District Council on Student Learning (DCSL), this AP went through multiple iterations before a final version was presented to the Board for review in April 2011. In further support of how well the governance process is working in relation to this AP, at the September 11, 2012 regular meeting of the Board of Trustees, the three Academic Senate Presidents jointly presented a professional development study session on how this AP is operationalized at each campus.

Evidence for District Recommendation 2:

D2-01 VCCCD Board Policy/Administrative Procedure Two-Year Review Calendar for Review Cycle 3/2011-3/2013, Board Meeting Agenda, 08.14.12
D2-02 Policy Committee Meeting Agendas/Minutes, 11/2012-07/2012
D2-03 Board of Trustees Meeting Agendas/Minutes, 11/2012-08/2012
D2-04 *Participatory Governance Handbook* "VCCCD Governance: Advisory and Recommendation Pathways" (p. 58) 05.22.12
D2-05 *Participatory Governance Handbook*, General Operating Agreements for District Groups (p. 10) 05.22.12
D2-06 District Council on Student Learning (DCSL) Meeting Notes, 11/2011-3/2012; District Technical Review Workgroup (DTRW) Meeting Notes, 11/2011-3/2012; District Council on Human Resources (DCHR) Meeting Notes, 11/2011-4/2012; District Council on Administrative Services (DCAS) Meeting Notes, 11/2011-8/2012; District Consultation Council Meeting Notes, 11/2011-8/2012; Chancellor's Cabinet Meeting Notes, 11/2011-08/2012; Administrative Council Meeting Notes, 11/2011-08/2012
D2-07 Communications regarding start of fall 2012 DCAA, DTRW-I, and DTRW-SS meetings, 09/2012
D2-08 Business Tools, Forms, and Procedures, 08/2012; Field Trip/Excursion Electronic Workflow Process, 08/2012
D2-09 Employee Formal Communications Survey, 09/2012

District Recommendation 3

<u>Recommendation:</u>

In order to increase effectiveness, the Teams recommend that the District conduct a periodic outcomes assessment and analysis of its strategic planning and decision-making processes, leading to sustainable continuous quality improvement in educational effectiveness in support of student learning and district-wide operations. (IV.B.3)

<u>Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):</u>

The team documented the Ventura CCC District's progress in improving its planning process and found that the District and its Colleges have partially addressed this recommendation. However, the process is still being refined and remains incomplete without well-defined outcome measures and clear timelines. The team recommends the District focus and accelerate its work on defining outcome measures, developing appropriate timelines, and integrating its periodic outcomes assessment data into the strategic planning process in order to promote sustainable continuous quality improvement. The team further recommends that the District, through its functional mapping and related documents, articulates the District Office responsibility (separate from the Board's oversight responsibility) for future and ongoing reviews of strategic planning and decision-making processes.

<u>Update:</u>

In response to the Commission recommendation and to align with best practices in institutional planning, the Board of Trustees conducted an assessment of the District's current planning efforts using the ACCJC Rubric on Integrated Planning at its June 26, 2012 Board Strategic Planning Session – Part One (D3-01).

Discussions from the assessment session suggest that current District practices and processes reflect many essential features of integrated planning, including a 10-year District Master Plan, Board goals and objectives with annual effectiveness reporting, annual Board planning sessions, and beginning of a dialogue regarding the efficacy of the planning process. The improved district-wide integrated planning process will incorporate local College planning processes and reporting timelines.

The Board recognized during the June 2012 Planning Session that in order to reach and maintain the level of "sustainable continuous program improvement," process improvements are needed. Of particular importance is the documentation of the planning process, the affirmation of the planning cycle and timeline for the creation of the next Master Plan, and an orderly transition to these improved practices from the current activities. To that end, a transition plan and district-wide planning model timeline were presented and discussed. Key elements of the presentation included (D3-02):

Transition Plan:

Conduct 2012-2013 planning cycle through the following activities:

- Revise the 2012 Goals and Objectives for 2013
- Create and Implement Action Plans
- Assess results at June 2013 Board Planning Session

Revised District-wide Integrated Planning Cycle Timeline:

Academic Year	Cycle	Plan Activities
2012-13	Transition from prior year plan; initiation of new planning cycle	Transition: Complete Original Planning Cycle; Conduct Master Planning: Create Master Plan with Goals; Process Evaluation and Improvement
2013-14	Current Cycle: Year One	Create Strategic Plan containing Strategic Objectives to support Master Plan Goals; develop and implement Action Steps; Process Evaluation and Improvement
2014-15	Current Cycle: Year Two	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps; Process Evaluation and Improvement
2015-16	Current Cycle: Year Three	Mid-term Review of Master Plan Goals: Assess status of Master Plan Goals, Strategic Plan and Objectives; adjust Strategic Plan and Objectives as needed; Process Evaluation and Improvement
2016-17	Current Cycle: Year Four	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps; Process Evaluation and Improvement
2017-18	Current Cycle: Year Five	Assess status of Strategic Plan and Objectives; continue implementation of Action Steps; Process Evaluation and Improvement
2018-19	Current Cycle: Year Six	Master Planning Year: Assess and modify Master Plan for the next 6-year cycle; Process Evaluation and Improvement

The Board of Trustees approved the Transition Plan and Revised Planning Cycle Timeline on August 9, 2012 during its Board Strategic Planning Session – Part Two (D3-03). Subsequently, a *VCCCD Integrated Planning Manual* was developed to guide and document the planning process (D3-04).

To assess effectiveness of the District and its Colleges, VCCCD created a district-wide *Institutional Effectiveness Report* that delineates the outcomes for corresponding annual Board Goals (D3-05). The district-wide *Institutional Effectiveness Report* provides three years of data for trend analysis and comparisons. The first report was presented at the June 28, 2012 Board Planning Session; the report will be presented annually and institutionalized as a component of the standard assessment measure. The Board also assessed and made plans to improve its current

district-wide planning at the June and August 2012 Planning Sessions, taking deliberate steps to reach the level of sustainable continuous quality improvement in integrated strategic planning.

To assess its decision-making processes, the District, through the Consultation Council, reviewed and revised the *Participatory Governance Handbook* and substantially revised the deliberation and consultation process. The resulting structure, as documented in the *Handbook* under the "VCCCD Governance: Advisory and Recommendation Pathways," ensures that the deliberation, recommendation, and decision-making process is appropriate and functional (D3-06). The Consultation Council review process and activities related to revising the *Participatory Governance Handbook* and development of the "VCCCD Governance: Advisory and Recommendation Pathways" (D3-07) included and yielded the following results:

- In February 2012, the existing *Participatory Governance Handbook* was distributed to the Consultation Council members for review and feedback. Extensive discussion regarding the Consultation Council's role in governance resulted in expanding the Consultation Council's responsibilities to include "Recommending appropriate participatory governance structures for the District, and monitoring and assessing effectiveness of the implementation of said governance structures."

- In early March 2012, the Consultation Council recommended changes to participatory governance groups related to charges and membership. As a result, the District Council on Accreditation and Planning (DCAP) was established with a charge to "Develop, monitor, and evaluate district-wide planning and accreditation cycle activities." The March 2, 2012 Consultation Council meeting notes indicated DCAP would meet to further develop its charge, membership, and report progress by the end of the calendar year. The March, May, and June 2012 Consultation Council meeting notes reflected additional members may be appointed to DCAP at a later date or membership expanded by the Chancellor. DCAP membership was expanded by the Chancellor on June 4, 2012 to include the Director of Administrative Relations from the Chancellor's Office, a Classified Senate President, and Student Trustee. The May 22, 2012 *Participatory Governance Handbook* defines DCAP as follows:

> *The District Council on Accreditation and Planning (DCAP) is an evolving body established to address immediate accreditation and planning issues. As such, DCAP advises the Chancellor, through Cabinet and the District Consultation Council, on matters pertaining to the development, monitoring, and evaluation of district-wide planning and accreditation cycle activities. Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit of information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation. Membership will be expanded and/or modified by December 31, 2012.*

Current members include a Chancellor-appointed Chair; District Administrative Center Representative; Student Trustee; College Presidents, Academic Senate Presidents or designees; and others determined by the Chancellor.

- In March 2012, the Consultation Council also determined the need for a District Council of Academic Affairs (DCAA) to advise the Chancellor regarding instructional program development and related Board policies, administrative procedures, and standard operating practices; facilitate the coordination of District College programs and review institutional offerings for redundancy, growth and development, and discontinuance; and prepare the initial draft of the educational master plan as it relates to instruction and student services. Dialogue addressing gaps within existing governance committees further resulted in modifying the existing District Technical Review Workgroup (DTRW), which had been focused on reviewing curriculum from the three Colleges, and the District Council on Student Learning (DCSL), which had been focused on issues related to student services, with District Technical Review Workgroup – Instruction (DTRW-I) and District Technical Review Workgroup – Student Services (DTRW-SS) to advise DCAA on academic and professional matters. DTRW-I and DTRW-SS focus on instruction and student services in program development and review/suggest revisions to Board policies and administrative procedures in these areas as needed. DCAA, DTRW-I, and DTRW-SS began meeting formally in September 2012.

- In April 2012, the Consultation Council discussed and incorporated feedback into the *Participatory Governance Handbook* and related governance process chart, "VCCCD Governance: Advisory and Recommendation Pathways." Following final review by Chancellor's Cabinet, College Presidents distributed the organizational mapping documents to College constituents for feedback, and the Director of Administrative Relations provided the documents to District Administrative Center constituents for input.

- In May 2012, the Consultation Council discussed and agreed upon minor modifications to the "VCCCD Governance: Advisory and Recommendation Pathways" for clarity.

- In June 2012, the Consultation Council completed its final review of the *Participatory Governance Handbook* and related "VCCCD Governance: Advisory and Recommendation Pathways" as part of its June 16, 2012 Board of Trustees Meeting Agenda Review.

In summary, the District with its three Colleges, has developed a revised district-wide integrated planning cycle timeline and district-wide *Institutional Effectiveness Report* that is data driven to assess District services and ensure periodic outcomes assessment and analysis of its strategic planning and decision-making processes, leading to sustainable, continuous quality improvement in educational effectiveness in support of student learning and district-wide operations. The District has established clearly defined roles of authority and responsibility between the Colleges and the District, and it acts as the liaison between the Colleges and the Board of Trustees (IV.B.3).

College Activities and Impact Statement:

Working through the Academic Senate and the College Planning Council (CPC), Ventura College established institutional effectiveness metrics in spring 2012. Upon approval by both the Academic Senate and the CPC, these indicators were then correlated to the District institutional effectiveness measures. The development of the Ventura College institutional effectiveness metrics and their correlation to District effectiveness measures is transforming the way in which members of the College community think about long-range strategic planning and decision-making. As the College and District institutional effectiveness measures are tracked and discussed, the faculty and staff are able to see the clear connection between the District Educational Master Plan, Board Goals and Objectives, and the College Educational Master Plan.

Evidence for District Recommendation 3:

D3-01 Board Strategic Planning Session – Part One Minutes, 06.26.12
D3-02 Integrated Planning Model Presentation, Board Strategic Planning Session – Part One, 06.26.12
D3-03 Board of Trustees Approval of Transition Plan and Revised Planning Cycle Timeline, Board Strategic Planning Session – Part Two, Minutes Item 12.05, 08.09.12
D3-04 *VCCCD Integrated Planning Manual*, 09/2012
D3-05 District-wide *Institutional Effectiveness Report*, Board Strategic Planning Session – Part One, 06.26.12
D3-06 District *Participatory Governance Handbook*, "VCCCD Governance: Advisory and Recommendation Pathways," (p.58), 05.22.12
D3-07 Consultation Council Meeting Notes, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 04.27.12, 05.10.12, 06.07.12; Chancellor's email to DCAP members regarding membership, 06.04.12: *Participatory Governance Handbook* – Definition of District Council on Accreditation and Planning (DCAP) (p.18), 05.22.12

District Recommendation 4

Recommendation:

In order to improve communications, the Teams recommend that the District assess the effectiveness of its formal communications and utilize constituency and community input/feedback data to implement improvements to ensure that open and timely communication regarding expectations of educational excellence, operational planning, and integrity continues and is enhanced at all levels of the organization. (III.A.3, IV.B.3)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

The team acknowledges the focused efforts of the Ventura CCC District and the Colleges in responding to District Recommendation 4 and finds the recommendation has been partially addressed to date. The new administrative advisory bodies, the expanded Citizens Advisory Committee, and the added communication strategies indicate a commitment to improving the effectiveness of communications throughout the District. These efforts have increased the opportunities for constituency and community input and the team recommends the District develop clear purpose statements for each of these bodies aligned with District, Board, and College communication goals.

While the District has assessed its formal communications through the collection of College feedback and discussed possible methods for collecting feedback about the effectiveness of communications in the future, there is no evidence that regular assessments will be implemented to ensure ongoing effectiveness and continuous improvement. It is also not clear if the District will measure improvements in constituency satisfaction with formal communications as a means to gauge effectiveness. The team recommends the District incorporate regular assessments of formal communications such as committee self-appraisal and employee surveys, to ensure improved communications and fully address the Accreditation Standards cited in District Recommendation 4.

Update:

To fully meet this recommendation, the District, through Consultation Council (D4-01), has improved the effectiveness of its formal communications as evidenced by a thorough review and revision of the District *Participatory Governance Handbook* (D4-02). In creating and adhering to an appropriate governance process chart, "VCCCD Governance: Advisory and Recommendation Pathways" for formal consultation and dialogue, the District ensures the venues for constituent feedback are available, well-defined, and understood (D4-03). The *Participatory Governance Handbook* will be thoroughly assessed through Consultation Council every three years to ensure ongoing effectiveness and demonstrate sustainable continuous quality improvement. Additionally, at the first fall meeting of the academic year, each governance group will distribute and discuss the group's charge and reporting structure; review norms for

working as a team; develop operating agreements for determining recommendations; and review or establish task-specific operating agreements, if needed (D4-04).

In March 2012, the Chancellor deployed the annual governance committees' self-appraisal survey process through the Office of Administrative Relations to ensure assessment and improve formal communications. The annual self-appraisal process included the following activities:

- In March 2012, the existing self-appraisal survey instrument was reviewed and expanded by the Consultation Council to gather and evaluate data from the District/Colleges related to formal communications within governance committee structures (D4-05).

- In early April 2012, the Consultation Council, District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Technical Review Workgroup (DTRW); District Council on Student Learning (DCSL); and Administrative Technology Advisory Group (ATAC) received self-appraisals electronically for completion through the Office of Administration Relations (D4-06). Although council/group members were identified for distribution of the self-appraisal survey, individual member participation was conducted anonymously through SurveyMonkey. Council/Group members participated as follows:

Council/Group	Participating Members	Percentage	Total Members
District Consultation Council	17	63%	26
DCHR	7	58%	12
DCAS	6	43%	14
DCSL	11	50%	22
DTRW	6	63%	14
ATAC	8	73%	11
Total	55	56%	99

- In late April 2012, council/group self-appraisal findings were provided to council/group chairs/co-chairs by the Office of Administrative Relations for discussion with members to ensure ongoing effectiveness and continuous improvement (D4-07).

- Council/group self-appraisal findings were discussed by members of the Consultation Council, District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Council on Student Learning (DCSL); District Technical Review Workgroup (DTRW); and Administrative Technology Advisory Group (ATAC) during the period of May through September 2012. As evidenced by meeting notes and dialogue, council/group member identified areas of potential improvement based on self-appraisal findings as follows (D4-07):

  o District Consultation Council discussion resulted in consideration of using technology to eliminate the need to travel to the District Administrative Center for Consultation Council meetings, adding a standing item of "future agenda items" to Consultation Council agendas, expanding membership of the District Council

on Planning and Accreditation (DCAP), and receiving meeting summary reports from DCAP.

o DCHR discussion results will be provided following the September 27, 2012 DCHR meeting.

o DCAS discussion resulted in a recommendation to conduct the survey mid-year and year-end or just mid-year to allow time for corrective action, if needed. DCAS agreed self-appraisal results were positive, accurately reflected the sentiments of the group, objectives were being met, and no change was needed in the functioning of the committee.

o ATAC discussion of findings resulted in committee agreement to change the frequency of meetings from monthly to bi-monthly, meeting notes will be posted on the District website and emailed to committee members, and meeting agendas will be distributed two weeks in advance to provide an opportunity for increased campus dialogue on agenda items prior to ATAC meetings.

o DTRW and DCSL committees were modified in purpose and membership in spring 2012. The newly-formed committees, District Technical Review Workgroup-Instruction (DTRW-I) and District Technical Review Workgroup-Student Services (DTRW-SS) reviewed the self-appraisal findings and agreed no changes were needed.

In addition, the Chancellor's Office established a Chancellor's Monthly Update in March 2012 to communicate formal governance committee/council activities occurring district-wide. The monthly updates are currently posted on the District portal under district-wide announcements (D4-08). Effective October 2012, distribution of Chancellor Monthly Updates will be expanded to students and Community Advisory Body members.

In response to the accrediting team's recommendation, the Citizens Advisory Body description and purpose was clarified and added to the District *Participatory Governance Handbook* as part of the *Handbook*'s update and completion process as follows (D4-09):

> *The Citizens Advisory Body provides community input and feedback to the Board of Trustees in the preparation of its district-wide planning. The community body assists the Board in the evaluation of the District's effectiveness in meeting educational excellence and operational efficiency and acts as a vehicle to which the Board communicates its expectations of organizational excellence and integrity. The Citizens Advisory Body consists of 20 members who serve a three-year term; members may serve multiple terms. Individual Trustees recommend up to four community members to the full Board for approval. Members are recommended for their broad community standing, professional experience, and/or public service.*

The documented purpose statement was communicated to the Citizens Advisory Body in fall 2012. Purpose statements for Presidents Council and District Administrative Council, two administrative advisory bodies, were discussed and clearly documented at Presidents Council in August 2012 and with District Administrative Council in September 2012 (D4-10).

To further utilize community input in strategic planning, the District, through the Office of Administrative Relations, conducted an electronic survey with an expanded Citizens Advisory Body in June 2012 to obtain feedback for review and consideration at the Board's June 26, 2012 Strategic Planning Session – Part One (D4-11). The survey was designed to obtain community member opinions regarding the District/Colleges' breadth of functions and perceived challenges to better inform the Board of Trustees in planning and deliberations. Of the 39 community members invited to participate, 24 individuals agreed to remain members of or join the Citizens Advisory Body for 2012-2013 (D4-12), and 16 Community Advisory Body members completed the survey. Individual member participation was conducted anonymously through SurveyMonkey.

Survey findings were presented to the Board during the June 26, 2012 Strategic Planning Session – Part One. Significant findings reflected the need for the District to increase communication with community constituents regarding programs, services, and budget information. In addition, findings indicated community members identified the budget, alternative revenue resources, accreditation, partnerships, and College readiness as challenges currently facing VCCCD. Trustees commented the findings confirm the importance of obtaining community input, and the full Board agreed to increase the number of meetings with the Citizens Advisory Body to improve communication and ensure in-depth community participation in planning related to community needs (D4-13). The first Citizens Advisory Body meeting for the academic year has been scheduled on October 9, 2012, immediately following the regularly scheduled Board of Trustees meeting (D4-14).

In September 2012, the District initiated a survey of all employees related to constituency satisfaction with formal communications as a means to gauge effectiveness and provide opportunity for improvement. The survey, designed by District Council on Accreditation and Planning (DCAP), was distributed to employees through the Office of Administrative Relations, Chancellor's Office. Results of the newly-implemented annual Employee Formal Communications Survey will be discussed at District Consultation Council in October 2012, summarized in the October 2012 Chancellor's Monthly Update, and distributed to employees, students, and Community Advisory Body members (D4-15). This survey will continue to be administered annually in September.

The District has committed to continuous assessment of the effectiveness of its formal communication and utilized its constituency and community input/feedback data as a means to plan for continuous improvement. At the same time, the District is demonstrating to the community that it and the three Colleges value open and timely communication with their constituents regarding expectation of educational excellence, operational planning and integrity. High expectations are to be the norm at all levels of the organization (III.A.3).

College Activities and Impact Statement:

As noted above in the College impact statement for District Recommendation 1, the dialogue that occurred while working on the development of the revised *VCCCD Participatory Governance Handbook* helped to improve communication both at the College-to-District and at the College-to-College levels. At Ventura College, there is an understanding that the changes to the *Handbook* and the "VCCCD Governance: Advisory and Recommendation Pathways" document were made in order to create venues for two-way formal communication and to increase opportunities for campus input. The addition of Business Tools to accompany HR Tools on the District portal and the changes in hiring and field trip practices are all indications that College feedback is being heard and implemented.

Evidence for District Recommendation 4:

D4-01 Consultation Council Meeting Notes, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 05.10.12, 06.07.12
D4-02 *Participatory Governance Handbook*, 05.22.12
D4-03 "VCCCD Governance: Advisory and Recommendation Pathways" (p. 58), 05.22.12
D4-04 *Participatory Governance Handbook*, (pp. 10-11), 05.22.12
D4-05 Consultation Council Meeting Notes, 03.09.12; Participatory Governance Committee Self-Appraisal Template, 03/2012
D4-06 District Committee Self-Appraisal Electronic Distribution Communications
D4-07 Participatory Governance Committees Self-Appraisal Findings and Governance Committee Meeting Notes Reflecting Discussion (i.e., District Consultation Council; District Technical Review Workgroup – Instruction (DTRW-I) and District Technical Review Workgroup – Student Services (DTRW-SS) for District Council on Student Learning (DCSL) and District Technical Review Workgroup (DTRW); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); and Administrative Technology Advisory Committee (ATAC), 04-09/2012
D4-08 Chancellor's Monthly Updates, 03/2012-08/2012
D4-09 Citizens Advisory Body Charge/Purpose, *Participatory Governance Handbook*, 05.22.12 (p. 32-33)
D4-10 Presidents Council Meeting Notes, 08.20.12; District Administrative Council Meeting Notes, 09.04.12, Email Regarding Finalized Charge of District Administrative Council, 09.18.12
D4-11 Citizens Advisory Body Survey, 06/2012
D4-12 Citizens Advisory Body Membership Roster, 06/2012
D4-13 Citizens Advisory Body Survey Findings, 06.26.12; Board of Trustees Meeting Minutes, 06.26.12
D4-14 Citizens Advisory Body Meeting Notification, 09.14.12
D4-15 Employee Formal Communications Survey, 09/2012

District Recommendation 5

Recommendation:

In order to meet the Standard, the Board of Trustees shall complete an analysis of its self assessment pursuant to Board Policy 2745 and formally adopt expected outcomes and measures for continuous quality improvement that will be assessed and reported as a component of the immediately succeeding self-assessment. (IV.B.1.g)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

District Recommendation 5 has been addressed to a considerable extent. The team found the District Board of Trustees initiated an annual self-assessment activity and has made significant progress in improving its self-evaluation process through the inclusion of objectives and outcome measures. However, the improvement component of the process will remain incomplete until the newly-developed measurable objectives for 2011-12 are analyzed during the annual Board self-evaluation session scheduled for May/June 2012. The team recommends the Board complete the self-evaluation process as scheduled and ensure the self-assessment activity is conducted on a yearly basis.

Update:

To fully meet this recommendation, the Board of Trustees reviewed its self-assessment instrument and made improvements to its content (D5-01). Further, the Board implemented an ongoing self-evaluation process and completed the annual Board self-evaluation in advance of its June 26, 2012 Board Planning Session – Part One in accordance with Board Policy/Administrative Procedure 2745 Board Self-Evaluation (D5-02). The Board also formally adopted outcomes and measures of its performance, and the assessment of those outcomes was an integral part of the annual assessment. An external constituent assessment of the Board in the form of a survey to the Consultation Council was established per Board Policy/Administrative Policy 2745 as part of the Board's annual self-assessment process (D5-03). This year's external assessment results were discussed as part of the Board self-evaluation at the June 26, 2012 Board Planning Session – Part One (D5-04). The annual self-assessment process included the following activities:

- At its January 17, 2012 Board Meeting, the Board adopted revised Board Policy 2745 Board Self-Evaluation to include Board meeting monthly assessment findings to strengthen its self-evaluation process in evaluating Board Performance Goals (D5-05).

- The Board again amended Board Policy 2745 Board Self-Evaluation on March 13, 2012 to include language regarding an annual Board self-assessment process to further align Board Policy 2745 to District Recommendation 4 (D5-06). The Board members also signed a Best Practices Agreement to ensure they adhere to their role and responsibilities and their obligations to follow policies and administrative procedures as well as continue

to participate in professional development activities.

- On June 19, 2012, the Board accepted Board Administrative Procedure 2745 Board Self-Evaluation as aligned with Board Policy 2745 to include the Consultation Council feedback through a Board Evaluation distributed electronically to the Consultation Council members during the Board's annual self-evaluation process (D5-07).

- In May 2012, the Board implemented its annual ongoing self-evaluation process per Board Policy/Administrative Procedure 2745. The Board of Trustees received the 2012 self-evaluation survey in electronic format for completion (D5-08) through the Chancellor's Office, and the Consultation Council members were provided an opportunity to complete the Board Evaluation survey electronically (D5-09) through the Chancellor's Office. The Board Survey was designed to gather feedback regarding Board Performance Goals, general evaluation, and individual Trustee reflective perspective. Participants were asked to indicate his/her opinions using a rating scale of "agree," "partial agreement," "disagree," or "don't know." An option to provide comments was provided. The full Board and 18 of 21 Consultation Council Members completed the survey.

- The annual summative Board self-evaluation was conducted at the Board's June 26, 2012 Board Strategic Planning Session – Part One (D5-10). Purpose/Expected outcomes included evaluating Board performance; identifying and discussing areas for strengthening Board performance; incorporating identified areas in need of improvement into existing Board Performance Goals; and adopting updated Board Performance Goals.

  The Board's self-evaluation process included discussion of significant findings from a summary of the Board's Monthly Meeting Assessments (D5-11) and a discussion of the results of the Board's Annual Self-Evaluation and Consultation Council Evaluation of the Board (D5-12). Significant findings suggesting areas of improvement included trustee involvement in operational matters; need for additional Citizens Advisory Body meetings; need for more information in staff reports; and need for strengthened parliamentary practice. Findings also reflected full Board's agreement in spending appropriate time preparing for meetings; actively participating in meetings; unified support of Board decisions; maintaining confidentiality; and disclosing actual and/or perceived conflicts of interest. Points of Board discussion based on the Consultation Council's general evaluation feedback included the Board's adherence to its policy-making role; ensuring assessment of formal communication with constituents; involving community members in strategic planning; acting as a cohesive unit and taking responsibility for the Board's collective performance; complying with the Board's Code of Ethics; avoiding engagement in operational matters; evaluating strategic planning; supporting the Chancellor; and understanding accreditation.

- Following Board discussion on June 26, 2012, Trustees assessed the Board's progress in achieving performance goals and considered significant findings in the review and update of 2011-12 Board Performance Goals (D5-13). The Board agreed upon recommendations for improvement and renewed the Board's commitment to continue to

strengthen Board performance in areas including the Citizens Advisory Body, community outreach, professional development, and maintaining the Board's policy-making role.

- At the August 9, 2012 Board Strategic Planning Session – Part Two, the full Board formally adopted its updated 2012-13 Board Performance Goals incorporating 10 measurable activities designed to strengthen Board performance (D5-14).

- Following the August 9, 2012 Board Strategic Planning Session – Part Two, the Board of Trustees completed an assessment for the planning session meetings of June 26 and August 9, 2012 to ensure continuous quality improvement and effectiveness. Findings were provided for Trustee discussion at the September 11, 2012 Board meeting (D5-15).

There is evidence that the self-evaluation process for the Board to assess board performance is clearly defined in Board Policy 2745, and all members of the Board of Trustees completed an analysis of its self-assessment and have formally adopted purpose/expected outcomes and measures for continuous quality improvement. In part, the Board also accepted the survey results from the Consultation Council and has incorporated the findings into their goal setting and performance enhancement activities.

In adopting the Board Performance Goals, conducting the continuous self-assessment activities, and reviewing and improving the self-assessment instrument, the Board has demonstrated a heightened vigilance toward self-reflection and continuous quality improvement. The new assessment is focused upon Board performance as related to their leadership and policy-making roles (IV.B.1.g).

College Activities and Impact Statement:

It is difficult to assess the impact that the Board's response to District Recommendation 5 has had at the College level. However, the Board's willingness to modify its administrative procedure (AP) on its own assessment to include an annual opportunity for the members of Consultation Council (of which there are no fewer than three Ventura College representatives) to provide feedback does show that the College does have a mechanism to provide input to the Board on how optimally it is functioning.

Evidence for District Recommendation 5:

D5-01 Revised Board Self-Assessment Instrument
D5-02 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation
D5-03 Consultation Council Board Evaluation Instrument
D5-04 Consultation Council Board Evaluation Findings, 06.26.12
D5-05 Board of Trustees Meeting Minutes Item 11.03, 01.17.12
D5-06 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation, Board of Trustees Meeting Minutes Item 13.13, 03.13.12
D5-07 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation, Board of Trustees Meeting Minutes Item 16.06, 06.19.12
D5-08 Board's 2012 Self-Evaluation Survey and Electronic Communication, 05/2012

D5-09 Consultation Council Board Evaluation Survey and Electronic Communication, 06/12

D5-10 Board Strategic Planning Session – Part One Minutes, 06.26.12

D5-11 Summary of Board's Monthly Meeting Assessments, 06.26.12

D5-12 Board's Annual Self-Evaluation Survey Findings; Consultation Council's Evaluation of the Board Findings, 06.26.12

D5-13 2011-12 Board Performance Goals, Board Strategic Planning Session – Part One, Minutes Item 17.03, 06.26.12

D5-14 2012-13 Board Performance Goals, Board Strategic Planning Session – Part Two, Minutes Item 10.01, 08.09.12

D5-15 Board Strategic Planning Session Assessment and Results for June 26 and August 9, 2012

District Recommendation 6

In order to meet the Standards, the Board of Trustees shall establish clearly written policies and corresponding procedures to ensure that decision-making is administered by staff in an equitable and consistent manner across and within the three Colleges. (III.A.3.a, III.A.4.c, IV.B.1.b-c)

Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):

This recommendation has been partially addressed. The team found substantive District and College progress in developing consistent decision-making processes and positive efforts in responding to District Recommendation 6. The team recommends the Board and appropriate bodies continue their work in resolving uniform practice concerns and communicate to all constituencies the decision-making protocols and standard operating procedures.

Update:

To fulfill District Recommendation 6, the District administered a three-pronged strategy to ensure Board established policies and administrative procedures are administered district-wide in an equitable and consistent manner:

1. Board policies and administrative procedures are reviewed on a two-year cycle with constituent input to ensure clarity and appropriateness in field implementation.

2. The Functional Mapping narrative in the *Participatory Governance Handbook* makes explicit the delineation of functions between the District and Colleges and clarifies where District/College sites have discretionary decision-making over operations and where uniformity in practice is mandated (D6-01).

3. Formal communication channels are utilized to ensure Board policies and procedures are communicated to district-wide constituents.

The two-year policy/procedure review cycle calendar implemented in March 2011 is being vigorously adhered to (D6-02) as evidenced by significant activity undertaken by the Policy Committee of the Board (D6-03) and the subsequent placement of proposed, reviewed and/or revised policies and administrative procedures on the monthly Board of Trustees agendas for action or information (D6-04).

District Board policies and administrative procedures have been reviewed and analyzed consistently with constituent input on the two-year cycle through governance bodies, including District Council on Student Learning (DCSL); District Technical Review Workgroup (DTRW); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Consultation Council; and Chancellor's Cabinet. Governance groups maintain

meeting notes that include policy/administrative procedure actions and recommendations taken during committee meetings (D6-05). Policy and administrative procedure review related to academic affairs and student services by newly-formed District Council on Academic Affairs (DCAA), District Technical Review Workgroup-Instruction (DTRW-I), and District Technical Review Workgroup-Student Services (DRTW-SS) began in September 2012.

To address policies and procedures that may impede operational effectiveness or result in uniform practice concerns, policy/procedure review and recommended changes follow the newly implemented "VCCCD Governance: Advisory and Recommendation Pathways" outlined in the *Participatory Governance Handbook* (D6-06) to ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges. The Functional Mapping narrative in the *Participatory Governance Handbook* explains the delineation of functions between the District and Colleges and clarifies where District/College sites have discretionary decision-making over operations and where uniformity in practice is mandated (D6-07).

As of November 2011, the following policy and administrative procedure modifications occurred as a result of dialogue by governance groups and constituent feedback to ensure uniform application across the District/Colleges (D6-08):

- In August 2012, the District launched a website for "Business Tools, Forms, and Procedures," a SharePoint site for employee access. The site includes frequently used district-wide forms in fillable field format; detailed procedures in some areas of Accounting, Accounts Payable, Payroll, Information Technology, Purchasing, Risk Management, Police/Parking Services, and Contracts and Grants, including the specific Administrative Procedure 3280 for the completion of grant applications. "Business Tools" is designed to facilitate the consistent district-wide application of procedures. In order to respond to user needs and input, a dedicated link is provided for faculty and staff to submit feedback and/or suggestions via the site. To achieve continuous quality improvement, the site will be expanded in 2012-2013 to incorporate additional procedures, forms, and enhancements based on user suggestions. This process of regular updates will continue based on user input.

- In conjunction with faculty and staff, a Field Trip/Excursion electronic workflow process was developed in response to faculty needs. Staff and faculty with extensive experience in field trips worked during summer 2012 to develop the workflow. The workflow was implemented in August 2012 by a small number of key faculty from throughout the District to ensure a thorough testing and application of the process. The District Director of General Services provided an overview of the process to interested faculty during fall 2012 Flex Days at all three Colleges. This process will be refined with additional faculty input.

Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments or uniform application concerns in District/College departments. Committee members understand they attend meetings

to represent constituent groups at a College or the District Administrative Center and serve as a conduit for information and catalyst for discussion and topics raised by District groups and within the constituent groups (D6-09).

To improve communication between Chancellor's Cabinet and governance committees, actions taken in Chancellor's Cabinet regarding policies and procedures are recorded in Chancellor's Cabinet meeting notes, and the Office of Administrative Relations notifies the Chair/Co-Chairs of the appropriate governance committees of actions taken in Chancellor's Cabinet (D6-10). In addition, through spring 2012, the Director of Administrative Relations attended DCSL and DTRW meetings as a guest to assist in maintaining consistent communication regarding review of policies and administrative procedures.

All Board policies and administrative procedures are monitored and tracked using a "Policy/Procedure Review Master Tracking Document" (D6-11) by the Director of Administrative Relations, Chancellor's Office, and all active Board policies and procedures are available to District/College constituents and the public electronically via the District website at www.vcccd.edu (D6-12). Constituents are provided District contact information on the District website for questions or requests related to policy and administrative procedures. A hard copy master binder of all active Board policies and procedures is also maintained in the Office of Administrative Relations, Chancellor's Office.

District Council on Accreditation and Planning (DCAP) is identifying additional effective measures to capture further feedback from District/College constituents, analyze collected data for potential impediments, and continue modifying operating practices to ensure equitable decision-making and consistency across the District/Colleges. One measure identified and developed by DCAP included a survey designed and implemented in September 2012 that collected feedback from employees about ways to improve the flow of information to and from the District through formal channels of the committee and governance structure and to identify any policies or procedures that need clarification or that are difficult to implement in practice or that remain problematic. Results of the newly-implemented annual survey will be discussed at District Consultation Council in October 2012, summarized in the October 2012 Chancellor's Monthly Update, and distributed to employees, students, and Community Advisory Body members (D6-13).

The District has consistently addressed the delineation of roles and responsibilities of the Chancellor and the Board of Trustees as stated in Board Policy 2434. The Board delegates fully the responsibility and authority to the Chancellor to implement and administer Board policies without Board interference and holds the Chancellor accountable for the leadership and operation of the District and the Colleges (III.A.3.a. and III.A.4.c). The Board continues to be cognizant and diligent in its responsibility for educational quality, legal matters, and financial integrity (IV.B.1.b-c).

College Activities and Impact Statement:

As with District Recommendation 3, the establishment of a published review cycle for Board Policies (BPs) and Administrative Procedures (APs) has affected Ventura College in positive, yet

difficult to quantify ways. The regular review cycle ensures that BPs and APs are living documents that can be modified in order to help the College better serve its students. From the perspective of the Academic Senate, there is a growing awareness that the BP/AP review cycle allows for regular input and that District policies and procedures can and are modified when necessary.

Last academic year's work on AP 5055 (Enrollment Priorities) is a demonstration of this. The result of the work done by the Academic Senate and the then-called District Council on Student Learning (DCSL) led to a locally-adopted AP on Enrollment Priorities that improved the ability of students who were the closest to obtaining a degree/certificate/transfer to register ahead of students who had simply amassed the greatest number of units. Further success of this revision to AP 5055 was demonstrated by the professional development study session that the Board of Trustees held on Sept 11, 2012 that explained the changes and implementations undertaken since the changes to AP 5055 went into effect for fall 2012 registration.

The recent development of a Business Tools site within the VCCCD portal mirrors in utility and efficiency the already-established HR Tools site. Both sites allow for easy online access to business and human resources forms and include instructions and clarification of certain business and personnel processes. For Ventura College, these "toolboxes" have provided direct access to information and forms needed in daily operations. This enables College personnel, who may only use some of these forms on irregular basis, to have easy access to the most accurate and up-to-date versions of any given form or process. Also in the Business Services area, the streamlining of the field trip forms and process has been felt and appreciated by classroom faculty. These changes to the field trip forms were made only after faculty input had been solicited.

Evidence for District Recommendation 6:

D6-01 District *Participatory Governance Handbook*, Functional Mapping Narrative, Appendix II (pp. 28-43), 05.22.12
D6-02 VCCCD Board Policy/Administrative Procedure Two-Year Review Calendar for Review Cycle 3/2011-3/2013, Board Meeting Agenda, 08.14.12
D6-03 Policy Committee Meeting Minutes, 12/2011-07/2012
D6-04 Board of Trustees Meeting Minutes, 12/2011-08/2012
D6-05 District Council on Student Learning (DCSL) Meeting Notes, 11/2011-3/2012; District Technical Review Workgroup (DTRW) Meeting Notes, 11/2011-3/2012; District Council on Human Resources (DCHR) Meeting Notes, 11/2011-03/2012; District Council on Administrative Services (DCAS) Meeting Notes, 11/2011-07/2012; District Consultation Council Meeting Notes, 1/2012-8/2012; Chancellor's Cabinet Meeting Notes, 11/2011-08/2012;
D6-06 *Participatory Governance Handbook* "VCCCD Governance Advisory and Recommendation Pathways" (p. 58), 05.22.12
D6-07 District *Participatory Governance Handbook*, Functional Mapping Narrative, Appendix II (pp. 28-43), 05.22.12
D6-08 Business Tools, Forms, and Procedures, 08/2012; Field Trip/Excursion Electronic Workflow Process, 08/2012

D6-09 *Participatory Governance Handbook*, General Operating Agreements for
       District Groups (p. 10), 05.22.12
D6-10 Email Communications/Meeting Notes regarding Policy/Procedure Chancellor's Cabinet
       Actions
D6-11 Policy/Procedure Review Master Tracking Document, 08/2012
D6-12 District Public Website Posting of Board Policies/Procedures at www.vcccd.edu
D6-13 VCCCD Employee Formal Communications Survey, 09/2012

District Recommendation 7

<u>Recommendation:</u>

In order to meet the Standards, the Board of Trustees shall assess its actions in relation to its policy making role and implement a program for ongoing Board member professional development to enhance and improve the demonstration of its primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Colleges. (IV.A.3, IV.B.1. e-g)

<u>Conclusion (from ACCJC Follow-Up Visit Evaluation Report from October 31 to November 1, 2011 report):</u>

Based on the limited extent of time and current evidence provided, the team finds that District Recommendation 7 has been fully addressed. However, the team remains concerned about the consistency and long-term sustainability of the Board's demonstration of its primary leadership role and reiterates its recommendation for ongoing professional development for all Board members. The team encourages the Board to continue its professional growth related to Board roles and responsibilities, governance, organizational effectiveness and ethics, and recommends the Board be vigilant in assessing and monitoring its actions to ensure clear and effective policy and decision-making.

<u>Update:</u>

In response to the accrediting team's recommendation, the Board of Trustees committed to ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development (D7-01) and Best Practices Agreement signed on March 13, 2012 (D7-02). To demonstrate its commitment and accomplish this goal, the Board developed and adopted a "Professional Development 2012/2013 Calendar" of activities (D7-03). In spring 2012, the Board began assessing the effectiveness of its external professional development activities to ensure that the full Board is in concordance on the content and value of its development experience. In fall 2012, to further the Board's professional growth related to Board roles and responsibilities, the Board integrated the evaluation of its internal professional development activities as part of its monthly Board meeting assessments.

Since November 2011, Trustees have participated in the following professional development activities (D7-04):

- Visit by Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 11.08.2011

- Community College League of California Conference, Annual Convention and Partner Conference, 11.17-19.2011

- Parliamentary Procedure Training Presentation by Mary Dowell, Attorney, Liebert, Cassidy, and Whitmore, 12.13.2011

- Community College League of California Conference, Effective Trustee Workshop, Board Chair Workshop, Annual Legislative Conference, 01.27-30.2012

- Special Board Meeting with John Didion, Executive Vice Chancellor of Human Resources and Educational Services for Rancho Santiago Community College District, 02.22.12

- Role of the Faculty in Accreditation Processes Within the VCCCD presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President, 02.22.12

- Role of the Academic Senates/Areas of Authority and Responsibility presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President, Educational Programs and Services, 03.13.12

- Ad Hoc Strategic Planning Committee and Chancellor Visit with Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 05.02.12

- Community College League of California Conference, Annual Trustees Conference, 05.04-06.2012

- External Leadership Role presented by VCCCD Director of Administrative Relations; Elements of an Integrated Strategic Plan presented by Moorpark College President, 06.26.12

- Fiscal Affairs presented by VCCCD Board Trustee Dianne McKay and VCCCD Vice Chancellor of Business and Administrative Services; Legal Affairs presented by VCCCD Board Chair Stephen Blum, Esq., 07.10.12

- Legislative presented by VCCCD Trustee Bernardo M. Perez; Human Resources presented by VCCCD Vice Chancellor of Human Resources, 08.14.12

- Student Trustee Role presented by VCCCD Student Trustee Arthur Valenzuela, Jr., and VCCCD Board Vice Chair Arturo Hernández; Program Discontinuance Process presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President; Enrollment Priorities (Administrative Procedure 5055) presented by Moorpark College Dean of Performing Arts and Student Life and Ventura College Registrar, 09.11.12

Professional development activities scheduled through May 2013 include:

[48]

- Role of the Board Chair; Board Chair/CEO Relationship, 10/2012

- Community College League of California, Annual Convention and Partner Conference, 11/2012

- Effective Board and Committee Meetings, 10/2012

- Technical Assistance Visit (AB 1725), 01/2013

- Community College League of California, Effective Trustee Workshop, Board Chair Workshop, Annual Legislative Conference, 01/2013

- Board/Staff Relationships, Accreditation, 02/2013

- Emergency Preparedness, 03/2013

- Board Role in Strategic Planning, 04/2013

- Community College League of California, Annual Trustees Conference, 05/2013

A majority of Board professional development activities are based on "Board and CEO Roles, Different Jobs, Different Tasks," provided by the Community College League of California (D7-05). Activities provided on the District premises will be attended by the full Board, with the exception of excused absences requiring action by the Board. Off-site activities requiring travel will be attended by a minimum of one or two Board members on behalf of the full Board. Board members attending off-site activities will provide a verbal report to the full Board during a regularly-scheduled Board meeting to communicate the value of the professional development experience. Effective summer 2013, the Board, through its annual planning session, will evaluate a summary of its professional development activity assessments to ensure continued growth related to roles and responsibilities, governance, effective policy and decision-making, organizational effectiveness, and ethics.

By reviewing the professional development activities listed above and attended by the members of the Board of Trustees and their commitment to the 2012-13 year activities, it is evident that the Board members are committed to participating ongoing professional development to enhance and improve the demonstration of their primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District and its three Colleges. Furthermore, the Board of Trustees has taken action to ensure that it reviews its members own ethical behavior and has procedures in place to advise, warn, sanction, and censure members regarding their conduct (IV.A.3, and IV.B.1.e-g).

College Activities and Impact Statement:

As with the response to District Recommendation 5, it remains the responsibility of the Board of Trustees to remain singularly focused on their roles and responsibilities, governance, organizational effectiveness, and ethics by participating in professional development activities.

The Board's interest in self-monitoring by using monthly surveys as a means to regularly assess and improve their performance is a testament to their commitment to the concept and practice of continuous self-improvement. The Board's dedication to its own professional development is demonstrated by the multitude of professional development activities and study sessions they have engaged in, with many of these activities led by District or College staff. In addition, the Board's interest in receiving feedback from Consultation Council relative to their performance has been a welcomed opportunity for College constituent groups to help the Board continue to improve their performance as a policy-making body.

Evidence for District Recommendation 7:

D7-01 Board Policy/Administrative Procedure 2740 Trustee Professional Development, 03.13.12
D7-02 Board of Trustees Best Practices Agreement, Item 13.03, 03.13.12
D7-03 Board Meeting Agenda Item 9.01 Professional Development 2012/2013 Calendar, 08.09.12
D7-04 Visit by Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), Board of Trustees Agenda/Minutes, 11.08.11; Community College League of California Conference, Annual Convention and Partner Conference, General Schedule, 11.17-19.2011; Parliamentary Procedure Training Presentation by Mary Dowell, Attorney, Liebert, Cassidy, and Whitmore; Board of Trustees Agenda/Minutes, 12.13.11; Community College League of California Conference, Effective Trustee Workshop, Board Chair Workshop, Annual Legislative Conference, Program and Assessment, 01.27-30.2012; Special Board Meeting with John Didion, Executive Vice Chancellor of Human Resources and Educational Services for Rancho Santiago Community College District, Assessment, 02.22.12; Role of the Faculty in Accreditation Processes Within the VCCCD presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President, Board Meeting, Item 6.05, Review of Accreditation Process, 02.22.12; Role of the Academic Senates/Areas of Authority and Responsibility presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President, Board Meeting, Item 15.01, Professional Development, Educational Programs and Services, 03.13.12; Ad Hoc Strategic Planning Committee and Chancellor Visit with Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 05.02.12, Noted in Board Minutes, 05.8.12; Community College League of California Conference, Annual Trustees Conference, Program and Assessment, 05.04-06.2012; External Leadership Role presented by VCCCD Director of Administrative Relations; Elements of an Integrated Strategic Plan presented by Moorpark College President, Board Minutes, 06.26.12; Fiscal Affairs presented by VCCCD Board Trustee Dianne McKay and Vice Chancellor of Business and Administrative Services; Legal Affairs presented by VCCCD Board Chair Stephen Blum, Esq., Board Minutes, 07.10.12; Legislative presented by VCCCD Board Trustee Bernardo M. Perez; Human Resources presented by VCCCD Vice Chancellor of Human Resources, Board Minutes, 08.14.12; Student Trustee Role presented by VCCCD Student Trustee Arthur Valenzuela, Jr., and VCCCD Board Vice Chair Arturo Hernández; Program Discontinuance Process presented by Moorpark

College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President; Enrollment Priorities (Administrative Procedure 5055) presented by Moorpark College Dean of Performing Arts and Student Life and Ventura College Registrar, Board Agenda, 09.11.12

D7-05 Community College League of California "Board and CEO Roles, Different Jobs, Different Tasks, 2000"

Commission Concern Regarding Board Governance

Commission Concern as stated in Commission Action Letter dated July 2, 2012:

The team report confirmed that board development activities had been provided and all board members were encouraged to attend. At the same time, the team expressed concern about the consistency and long-term sustainability of the Board's demonstration of its primary leadership role and reiterates its recommendation for evidence of ongoing professional development for all Board members. Specifically, the Commission notes a particular board member's disruptive and inappropriate behavior and the entire board's responsibility to address and curtail it. (Eligibility Requirement 3; Standard IV.B.1.g, h, i) The Commission also notes that the continued behavior and non-compliance of the District jeopardizes the accreditation of the VCCCD colleges.

Conclusion (from ACCJC Follow-Up Visit Evaluation Report of Commission Concern from April 16, 2012 report):

The team acknowledges the systematic work that the Board of Trustees and Chancellor have made in addressing the Commission Concern. The Board has recognized and taken seriously that, by their lack of control of how they operate as a Board and exercise their roles and responsibilities as individual Board members, they have jeopardized the accreditation status at each of the three colleges within the VCCCD.

It is evident that even though the Trustee has blatantly and consistently violated the role of a Trustee, the entire Board has failed to respond in a decisive and timely manner to curtail the Trustee's inappropriate behavior. The actions that the Board has taken to refine and improve the policies and procedures governing their actions provide the framework for the Board to function effectively. The question remains as to whether or not the Board Chair and other members of the Board can sustain a successful application of the policies and procedures in a way that does not distract the attention of the Board from fulfilling its duties.

The fact that the Trustee maintains an office on the Oxnard College campus by means of a facility use contract with the Trustee's employer clearly complicates the matter. The Trustee's presence on campus has caused a disruptive influence on the ability of the College President to conduct his business without interference. With the Trustee's access to staff and facility on campus, selective contact is exercised with individuals to accomplish the Trustee's own agenda and not that of the entire Board of Trustees.

Eligibility Requirement 3. In order to meet this requirement, the Board needs to demonstrate a consistent and sustainable ability to effectively function as a Board in carrying out its responsibility for the quality, integrity, and financial stability of the District and for ensuring that the District's mission is being carried out. The individual members of the Board must demonstrate their ability to operate impartially on all matters relative to District business to secure and ensure the academic and fiscal integrity of the District.

Standard IV.B.1.g: The Board reviewed BP 2745 and modified its self-evaluation instrument following the comprehensive visit in November 2011. The follow-up team reported in its November 201[1] report that the Board had developed objectives and eleven measurable activities for the 2011-2012 academic year, and an evaluation and analysis of achievement of these outcomes would occur at a Board session in May/June 2012. With the completion of this cycle and assessment of this process, compliance with this Standard would be met.

Standard IV.B.1.h: The Board took serious action to revise and strengthen BP 2715 to more clearly identify expected behavior displayed by each member of the Board of Trustees. It further added language that identified various forms of sanction that could be administered in the event of a violation of this Board policy. The Board should be commended for taking this action. To meet compliance with this Standard, the Board will need to provide evidence that this change in Board policy has improved the behavior of the Board, and there is a track record of the Board implementing this process.

Standard IV.B.1.i: The Board has demonstrated that it has a desire to be informed and involved in the accreditation process. The evidence of its study session with ACCJC staff in November 2011, its special Board meeting in February 2012 to investigate the Commission Concern and map out a plan of action, and its request for an additional technical support session with ACCJC staff in May 2012 help support this. However, to be compliant with this Standard the Board will need more time to demonstrate fully its actions to sustain its efforts to be fully engaged with all aspects of the accreditation process.

Update:

Board Acknowledgement of Commission Concern and Commitment to Reach Compliance

As evidenced by the Board's March 15, 2012 Commission Concern Special Report (CC-01), the Board of Trustees acknowledged the need to address the Commission's Concern regarding Board governance and implemented a systematic approach in responding to the Commission Concern. Activities and actions included the following:

- held a February 22, 2012 Special Board Meeting to determine an immediate course of action in response to the Commission's February 2, 2012 action letter;

- accepted "Ground Rules" for all Board and Board committee meetings as defined by the ACCJC;

- reviewed California Community College League "Board and CEO Roles, Different Jobs, Different Tasks" and agreed upon implementing professional development activities to clearly delineate Board roles within a scope of best practices;

- discussed the Association of Community College Trustees "Role of a Trustee" and the California School Board Association's "Professional Governance Standards";

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- reviewed policies and administrative procedures related to Board roles and responsibilities (i.e., BP 2200 Board Duties and Responsibilities; BP 2430 Delegation of Authority to CEO; BP 2434 Chancellor's Relationship with the Board; BP 2715 Board Code of Ethics/Standards of Practice; AP 2715-A Code of Ethics; AP 2715-B Standards of Practice; BP/AP 2720 Board Member Communication; BP/AP 2740 Trustee Professional Development; BP/AP 2745 Board Self-Evaluation) and agreed to further strengthen and align policies to Accreditation Standards;

- committed to adhere to Board policies and procedures and hold all Board members accountable to provisions contained within Board policies and procedures;

- committed to participate in Board professional development activities at least once per quarter; and

- developed and executed a Board of Trustees Best Practices Agreement on March 13, 2012 under Board Policy 2715 Board Code of Ethics/Standards of Practice.

Board's Role and Board Member Mutual Responsibility to Monitor for Compliance

In complying with Standard IV.B.1.h., the Board has taken significant action since its March 15, 2012 Commission Concern Special Report and the April 16, 2012 visit by the Accrediting Commission evaluating team. In response to the Commission's Concern regarding a particular Trustee's role violations and the Board's lack of addressing and curtailing the Trustee's behavior, Board members recognized the need to actively utilize its improved policies and procedures to govern the actions of the entire Board to function effectively. One specific action taken by the Board of Trustees on June 19, 2012 to strengthen Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics was to include an opportunity for constituents to make verbal complaints in addition to written complaints as stated in the original Board Policy 2715 (CC-02).

Evidence of improved Board behavior was demonstrated when Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics were invoked by the Board on August 9, 2012 as a result of a verbal statement made by the Board Vice Chair at the July 10 Board Meeting regarding his perception of the April 16, 2012 Follow-Up Visit Evaluation Report of Commission Concern and July 2, 2012 Accrediting Commission's Action Letter to VCCCD and its Colleges (CC-03). The Board Chair immediately addressed the Vice Chair's verbal statement which violated the March 13, 2012 Board of Trustees Best Practices Agreement (CC-04) and took action on the matter in accordance with BP 2715/AP 2715-A Board Code of Ethics/Standards of Practice (CC-05) as follows:

- Alleged violation was addressed initially and immediately by the Board Chair.

- Upon a finding of sufficient cause, the Board Chair and the Interim Chancellor met with the Vice Chair to discuss the alleged violation and to seek resolution.

- Upon reaching resolution, the Board Chair provided during public Open Session on August 9, 2012 a verbal statement on behalf of the Board regarding the Trustee's misconduct.

- In response, the Board Vice Chair provided a verbal statement of clarification and apology related to his verbal statement made at the July 10, 2012 Board meeting and expressed full commitment in support of the Board.

Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics were invoked on one other occasion following an inappropriate remark made by a Trustee in March 2012. Upon findings of sufficient cause, the Board Chair met with the Trustee to discuss the alleged misconduct and reached resolution. As a result, the Trustee issued an apology to the affected individuals, and the matter was deemed as resolved (CC-06).

To clarify one Trustee's role and presence on the Oxnard College campus, the Trustee submitted a letter dated September 18, 2012 for the record, describing his job responsibilities with the Ventura County Human Services Department and attesting to the fact that he conducts no direct business with Oxnard College personnel as a result of the proximity of his assigned work space to the College environment (CC-07).

Board Self-Assessment and Continuous Improvement

In order to comply with Standard IV.B.1.g, the Board of Trustees reviewed its self-assessment instrument and made improvements to its content (CC-08). Further, the Board implemented an ongoing self-evaluation process and conducted the annual summative Board self-evaluation at the June 26, 2012 Board Planning Session – Part One in accordance with Board Policy/Administrative Procedure 2745 Board Self-Evaluation (CC-09). The Board also formally adopted outcomes and measures of its performance, and the assessment of those outcomes was an integral part of the annual assessment. An external constituent assessment of the Board in the form of a survey to Consultation Council was established per Board Policy/Administrative Policy 2745 as part of the Board's annual self-assessment process (CC-10). This year's external assessment results were discussed as part of the Board self-evaluation at the June 26, 2012 Board Planning Session (CC-11). The annual self-assessment process included the following activities:

- At its January 17, 2012 Board Meeting, the Board adopted revised Board Policy 2745 Board Self-Evaluation to include Board meeting monthly assessment findings to strengthen its self-evaluation process in evaluating Board Performance Goals (CC-12).

- The Board again amended Board Policy 2745 Board Self-Evaluation on March 13, 2012 to include language regarding an annual Board self-assessment process to further align Board Policy 2745 to District Recommendation 4 (CC-13).

- On June 19, 2012, the Board accepted Board Administrative Procedure 2745 Board Self-Evaluation as aligned with Board Policy 2745 to include Consultation Council feedback through a Board Evaluation distributed electronically to Consultation Council members

during the Board's annual self-evaluation process (CC-14).

- In May 2012, the Board implemented its annual ongoing self-evaluation process per Board Policy/Administrative Procedure 2745. The Board of Trustees received the 2012 self-evaluation survey in electronic format for completion (CC-15) through the Chancellor's Office, and Consultation Council members were provided an opportunity to complete the Board Evaluation survey electronically (CC-16) through the Chancellor's Office. The Board Survey was designed to gather feedback regarding Board Performance Goals, general evaluation, and individual Trustee reflective perspective. Participants were asked to indicate their opinions using a rating scale of "agree," "partial agreement," "disagree," or "don't know." An option to provide comments was provided. The full Board and 18 of 21 Consultation Council Members completed the survey.

- The annual summative Board self-evaluation was conducted at the Board's June 26, 2012 Board Strategic Planning Session – Part One (CC-17). Expected outcomes included evaluating Board performance; identifying and discussing areas for strengthening Board performance; incorporating identified areas in need of improvement into existing Board Performance Goals; and adopting updated Board Performance Goals.

  The Board's self-evaluation process included discussion of significant findings from a summary of the Board's Monthly Meeting Assessments (CC-18) and a results discussion of the Board's Annual Self-Evaluation and Consultation Council Evaluation of the Board (CC-19). Significant findings suggesting possible areas of improvement included trustee involvement in operational matters; need for additional Citizens Advisory Body meetings; need for more information in staff reports; and need for strengthened parliamentary practice. Findings also reflected full Board agreement in spending appropriate time preparing for meetings; actively participating in meetings; unified support of Board decisions; maintaining confidentiality; and disclosing actual and/or perceived conflicts of interest. Points of Board discussion based on Consultation Council general evaluation feedback included the Board's adherence to its policy-making role; ensuring assessment of formal communication with constituents; involving community members in strategic planning; acting as a cohesive unit and taking responsibility for the Board's collective performance; complying with the Board's Code of Ethics; avoiding engagement in operational matters; evaluating strategic planning; supporting the Chancellor; and understanding accreditation.

- Following Board discussion on June 26, 2012, Trustees assessed the Board's progress in achieving performance goals and considered significant findings in the review and update of 2011-12 Board Performance Goals (CC-20). The Board agreed upon recommendations for improvement and renewed the Board's commitment to continue to strengthen Board performance in areas including the Citizens Advisory Body, community outreach, professional development, and maintaining the Board's policy-making role.

- At the August 9, 2012 Board Strategic Planning Session – Part Two, the full Board formally adopted its updated 2012-13 Board Performance Goals incorporating the following 10 measurable activities designed to strengthen Board performance (CC-21):

[56]

1. Continue to strengthen Board performance through training in best practices by the Accrediting Commission of Community and Junior Colleges ACCJC.

2. Continue to strengthen Board decision making through improved communication with county constituents through the Citizens Advisory Body and community forums.

3. Continue to strengthen, with Trustee involvement, understanding and performance through staff reports on:

   a. The Governance Structure
   b. Budget and Finance
   c. Accreditation Processes
   d. Student Success, Transfer, Certificate Completion, Employment
   e. Program Performance
   f. Human Resource Planning
   g. Facilities Planning
   h. Technology Planning
   i. Fiscal Planning
   j. District Allocation Model
   k. Organizational efficiency and effectiveness
   l. District goals and objectives progress
   m. Accreditation recommendations updates
   n. Recruitment and hiring

4. Understand and respect the governance process. Continue to refrain from direct Board or individual Trustee involvement in operational matters.

5. Continue to strive for a common understanding of the Board's role as an effective and efficient policy-making body.

6. Continue to thoroughly review new or modified policies and/or procedures as the first item of business during public meetings. Board policy and corresponding procedure will be reviewed concurrently to enhance Board understanding.

7. Continue to prepare an annual calendar of professional development opportunities from which Board members might benefit. Trustees will attend at least one conference annually as a full Board.

8. Continue to strengthen Board understanding of Robert's Rules and the Brown Act to ensure meetings run efficiently and effectively.

9. Continue to review and further clarify areas of operational interest to Trustees and amend the Chancellor's delegated authority to operate the District, if necessary.

10. Continue to discuss and understand District formal communication channels.

Following the August 9, 2012 Board Strategic Planning Session – Part Two, the Board of Trustees completed an assessment for the planning session meetings of June 26 and August 9, 2012 to ensure continuous quality improvement and effectiveness (CC-22). Findings were provided for Trustee discussion at the September 11, 2012 Board meeting.

Professional Development Focus on Accreditation: Eligibility Requirement 3 and Accreditation Standard IV

In order to comply with Standard IV.B.1.i, the Board of Trustees committed to and participated in ongoing professional development as evidenced by Board Policy/Administrative Procedure 2740 Trustee Professional Development (CC-23) and Best Practices Agreement (CC-24). To demonstrate its commitment and actions to sustain its efforts to be fully engaged with all aspects of the accreditation process, the Board developed and adopted a "Professional Development 2012/2013 Calendar" of activities (CC-25) that also includes professional development activities in the area of accreditation. Since November 2011, Trustees have participated in the following professional development activities involving the accreditation process (CC-26):

- Visit by Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 11.08.2011

- Community College League of California Conference, 01.27-30.2012

- Special Board Meeting with John Didion, Executive Vice Chancellor of Human Resources and Educational Services for Rancho Santiago Community College District, 02.22.12

- Role of the Faculty in Accreditation Processes Within the VCCCD presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President, 02.22.12

- Role of the Academic Senates/Areas of Authority and Responsibility presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President, 03.13.12

- Ad Hoc Strategic Planning Committee and Chancellor Visit with Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 05.02.12

- Community College League of California Conference, Annual Trustees Conference, 05.04-06.2012

Future professional development activities related to the accreditation process include a Technical Assistance Visit (AB 1725) scheduled for January 2013; Community College League of California, Effective Trustee Workshop, January 2013; and a presentation/study session regarding the Board's role in strategic planning to be held in April 2013. Activities provided on VCCCD premises will be attended by the full Board, with the exception of excused absences

requiring action by the Board. Off-site activities requiring travel will be attended by a minimum of one or two Board members on behalf of the full Board. Board members attending off-site activities will provide a verbal report to the full Board during a regularly-scheduled Board meeting to communicate the value of the professional development experience. Effective summer 2013, the Board, through its annual planning session, will evaluate a summary of its professional development activity assessments to ensure continued growth related to roles and responsibilities, governance, effective policy and decision-making, organizational effectiveness, accreditation, and ethics.

At its August 14, 2012 meeting, the Board formally established the Planning, Accreditation, and Communication (PAC) Committee (CC-27). PAC ensures that District and College planning is comprehensive and meets organizational and community needs, as well as Accrediting Commission Standards. The committee also reviews, tracks District practices and activities for alignment with Accrediting Commission Standards, and receives reports on College progress toward meeting Accrediting Commission Standards. PAC ensures the Board is informed regarding all accreditation matters within the District, and that Board communication is ongoing, timely, transparent, and meets organizational and community needs. PAC met on September 6, 2012 and emphasized the importance of including accreditation-related items for full Board discussion at the September 21, 2012 Board of Trustees Retreat (CC-28).

To maintain successful application of policies and procedures, to ensure the Board continues to fulfill its primary leadership role, and to meet the Eligibility Requirement 3 Accreditation Commission Standard IV, the Board and Chancellor have scheduled a special September 21, 2012 Board Retreat (CC-29) to develop additional strategies that will build and sustain stronger formal communication, accountability, enhance working relationships between Trustees and between Trustees and the Chancellor aligning with Board Policy 2434 Chancellor's Relationship with the Board (CC-30), and to ensure Trustees adhere to their conflict of interest policy and that they do not interfere with the impartiality of other trustees or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence for Commission Concern:

CC-01 VCCCD Commission Concern Special Report, 03.15.12
CC-02 Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics, Board of Trustees Meeting Minutes Item 16.05, 06.19.12
CC-03 Board Meeting Minutes, 07.10.12, 08.09.12; Follow-Up Visit Evaluation Report of Commission Concern, 04.16.12; Commission Action Letter to VCCCD, 07.02.12
CC-04 Board of Trustees Best Practices Agreement, 03.13.12
CC-05 Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715 (A) Board Code of Ethics
CC-06 Email Apology by Board Trustee, 03.27.12
CC-07 Letter to Board Chair from Board Vice Chair Regarding Work Location/Role / Responsibilities, 09.18.12
CC-08 Revised Board Self-Assessment Instrument

CC-09 Board Meeting Strategic Planning Session – Part One Minutes, 06.26.12; VCCCD Board
 Policy/Administrative Procedure 2745 Board Self-Evaluation
CC-10 Consultation Council Board Evaluation Instrument, 2012
CC-11 Consultation Council Board Evaluation Findings, 06.26.12
CC-12 Board of Trustees Meeting Minutes Item 11.03, 01.17.12
CC-13 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation,
 Board of Trustees Meeting Minutes Item 13.13, 03.13.12
CC-14 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation,
 Board of Trustees Meeting Minutes Item 16.06, 06.19.12
CC-15 Board's 2012 Self-Evaluation Survey and Electronic Communication, 05/2012
CC-16 Consultation Council Board Evaluation Survey and Electronic Communication, 06/2012
CC-17 Board Strategic Planning Session – Part One Minutes, 06.26.12; Board Annual Self-
 Evaluation – Expected Outcomes, 06.26.12
CC-18 Summary of Board's Monthly Meeting Assessments, 06.26.12
CC-19 Board's Annual Self-Evaluation Survey Findings; Consultation Council's Evaluation of
 the Board Findings, 06.26.12
CC-20 2011-12 Board Performance Goals, Board Strategic Planning Session – Part One,
 Agenda/Minutes Item 17.03, 06.26.12
CC-21 2012-13 Board Performance Goals, Board Strategic Planning Session – Part Two,
 Agenda/Minutes Item 10.01, 08.09.12
CC-22 Board Strategic Planning Session Assessment for June 26 and August 9, 2012
CC-23 Board Policy/Administrative Procedure 2740 Trustee Professional Development,
 03.13.12
CC-24 Board of Trustees Best Practices Agreement, 03.13.12
CC-25 Board Meeting Agenda Item 9.01 Professional Development 2012/2013 Calendar,
 08.09.12
CC-26 Visit by Barbara Beno, Ph.D., President, Accrediting Commission for Community and
 Junior Colleges (ACCJC), Board of Trustees Minutes, 11.08.11; Community College
 League of California Conference, 01.27-30.2012; Special Board Meeting with John
 Didion, Executive Vice Chancellor of Human Resources and Educational Services for
 Rancho Santiago Community College District, 02.22.12; Role of the Faculty in
 Accreditation Processes Within the VCCCD presented by Moorpark College Academic
 Senate President, Oxnard College Academic Senate President, and Ventura College
 Academic Senate President, Board Meeting, Item 6.05, Review of Accreditation Process,
 02.22.12; Role of the Academic Senates/Areas of Authority and Responsibility presented
 by Moorpark College Academic Senate President, Oxnard College Academic Senate
 President, and Ventura College Academic Senate President, Board Meeting, Item 15.01,
 Professional Development, Educational Programs and Services, 03.13.12; Ad Hoc
 Strategic Planning Committee and Chancellor Visit with Barbara Beno, Ph.D., President,
 Accrediting Commission for Community and Junior Colleges (ACCJC), 05.02.12; noted
 in Board Meeting Minutes, 05.08.12; Community College League of California
 Conference, Annual Trustees Conference, 05.04-06.2012
CC-27 Board Meeting Minutes, Planning, Accreditation, and Communication (PAC) Committee,
 08.14.12
CC-28 Planning, Accreditation, and Communication (PAC) Committee Meeting Notes 09.06.12

CC-29 Meeting Agenda, Board of Trustees Retreat, facilitated by consultants Cindra Smith and Terilyn Finders, to address Accreditation Standard IV, 09.21.12
CC-30 Board Policy 2434 Chancellor's Relationship with the Board

Appendix 1: Evidence to Support Ventura College Response to Recommendations

Evidence for College Recommendation 3:

C3-01 Ventura College Planning Parameters, Fall 2011
C3-02 District Council on Student Learning (DCSL) agendas and minutes, Fall 2011
C3-03 VCCCD Administrative Procedure (AP) 4021 – Program Discontinuance
C3-04 Program Review Presentation Template and Samples, Fall 2011 and Fall 2012
C3-05 College Planning Council Agendas and Minutes for 2011/2012 Academic Year
C3-06 Ventura College Planning Parameters, Fall 2012
C3-07 Program Review Report, January 2012
C3-08 Annual Planning Report, Fall 2012
C3-09 Program Review Process Committee Agendas and Minutes, May 2012

Evidence for College Recommendation 4:

C4-01 Ventura College Organizational Chart, July 2012
C4-02 Making Decisions at Ventura College, 2012-2013
C4-03 President's Update #50, January 10, 2012 (regarding online survey of College employees)
C4-04 Assessment of Campus Organization (online survey results)
C4-05 President's Update #52, January 25, 2012 (invitation to open forum regarding organizational structure feedback)
C4-06 President's Update #53, January 31, 2012 (reminder regarding open forum regarding organizational structure feedback)
C4-07 President's Update #55, February 14, 2012 (summary of feedback regarding open forum focus groups and online survey)
C4-08 College Planning Council survey results
C4-09 Budget Resource Council survey results
C4-10 Academic Senate survey results
C4-11 Classified Senate survey results
C4-12 Curriculum Committee survey results
C4-13 SLO Committee survey results
C4-14 Basic Skills Committee survey results
C4-15 Professional Development committee survey results
C4-16 Distance Education committee survey results
C4-17 Ventura College Integrated Planning Manual, July 2012, page 3 (planning cycle flowchart)

Evidence for College Recommendation 6:

C6-01 Budget Allocation Model
C6-02 Infrastructure Funding Model
C6-03 Facilities Improvements List
C6-04 Technology Strategic Plan (for Technology Refresh Plan)
C6-05 College Equipment Inventory List

C6-06 Inventory Control Rubric
C6-07 Program Review Initiatives Spreadsheets

Evidence for College Recommendation 8:

C8-01 Academic Senate and CPC Minutes (regarding Core Indicators)
C8-02 Core Indicators of Institutional Effectiveness, May 2012
C8-03 Institutional Effectiveness: Moorpark, Oxnard and Ventura Colleges, June 2012

Appendix 2: Evidence to Support District Response to Recommendations

Evidence for District Recommendation 1:

D1-01 *Participatory Governance Handbook*, including Functional Mapping narrative (p. 28) and "VCCCD Governance Advisory and Recommendation Pathways" (p. 58), 05.22.12

D1-02 Consultation Council Membership, Participatory Governance Handbook   (pp. 16-17), 05.22.12

D1-03 Consultation Council Meeting Notes, 01.12.12, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 04.27.12, 05.10.12, 06.07.12, Chancellor's email to District Council on Accreditation and Planning (DCAP) members regarding membership, 06.04.12; *Participatory Governance Handbook* – Definition of DCAP (p. 18), 05.22.12

D1-04 Membership of District Council on Academic Affairs (DCAA), District Technical Review Workgroup-Instructional (DTRW-I), and District Technical Review Workgroup (DTRW-SS), Participatory Governance Handbook (pp. 21-25), 05.22.12

D1-05 District/College communications regarding Participatory Governance Handbook and functional mapping documents, Ventura College Emails 04.09.12, 04.16.12, 08.15.12; Moorpark College Email 04.19.12; Oxnard College Emails 04.27.12, 05.02.12; District Administrative Center Emails 04.13.12, 05.08.12; District-wide Posting 07.02.12

D1-06 Board of Trustees Regular Meeting Minutes, Agenda Item 27, 06.19.12

D1-07 District Public Website Posting of *Participatory Governance Handbook* at www.vcccd.edu

D1-08 Board of Trustees Regular Meeting Agenda, Item 16.03, Action to Approve Board Policy 2205 Delineation of System and Board Functions, 06.19.12

D1-09 *VCCCD Operational/Functional Mapping Table*; District/College Communications, 09/2012

D1-10 Ventura College Academic Senate Minutes, 05.03.12

D1-11 President's Update #68, 05.01.12 (reminder regarding open forum regarding functional mapping)

Evidence for District Recommendation 2:

D2-01 VCCCD Board Policy/Administrative Procedure Two-Year Review Calendar for Review Cycle 3/2011-3/2013, Board Meeting Agenda, 08.14.12

D2-02 Policy Committee Meeting Agendas/Minutes, 11/2012-07/2012

D2-03 Board of Trustees Meeting Agendas/Minutes, 11/2012-08/2012

D2-04 *Participatory Governance Handbook* "VCCCD Governance: Advisory and Recommendation Pathways" (p. 58) 05.22.12

D2-05 *Participatory Governance Handbook*, General Operating Agreements for District Groups (p. 10) 05.22.12

D2-06 District Council on Student Learning (DCSL) Meeting Notes, 11/2011-3/2012; District Technical Review Workgroup (DTRW) Meeting Notes, 11/2011-3/2012; District Council on Human Resources (DCHR) Meeting Notes, 11/2011-4/2012; District Council on Administrative Services (DCAS) Meeting Notes, 11/2011-8/2012; District Consultation Council Meeting Notes, 11/2011-8/2012; Chancellor's Cabinet Meeting Notes, 11/2011-08/2012; Administrative Council Meeting Notes, 11/2011-08/2012

D2-07 Communications regarding start of fall 2012 DCAA, DTRW-I, and DTRW-SS meetings, 09/2012

D2-08 Business Tools, Forms, and Procedures, 08/2012; Field Trip/Excursion Electronic Workflow Process, 08/2012

D2-09 Employee Formal Communications Survey, 09/2012

Evidence for District Recommendation 3:

D3-01 Board Strategic Planning Session – Part One Minutes, 06.26.12

D3-02 Integrated Planning Model Presentation, Board Strategic Planning Session – Part One, 06.26.12

D3-03 Board of Trustees Approval of Transition Plan and Revised Planning Cycle Timeline, Board Strategic Planning Session – Part Two, Minutes Item 12.05, 08.09.12

D3-04 *VCCCD Integrated Planning Manual*, 09/2012

D3-05 District-wide *Institutional Effectiveness Report*, Board Strategic Planning Session – Part One, 06.26.12

D3-06 District *Participatory Governance Handbook*, "VCCCD Governance: Advisory and Recommendation Pathways," (p.58), 05.22.12

D3-07 Consultation Council Meeting Notes, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 04.27.12, 05.10.12, 06.07.12; Chancellor's email to DCAP members regarding membership, 06.04.12: *Participatory Governance Handbook* – Definition of District Council on Accreditation and Planning (DCAP) (p.18), 05.22.12

Evidence for District Recommendation 4:

D4-01 Consultation Council Meeting Notes, 02.03.12, 02.22.12, 03.02.12, 03.09.12, 03.30.12, 04.06.12, 05.10.12, 06.07.12

D4-02 *Participatory Governance Handbook*, 05.22.12

D4-03 "VCCCD Governance: Advisory and Recommendation Pathways" (p. 58), 05.22.12

D4-04 *Participatory Governance Handbook*, (pp. 10-11), 05.22.12

D4-05 Consultation Council Meeting Notes, 03.09.12; Participatory Governance Committee Self-Appraisal Template, 03/2012

D4-06 District Committee Self-Appraisal Electronic Distribution Communications

D4-07 Participatory Governance Committees Self-Appraisal Findings and Governance Committee Meeting Notes Reflecting Discussion (i.e., District Consultation Council; District Technical Review Workgroup – Instruction (DTRW-I) and District Technical Review Workgroup – Student Services (DTRW-SS) for District Council on Student Learning (DCSL) and District Technical Review Workgroup (DTRW); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); and Administrative Technology Advisory Committee (ATAC), 04-09/2012

D4-08 Chancellor's Monthly Updates, 03/2012-08/2012

D4-09 Citizens Advisory Body Charge/Purpose, *Participatory Governance Handbook*, 05.22.12 (p. 32-33)

D4-10 Presidents Council Meeting Notes, 08.20.12; District Administrative Council Meeting Notes, 09.04.12, Email Regarding Finalized Charge of District Administrative Council, 09.18.12

D4-11 Citizens Advisory Body Survey, 06/2012

D4-12 Citizens Advisory Body Membership Roster, 06/2012

D4-13 Citizens Advisory Body Survey Findings, 06.26.12; Board of Trustees Meeting Minutes, 06.26.12

D4-14 Citizens Advisory Body Meeting Notification, 09.14.12

D4-15 Employee Formal Communications Survey, 09/2012

Evidence for District Recommendation 5:

D5-01 Revised Board Self-Assessment Instrument

D5-02 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation

D5-03 Consultation Council Board Evaluation Instrument

D5-04 Consultation Council Board Evaluation Findings, 06.26.12

D5-05 Board of Trustees Meeting Minutes Item 11.03, 01.17.12

D5-06 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation, Board of Trustees Meeting Minutes Item 13.13, 03.13.12

D5-07 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation, Board of Trustees Meeting Minutes Item 16.06, 06.19.12

D5-08 Board's 2012 Self-Evaluation Survey and Electronic Communication, 05/2012

D5-09 Consultation Council Board Evaluation Survey and Electronic Communication, 06/12

D5-10 Board Strategic Planning Session – Part One Minutes, 06.26.12

D5-11 Summary of Board's Monthly Meeting Assessments, 06.26.12

D5-12 Board's Annual Self-Evaluation Survey Findings; Consultation Council's Evaluation of the Board Findings, 06.26.12

D5-13 2011-12 Board Performance Goals, Board Strategic Planning Session – Part One, Minutes Item 17.03, 06.26.12

D5-14 2012-13 Board Performance Goals, Board Strategic Planning Session – Part Two, Minutes Item 10.01, 08.09.12

D5-15 Board Strategic Planning Session Assessment and Results for June 26 and August 9, 2012

Evidence for District Recommendation 6:

D6-01 District *Participatory Governance Handbook*, Functional Mapping Narrative, Appendix II (pp. 28-43), 05.22.12

D6-02 VCCCD Board Policy/Administrative Procedure Two-Year Review Calendar for Review Cycle 3/2011-3/2013, Board Meeting Agenda, 08.14.12

D6-03 Policy Committee Meeting Minutes, 12/2011-07/2012

D6-04 Board of Trustees Meeting Minutes, 12/2011-08/2012

D6-05 District Council on Student Learning (DCSL) Meeting Notes, 11/2011-3/2012; District Technical Review Workgroup (DTRW) Meeting Notes, 11/2011-3/2012; District Council on Human Resources (DCHR) Meeting Notes, 11/2011-03/2012; District Council on Administrative Services (DCAS) Meeting Notes, 11/2011-07/2012; District Consultation Council Meeting Notes, 1/2012-8/2012; Chancellor's Cabinet Meeting Notes, 11/2011-08/2012;

D6-06 *Participatory Governance Handbook* "VCCCD Governance Advisory and

Recommendation Pathways" (p. 58), 05.22.12

D6-07 District *Participatory Governance Handbook*, Functional Mapping Narrative,
        Appendix II (pp. 28-43), 05.22.12

D6-08 Business Tools, Forms, and Procedures, 08/2012; Field Trip/Excursion Electronic
        Workflow Process, 08/2012

D6-09 *Participatory Governance Handbook*, General Operating Agreements for
        District Groups (p. 10), 05.22.12

D6-10 Email Communications/Meeting Notes regarding Policy/Procedure Chancellor's Cabinet
        Actions

D6-11 Policy/Procedure Review Master Tracking Document, 08/2012

D6-12 District Public Website Posting of Board Policies/Procedures at www.vcccd.edu

D6-13 VCCCD Employee Formal Communications Survey, 09/2012

Evidence for District Recommendation 7:

D7-01 Board Policy/Administrative Procedure 2740 Trustee Professional Development,
        03.13.12

D7-02 Board of Trustees Best Practices Agreement, Item 13.03, 03.13.12

D7-03 Board Meeting Agenda Item 9.01 Professional Development 2012/2013 Calendar,
        08.09.12

D7-04 Visit by Barbara Beno, Ph.D., President, Accrediting Commission for Community and
        Junior Colleges (ACCJC), Board of Trustees Agenda/Minutes, 11.08.11; Community
        College League of California Conference, Annual Convention and Partner Conference,
        General Schedule, 11.17-19.2011; Parliamentary Procedure Training Presentation by
        Mary Dowell, Attorney, Liebert, Cassidy, and Whitmore; Board of Trustees
        Agenda/Minutes, 12.13.11; Community College League of California Conference,
        Effective Trustee Workshop, Board Chair Workshop, Annual Legislative Conference,
        Program and Assessment, 01.27-30.2012; Special Board Meeting with John Didion,
        Executive Vice Chancellor of Human Resources and Educational Services for Rancho
        Santiago Community College District, Assessment, 02.22.12; Role of the Faculty in
        Accreditation Processes Within the VCCCD presented by Moorpark College Academic
        Senate President, Oxnard College Academic Senate President, and Ventura College
        Academic Senate President, Board Meeting, Item 6.05, Review of Accreditation Process,
        02.22.12; Role of the Academic Senates/Areas of Authority and Responsibility presented
        by Moorpark College Academic Senate President, Oxnard College Academic Senate
        President, and Ventura College Academic Senate President, Board Meeting, Item 15.01,
        Professional Development, Educational Programs and Services, 03.13.12; Ad Hoc
        Strategic Planning Committee and Chancellor Visit with Barbara Beno, Ph.D., President,
        Accrediting Commission for Community and Junior Colleges (ACCJC), 05.02.12, Noted
        in Board Minutes, 05.8.12; Community College League of California Conference,
        Annual Trustees Conference, Program and Assessment, 05.04-06.2012; External
        Leadership Role presented by VCCCD Director of Administrative Relations; Elements of
        an Integrated Strategic Plan presented by Moorpark College President, Board Minutes,
        06.26.12; Fiscal Affairs presented by VCCCD Board Trustee Dianne McKay and Vice
        Chancellor of Business and Administrative Services; Legal Affairs presented by VCCCD
        Board Chair Stephen Blum, Esq., Board Minutes, 07.10.12; Legislative presented by

VCCCD Board Trustee Bernardo M. Perez; Human Resources presented by VCCCD Vice Chancellor of Human Resources, Board Minutes, 08.14.12; Student Trustee Role presented by VCCCD Student Trustee Arthur Valenzuela, Jr., and VCCCD Board Vice Chair Arturo Hernández; Program Discontinuance Process presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President; Enrollment Priorities (Administrative Procedure 5055) presented by Moorpark College Dean of Performing Arts and Student Life and Ventura College Registrar, Board Agenda, 09.11.12

D7-05 Community College League of California "Board and CEO Roles, Different Jobs, Different Tasks, 2000"

Appendix 3: Evidence to Support District Response to Commission Concern Regarding Board Governance

Evidence for Commission Concern:

CC-01 VCCCD Commission Concern Special Report, 03.15.12

CC-02 Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715-A Board Code of Ethics, Board of Trustees Meeting Minutes Item 16.05, 06.19.12

CC-03 Board Meeting Minutes, 07.10.12, 08.09.12; Follow-Up Visit Evaluation Report of Commission Concern, 04.16.12; Commission Action Letter to VCCCD, 07.02.12

CC-04 Board of Trustees Best Practices Agreement, 03.13.12

CC-05 Board Policy 2715 Board Code of Ethics/Standards of Practice and Administrative Procedure 2715 (A) Board Code of Ethics

CC-06 Email Apology by Board Trustee, 03.27.12

CC-07 Letter to Board Chair from Board Vice Chair Regarding Work Location/Role/ Responsibilities, 09.18.12

CC-08 Revised Board Self-Assessment Instrument

CC-09 Board Meeting Strategic Planning Session – Part One Minutes, 06.26.12; VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation

CC-10 Consultation Council Board Evaluation Instrument, 2012

CC-11 Consultation Council Board Evaluation Findings, 06.26.12

CC-12 Board of Trustees Meeting Minutes Item 11.03, 01.17.12

CC-13 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation, Board of Trustees Meeting Minutes Item 13.13, 03.13.12

CC-14 VCCCD Board Policy/Administrative Procedure 2745 Board Self-Evaluation, Board of Trustees Meeting Minutes Item 16.06, 06.19.12

CC-15 Board's 2012 Self-Evaluation Survey and Electronic Communication, 05/2012

CC-16 Consultation Council Board Evaluation Survey and Electronic Communication, 06/2012

CC-17 Board Strategic Planning Session – Part One Minutes, 06.26.12; Board Annual Self-Evaluation – Expected Outcomes, 06.26.12

CC-18 Summary of Board's Monthly Meeting Assessments, 06.26.12

CC-19 Board's Annual Self-Evaluation Survey Findings; Consultation Council's Evaluation of the Board Findings, 06.26.12

CC-20 2011-12 Board Performance Goals, Board Strategic Planning Session – Part One, Agenda/Minutes Item 17.03, 06.26.12

CC-21 2012-13 Board Performance Goals, Board Strategic Planning Session – Part Two, Agenda/Minutes Item 10.01, 08.09.12

CC-22 Board Strategic Planning Session Assessment for June 26 and August 9, 2012

CC-23 Board Policy/Administrative Procedure 2740 Trustee Professional Development, 03.13.12

CC-24 Board of Trustees Best Practices Agreement, 03.13.12

CC-25 Board Meeting Agenda Item 9.01 Professional Development 2012/2013 Calendar, 08.09.12

CC-26 Visit by Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), Board of Trustees Minutes, 11.08.11; Community College

League of California Conference, 01.27-30.2012; Special Board Meeting with John Didion, Executive Vice Chancellor of Human Resources and Educational Services for Rancho Santiago Community College District, 02.22.12; Role of the Faculty in Accreditation Processes Within the VCCCD presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President, Board Meeting, Item 6.05, Review of Accreditation Process, 02.22.12; Role of the Academic Senates/Areas of Authority and Responsibility presented by Moorpark College Academic Senate President, Oxnard College Academic Senate President, and Ventura College Academic Senate President, Board Meeting, Item 15.01, Professional Development, Educational Programs and Services, 03.13.12; Ad Hoc Strategic Planning Committee and Chancellor Visit with Barbara Beno, Ph.D., President, Accrediting Commission for Community and Junior Colleges (ACCJC), 05.02.12; noted in Board Meeting Minutes, 05.08.12; Community College League of California Conference, Annual Trustees Conference, 05.04-06.2012

CC-27 Board Meeting Minutes, Planning, Accreditation, and Communication (PAC) Committee, 08.14.12

CC-28 Planning, Accreditation, and Communication (PAC) Committee Meeting Notes 09.06.12

CC-29 Meeting Agenda, Board of Trustees Retreat, facilitated by consultants Cindra Smith and Terilyn Finders, to address Accreditation Standard IV, 09.21.12

CC-30 Board Policy 2434 Chancellor's Relationship with the Board