



**Friday, September 28, 2012
Chancellor's Consultation Council**

**Ventura County Community College District
Consultation Council
District Administrative Center
255 West Stanley Avenue, Suite 150
Ventura, CA 93001
8:30 a.m.**

1. Call to Order

1.01 Call to Order

2. Review of Consultation Council Notes

2.01 Review of the August 31, 2012 Consultation Council Notes

3. Board Meeting Agenda Review

3.01 Review and discuss Board of Trustees October 9, 2012 Board Meeting

3.02 Review and discuss Board of Trustees October 9, 2012 Citizens Advisory Body Meeting

4. Other Items

4.01 Review of 2012-2013 Strategic Objectives Template, Charge to Appropriate Governance Groups, and Local Committees to Begin Creation of Action Steps.

4.02 Future Agenda Items

4.03 Future Meetings

5. Adjourn Meeting

5.01 Adjourn meeting



Agenda Item Details

Meeting	Sep 28, 2012 - Chancellor's Consultation Council
Category	1. Call to Order
Subject	1.01 Call to Order
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Sep 28, 2012 - Chancellor's Consultation Council
Category	2. Review of Consultation Council Notes
Subject	2.01 Review of the August 31, 2012 Consultation Council Notes
Access	Public
Type	Discussion

Public Content

Administrative Content

Ventura County Community College District
Consultation Council Notes
August 31, 2012
8:30 a.m.

Present: Handel Evans, Pam Eddinger, Riley Dwyer, Maureen Rauchfuss, Karen Bulger, Daniel Chavez, Peder Nielsen, Peter Sezzi, Steve Hall, Linda Kama'ila, Laura Brower, Karla Banks, Sue Johnson, Robin Calote, Clare Geisen, Ramiro Sanchez, Richard Duran
Chair: Jamillah Moore, Chancellor
Recorder: Patti Blair
Absent: Patricia Parham

Agenda Item	Summary of Discussion	Action (If Required or Information Provided)	Completion Timeline	Assigned to:
Opening of Meeting	Dr. Moore welcomed everyone to the meeting.	N/A	N/A	Jamillah Moore
Review of Consultation Council Notes from August 2, 2012	The notes from the August 2, 2012 Consultation Council were reviewed and approved, with minor changes.			
Board Agenda	<p>Consultation Council reviewed the September 11, 2012 Board of Trustees agenda. Draft accreditation reports were reviewed within the Board agenda. Dr. Moore indicated the Board will hire a consultant to work with Ms. Geisen to complete the accreditation work and prepare for team visits.</p> <p>There was a request to add two items to the October Board agenda: recognition to Ventura College State Champions Women's Tennis Team; Moorpark College State Champions Forensics Team.</p> <p>A discussion about Board goals and objectives took place, specifically the Board's review of the District's management structure; there was agreement this item is contained within 3-C operations review.</p> <p>Ms. Johnson provided a detailed overview of Item 16.04 2012-2013 Adoption Budget.</p>	N/A	N/A	Jamillah Moore

Agenda Item	Summary of Discussion	Action (If Required or Information Provided)	Completion Timeline	Assigned to:
Review of 2012-2013 Strategic Objectives Template	<p>Dr. Eddinger distributed and discussed <i>Ventura County College District Strategic Plan Annual Implementation Plan 2012-2013</i>. Consultation Council reviewed the template and discussed using the tool at campuses.</p> <p>Dr. Moore reviewed Chancellor appointments to governance groups:</p> <p><u>District Consultation Council</u> Executive Vice President: Ramiro Sanchez</p> <p><u>District Council on Accreditation and Planning (DCAP)</u> Chair: Pam Eddinger District Administrative Center Representative: Sue Johnson Student Trustee: AJ Valenzuela Others: Karla Banks, Clare Geisen, Patricia Parham College Presidents: Robin Calote, Richard Duran Academic Senate Presidents: Riley Dwyer, Linda Kama'ila, Peter Sezzi</p> <p><u>Institutional Research Advisory Committee</u> Director Administrative Relations: Clare Geisen</p> <p><u>District Council on Academic Affairs</u> Chair: Jane Harmon Vice President, Business Services: David Keebler</p>	<p>Consultation Council was in agreement. The District campuses and governance groups will use the tool, DCAP will monitor progress, and results will be presented to Consultation Council.</p>		Pam Eddinger

Agenda Item	Summary of Discussion	Action (If Required or Information Provided)	Completion Timeline	Assigned to:
	<u>District Technical Review Workgroup – Instructional</u> Chair: Erika Endrijonas <u>District Technical Review Workgroup – Student Services</u> Chair: Erika Endrijonas <u>District Council on Administrative Services</u> Executive Vice President: Erika Endrijonas			
Future Meetings	Future Meetings September 28 Agenda Review November 2 Agenda Review November 30 Agenda Review			

DRAFT



Agenda Item Details

Meeting	Sep 28, 2012 - Chancellor's Consultation Council
Category	3. Board Meeting Agenda Review
Subject	3.01 Review and discuss Board of Trustees October 9, 2012 Board Meeting
Access	Public
Type	Discussion

Public Content

Administrative Content



**Tuesday, October 9, 2012
Board of Trustees**

**Order of the Agenda
Ventura County Community College District
Oxnard College Performing Arts Center
Black Box Theater
4000 South Rose Avenue
Oxnard, CA
3:00 p.m.**

1. Ventura County Community College District

- 1.01 Ventura County Community College District Mission
- 1.02 District Strategic Planning Vision Statement, adopted October 11, 2011.
- 1.03 Ventura County Community College District Board Objectives, adopted September 11, 2012.
- 1.04 Association of Community College Trustees: Code of Ethics
- 1.05 Ventura County Community College Governance Roles

2. Open Session: Call to Order 3:00 p.m.

- 2.01 Call to order.

3. Public Comments Regarding Closed Session Agenda Items

3.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor, Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.

4. Recess to Closed Session 3:00 p.m.

- 4.01 CONFERENCE WITH LEGAL COUNSEL: Anticipated Litigation (Gov. Code, section 54956.9, subd. (b)); Claim Against Public Entity - 1 case
- 4.02 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code, section 54957)

5. Reconvene in Open Session and Closed Session Report 3:30 p.m.

- 5.01 Chair will reconvene and provide a closed session report.

6. Pledge to the Flag

- 6.01 Pledge to the Flag

7. Changes to the Agenda

- 7.01 Changes to the Agenda

8. Acknowledgement of Guests and Special Recognitions

- 8.01 Moorpark College Forensics Team

8.02 Ventura College Women's Tennis Team State Champions

9. Public Comments

9.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.

10. Associated Student Government Reports

10.01 Associated Student Government

11. Senate President Business Report

11.01 Academic Senate

11.02 Classified Senate

12. Accreditation

12.01 ACCREDITATION UPDATE. This item presents for discussion an accreditation update.

12.02 ACTION TO FORMALLY ADOPT THE MOORPARK COLLEGE RESPONSE TO ACCJC REPORT. This item presents for adoption the Moorpark College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern.

12.03 ACTION TO FORMALLY ADOPT THE OXNARD COLLEGE RESPONSE TO ACCJC REPORT. This item presents for adoption the Oxnard College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern.

12.04 ACTION TO FORMALLY ADOPT THE VENTURA COLLEGE RESPONSE TO ACCJC REPORT. This item presents for adoption the Ventura College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern.

12.05 ACTION TO FORMALLY ADOPT THE OXNARD COLLEGE RESPONSE TO ACCJC SPECIAL REPORT. This item presents for adoption the Oxnard College Response to ACCJC Special Report.

12.06 ACTION TO FORMALLY ADOPT THE VENTURA COLLEGE RESPONSE TO ACCJC SPECIAL REPORT. This presents for adoption the Ventura College Response to ACCJC Special Report.

13. Board Policy

13.01 The Policy Committee did not meet in September.

14. Trustees/Chancellor's Office

14.01 ANNUAL INFORMATION TECHNOLOGY UPDATE: Associate Vice Chancellor, Information Technology, Dave Fuhrmann will present an annual technology update.

14.02 BOARD OF TRUSTEES PROFESSIONAL DEVELOPMENT: Role of the Board Chair and Chair/CEO Relationship.

14.03 STUDY SESSION. BOARD MEETING ASSESSMENT FROM THE September 11, 2012 REGULAR BOARD MEETING. This item presents for review a Board meeting assessment for the September 11, 2012 Regular Board of Trustees meeting.

14.04 ACTION TO APPROVE GOVERNING BOARD MEMBER ABSENCE. This item presents for approval the absence of a Board of Trustees member.

15. Business Services

15.01 The Audit and Budget Committee did not meet.

15.02 APPROVAL TO RENAME THE OLD LIBRARY BUILDING AT OXNARD COLLEGE: This item requests for approval the renaming of Oxnard College's old library building, scheduled to be modernized into classrooms Summer 2012, to Condor Hall.

16. Human Resources

16.01 There are no items.

17. Capital Planning

17.01 Trustees: Capital Planning & Facilities Committee met on September 11, 2012.

18. Student Learning

18.01 There are no items.

19. Consent Calendar

19.01 APPROVAL OF CONSENT CALENDAR. This item presents for approval the Consent Calendar.

20. Consent Calendar: Approval of Minutes

20.01 APPROVAL OF MINUTES FOR THE BOARD OF TRUSTEES REGULAR MEETING September 11, 2012. This item presents for approval the minutes of the Board of Trustees Meeting of September 11, 2012.

21. Consent Calendar: Business Services

21.01 RATIFICATION OF ACCOUNTS PAYABLE AND PAYROLL FOR THE PERIOD OF AUGUST 14 TO SEPTEMBER 11, 2012: This item presents for ratification Accounts Payable and Payroll for the period of August 14, 2012 to September 11, 2012.

21.02 APPROVAL/RATIFICATION OF BOARD PURCHASE ORDER REPORT #05 FOR FY 2012-13: This item presents for approval/ratification of Board Purchase Order Report #05, for FY 2012-2013 from August 28, 2012 to September 25, 2012.

21.03 ACCEPTANCE OF GIFTS: This item presents for approval the acceptance of gifts.

21.04 SURPLUS/DISPOSAL OF EQUIPMENT: This item presents for approval the surplus/disposal of equipment and materials.

21.05 ACCEPTANCE OF COMPLETION OF BID 423, MOORPARK COLLEGE PERIMETER LIGHTING PROJECT: This item presents for approval the acceptance of completion of Bid 423 Moorpark College Perimeter Lighting Project.

21.06 ACCEPTANCE OF COMPLETION OF BID 441, MOORPARK COLLEGE SOLAR PV LAB SITE WORK AND MOCK ROOF STRUCTURES: This item presents for approval the acceptance of completion of Bid 441, Moorpark College Solar PV Lab Site Work and Mock Roof Structures.

21.07 APPROVAL OF CHANGE ORDERS 1 AND 2 FOR BID 442, VENTURA COLLEGE RENOVATION OF ATHLETIC LOCKER AREAS: This item presents for approval Change Orders 1 and 2 for Bid 442, Ventura College Renovation of Athletic Locker Areas.

21.08 ACCEPTANCE OF COMPLETION OF BID 439, VENTURA COLLEGE ADMINISTRATION & ENGLISH LEARNING CENTER BUILDINGS ROOFING PROJECT: This item presents for approval the acceptance of completion of Bid 439, Ventura College Administration & English Learning Center Building Roofing Project to RMC Construction and Roofing, Inc.

21.09 APPROVAL OF AMENDMENT TO I-NET MEMORANDUM OF UNDERSTANDING: This item requests approval of an amendment to the I-NET Memorandum of Understanding between the City of Ventura, The County of Ventura, Ventura Unified School District, and the Ventura County Community College District.

21.10 APPROVAL OF A CONTRACT WITH AERONET COMMUNICATIONS FOR PHASE 2 OF PORTAL DESIGN SERVICES FOR TITLE V COOPERATIVE GRANT: This item requests approval of a contract with Aeronet Communications for the second phase of the project for portal design services for the Ventura College Title V Cooperative Grant.

21.11 ACCEPTANCE OF ANNUAL FINANCIAL AND BUDGET REPORT FOR FY2011-2012 (CCFS-311): This item requests acceptance of the Annual Financial and Budget Report (CCFS-311) for FY 2011-2012 as required by law.

21.12 APPROVAL TO EXECUTE A MULTI-YEAR COOPERATION AGREEMENT WITH OXNARD UNION HIGH SCHOOL DISTRICT FOR OXNARD COLLEGE: This item request approval to execute a multi-year Cooperation Agreement with Oxnard Union High School District (OUHSD) for the implementation of Naviance Succeed for the Oxnard College

STEM grant.

21.13 APPROVAL OF NEW CONTRACTS AND GRANTS FOR FISCAL YEAR 2012-13: This item request approval of new contracts and grants for FY 2012-13.

22. Consent Calendar: Human Resources

22.01 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ABOLISHMENT AND ESTABLISHMENT OF POSITIONS: This item presents for approval the abolishment and establishment of positions.

22.02 CHANGES IN PERSONNEL/EMPLOYMENT STATUS: APPROVAL OF SEPARATION FROM EMPLOYMENT: This item presents for approval the separation of employment for two employees.

22.03 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ESTABLISHMENT OF A POSITION: This item presents for approval the establishment of an Evening and Weekend Activities Attendant position.

23. Consent Calendar: Capital Planning & Facilities

23.01 ACCEPTANCE OF CHANGE ORDER SUMMARY REPORTS FOR CAPITAL PROJECTS: This item presents for approval the Change Order Summary Reports for Capital Projects.

23.02 ACCEPTANCE OF COMPLETION OF CONTRACT WITH PACIFIC BUILDERS AND ROOFING (WSP ROOFING) FOR THE REROOF OF THE G BUILDING AT VENTURA COLLEGE, PROJECT #39117. This item presents for approval the acceptance of completion of the contract with Pacific Builders and Roofing (WSP Roofing) for the reroof of the G Building (Theater) at Ventura College, Project #39117.

23.03 APPROVAL OF MEASURE S BUDGET TRANSFERS OXNARD COLLEGE. This item presents for approval budget transfers between the Measure S funded projects at Oxnard College described below.

23.04 ACCEPTANCE OF THE DISTRICT'S 2014-2018 STATE FIVE-YEAR CAPITAL CONSTRUCTION PLAN: This item presents for approval the acceptance of the District's 2014-2018 State Five-Year Capital Construction Plan.

24. Consent Calendar: Student Learning

24.01 MOORPARK COLLEGE NEW COURSE APPROVAL: This item presents for approval a new course at Moorpark College.

24.02 MOORPARK COLLEGE REVISED COURSES APPROVAL: This item presents for approval the revised courses at Moorpark College

24.03 MOORPARK COLLEGE NEW DEGREES APPROVAL: This item presents for approval new degrees at Moorpark College

24.04 OXNARD COLLEGE NEW PROGRAM APPROVAL: This item presents for approval a new program at Oxnard College

25. Informational Items

25.01 Participatory Governance Handbook

26. Reports

26.01 Academic Senates

26.02 Trustees

26.03 Legislative Update

26.04 Chancellor

27. Adjournment 6:00 p.m.

27.01 Chair will adjourn the meeting at 6:00 p.m.



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	1. Ventura County Community College District
Subject	1.01 Ventura County Community College District Mission
Access	Public
Type	Information

Public Content

The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges.

The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources.

Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources.

English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources. Ventura County Community College District improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	1. Ventura County Community College District
Subject	1.02 District Strategic Planning Vision Statement, adopted October 11, 2011.
Access	Public
Type	Information

Public Content

VCCCD Board Strategic Planning is committed to optimal student access and degree and certificate completion through the effective and efficient use, assessment, and improvement of its fiscal, human, and technological resources.

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	1. Ventura County Community College District
Subject	1.03 Ventura County Community College District Board Objectives, adopted September 11, 2012.
Access	Public
Type	Information

Public Content

BOARD GOAL ONE: PROVIDE ACCESS AND STUDENT SUCCESS

- Strategic Objective 1-A: Students are served more efficiently by expedited movement through District Programs resulting associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Establish a Districtwide General Education subcommittee to develop ideas and strategies to improve commonality among courses at each college. Responsible Parties: District Council for Academic Affairs (DCAA)
- Strategic Objective 1-B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Science Faculty
- Strategic Objective 1-C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Mathematics Faculty
- Strategic Objective 1-D: Participate in the SB 1440 (TMC - Transfer Model Curriculum) and C-ID (Course Identification Number System) initiative to ensure college courses are comparable District-wide and within the California Community College system. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committees

BOARD GOAL TWO: MAINTAIN INSTRUCTIONAL QUALITY WITHIN BUDGETARY LIMITS

- Strategic Objective 2-A: Technical and vocational college courses and programs are aligned with employer and market needs. Responsible Parties: Local Curriculum Committees, Local Program Review Committees
- Strategic Objective 2-B: Professional development activities for faculty and staff promote organizational best practices and technological activities that empower employees to work smarter allowing greater time to be expended on activities linked to student access, persistence, and success. Responsible Party: Local Professional Development Committees, Human Resources Department

BOARD GOAL THREE: PRUDENT FISCAL STEWARDSHIP

- Strategic Objective 3-A: The link between discretionary budgeting and strategic planning is strengthened. Responsible Parties: District Committee for Accreditation and Planning (DCAP), Consultation Council
- Strategic Objective 3-B: Expenditures linked to District Planning are reviewed on an annual basis. Responsible Party: District Council for Administrative Services (DCAS)
- Strategic Objective 3-C: The effectiveness and efficiency of all District operations, programs, and services are improved and associated cost savings are redirected to student learning and support. Responsible

Parties: Program Review Committees, Management, All Constituencies

- Strategic Objective 3-D: District long-term retirement obligations (GASB45) are funded and adequate cash reserves are maintained to handle cash flow requirements, including state funding deferrals and unanticipated expenditures. Responsible Party: District Council for Administrative Services (DCAS)
- Strategic Objective 3-E: Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. are contained or reduced and cost savings are redirected to student learning and support. Responsible Parties: Employee Health Benefits Committees, Risk Management, Human Resources Department
- Strategic Objective 3-F: The state's financial condition is monitored and assessed to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs. Responsible Parties: Vice Chancellor of Finance, District Council for Administrative Services (DCAS)

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	1. Ventura County Community College District
Subject	1.04 Association of Community College Trustees: Code of Ethics
Access	Public
Type	Information

Public Content

The following model code of ethics was developed by the Association of Community College Trustees.

As a community college governing board member, I am responsible to:

1. Devote time, thought, and study to the duties and responsibilities of a community college board member so that I may render effective and creditable service;
2. Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates on issues;
3. Base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision of the board;
4. Remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact;
5. Resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district;
6. Recognize that it is as important for the board to understand and evaluate the educational program of the community college as well as to plan for the business of the college operations;
7. Bear in mind under all circumstances that the primary function of the board is to establish the policies by which the college is to be administered;
8. Welcome and encourage active participation of the community in helping to establish the policies guiding the operations of the college and proposed future developments;
9. Support the state and national community college organizations;
10. Finally, strive step by step toward ideal conditions for the most effective community college board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	1. Ventura County Community College District
Subject	1.05 Ventura County Community College Governance Roles
Access	Public
Type	Information

Public Content

Roles

Critical to the integrity of the College and District governance structure is that each member of the District community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the District have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations, VCCCD Board Policy, District practices and procedures, and job descriptions.

Role of the Board of Trustees

The Board of Trustees are representatives of the broad community, elected to act as guardians of the public's trust. Although elected within subsections of Ventura County, Trustees serve and represent all county citizens. The Board's primary responsibility is to establish District policies that align with the Minimum Standards set by the Board of Governors of the California Community Colleges. The Board ensures that the mission and vision will be accomplished by assigning responsibilities to District employees through job descriptions. In this way, the Board remains outside the operations of the District.

The following responsibilities are stated in Education Code Section, which authorizes and defines local boards. The section also authorizes local boards to delegate their power to the chief executive officer and other college staff and committees, unless specifically prohibited by law.

1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of this state.
2. Establish policies for and approve comprehensive, academic, and facilities plans.
3. Establish policies for and approve courses of instruction and educational programs.
4. Establish academic standards and graduation requirements.
5. Employ all personnel and establish employment practices.
6. Determine budgets within legal constraints and determine the needs for tax and bond elections.
7. Manage and control district property.
8. Establish procedures for effective involvement in the local decision-making process.
9. Establish rules for student conduct.
10. Establish fees as required by law.
11. Accept grants, gifts, and scholarships.

12. Provide auxiliary services, as necessary.
13. Determine the academic calendar.
14. Participate in the Board of Governors' state consultation process.

Boards of Trustees in California delegate significant authority to the CEO, as well as to the Academic Senate according to Title 5 regulations. Effective boards limit their role to developing broad policy and providing oversight in the areas listed above, and delegate the responsibility for administrative and professional duties to the professionals in the colleges.

As a legislative body, the VCCCD Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953, also known as the Ralph M. Brown Act. Minutes are prepared for all actions taken by the VCCCD Board of Trustees to serve as the District's public record.

Role of District Chancellor

The Chancellor is the chief executive officer of the District and administrative agent of the Board of Trustees and, as such, is the District's only employee reporting directly to the Board. The Chancellor is accountable for the operation of the District and for providing policy recommendations to the Board. Further definition of the Chancellor's responsibilities is provided in the following section on the Role of Administrators and further referred to in BP 2430 Delegated Authority to Chancellor.

Role of Faculty

Full-time and part-time faculty members at each College are represented in governance by an Academic Senate. The Academic Senate at each College assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725.

The VCCCD Board of Trustees agreed in Board Policy 2510 to function with the Colleges' Academic Senates in academic and professional matters under the mutual agreement option. When the Board elects to provide for mutual agreement with the Academic Senates, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Through the three Academic Senates and their College governance structure, recommendations are made to the administration of its College and the District on the following specific academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review; and
- Processes for institutional planning and budget development
- Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility.

Consultation is required on processes in program review, planning, and budgeting. Consultation is not required on the content of program review, planning, and budgeting.

Academic Senates appoint faculty members to District groups.

Role of Classified Staff

Classified staff members include College and District employees in a wide range of positions. Classified staff members are provided with opportunities to participate in the formulation and development of District and College recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

SEIU recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the Ventura County Community College District and Service Employees International Union Local 99.

Role of Administrators

Administrators are defined as college presidents, vice chancellors, college executive vice presidents, college vice presidents, deans, classified managers, and classified supervisors. The job descriptions for College and District administrators assign specific roles for administrators. Administrators are appointed to committees based on function or position or appointed by the College President or Chancellor. Administrators address issues of District-wide impact, including governance recommendations, operational matters to ensure alignment of practices, cross-District communication, uniform application of policies and procedures, progress on District goals, and Board support in District-wide planning processes.

Role of Students

Students at each College are represented by an Associated Student Government organization composed of elected officers. Each College's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on District councils. In their role representing all students, they offer opinions and make recommendations to the administration of the College and to the Board of Trustees with regard to District and College policies and procedures that have or will have a significant effect on students. Those areas are specifically defined as:

- Grading policies;
- Codes of student conduct;
- Academic disciplinary policies;
- Curriculum development;
- Courses or programs which should be initiated or discontinued;
- Processes for institutional planning and budget development;
- Standards and policies regarding student preparation and success;
- Student services planning and development;
- Students fees within the authority of the District to adopt; and
- Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students.

Generally, the Board of Trustees shall not take action on a matter having a significant effect on students unless they have been provided with an opportunity to participate in the recommendation process.

rev. 06.19.12

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	2. Open Session: Call to Order 3:00 p.m.
Subject	2.01 Call to order.
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	3. Public Comments Regarding Closed Session Agenda Items
Subject	3.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor, Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.
Access	Public
Type	Information

Public Content

Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda shall be heard before an item is addressed and voted on.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board, or if remarks consist of personal attacks on others.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- Individuals wishing to address the Board shall complete a public speaker card that includes the individual's name, name of organization or group represented, if any, and a statement noting the agenda item or topic to be addressed. The individual can submit the completed public speaker card to the Board Clerk prior to the start of Closed Session, Open Session, or prior to the agenda item he/she has requested to address. A speaker can elect to speak during Public Comments or speak at the time the agenda item is addressed by the Board. Public speakers are required to address unagenda items during Public Comments.
- No member of the public may speak without being recognized by the Chair of the Board.
- Each speaker will be allowed a maximum of three (3) minutes per topic; thirty (30) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the Board, these time limits may be extended.
- Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before the Board, and to one (1) presentation per meeting on non-agenda matters.



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	4. Recess to Closed Session 3:00 p.m.
Subject	4.01 CONFERENCE WITH LEGAL COUNSEL: Anticipated Litigation (Gov. Code, section 54956.9, subd. (b)); Claim Against Public Entity - 1 case
Access	Public
Type	Discussion

Public Content

Conference with Legal Counsel - Anticipated Litigation
{ Government Code 54956.9 (b) }
Claim Against Public Entity - 1 Case

- Jonathan Foote

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	4. Recess to Closed Session 3:00 p.m.
Subject	4.02 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code, section 54957)
Access	Public
Type	Discussion

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	4. Recess to Closed Session 3:00 p.m.
Subject	4.02 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code, section 54957)
Access	Public
Type	Discussion

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	5. Reconvene in Open Session and Closed Session Report 3:30 p.m.
Subject	5.01 Chair will reconvene and provide a closed session report.
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	6. Pledge to the Flag
Subject	6.01 Pledge to the Flag
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	7. Changes to the Agenda
Subject	7.01 Changes to the Agenda
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	8. Acknowledgement of Guests and Special Recognitions
Subject	8.01 Moorpark College Forensics Team
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	8. Acknowledgement of Guests and Special Recognitions
Subject	8.02 Ventura College Women's Tennis Team State Champions
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	9. Public Comments
Subject	9.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.
Access	Public
Type	Report

Public Content

Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda shall be heard before an item is addressed and voted on.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board, or if remarks consist of personal attacks on others.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- Individuals wishing to address the Board shall complete a public speaker card that includes the individual's name, name of organization or group represented, if any, and a statement noting the agenda item or topic to be addressed. The individual can submit the completed public speaker card to the Board Clerk prior to the start of Closed Session, Open Session, or prior to the agenda item he/she has requested to address. A speaker can elect to speak during Public Comments or speak at the time the agenda item is addressed by the Board. Public speakers are required to address unagenda items during Public Comments.
- No member of the public may speak without being recognized by the Chair of the Board.
- Each speaker will be allowed a maximum of three (3) minutes per topic; thirty (30) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the Board, these time limits may be extended.
- Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before the Board, and to one (1) presentation per meeting on non-agenda matters.



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	10. Associated Student Government Reports
Subject	10.01 Associated Student Government
Access	Public
Type	Report

Public Content

- Moorpark College
- Oxnard College
- Ventura College

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	11. Senate President Business Report
Subject	11.01 Academic Senate
Access	Public
Type	Information

Public Content

- Moorpark College
- Oxnard College
- Ventura College

Through the three Academic Senates and their College governance structure, recommendations are made to the administration of its College and the District on the following specific academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	11. Senate President Business Report
Subject	11.02 Classified Senate
Access	Public
Type	Report

Public Content

- Moorpark College
- Oxnard College
- Ventura College

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	12. Accreditation
Subject	12.01 ACCREDITATION UPDATE. This item presents for discussion an accreditation update.
Access	Public
Type	Discussion

Public Content

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 12. Accreditation

Subject 12.02 ACTION TO FORMALLY ADOPT THE MOORPARK COLLEGE RESPONSE TO ACCJC REPORT. This item presents for adoption the Moorpark College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern.

Access Public

Type Action

Recommended Action The Chancellor recommends the Board of Trustees approve this item.

Public Content

Staff Position Review	N/A	Primary	Advisory
President		X	
Academic Senate		x	
Legal Counsel	X		
Further Information	Pam Eddinger		

[Moorpark College Accreditation Follow-Up Report for Oct Board Agenda \(3\).pdf \(265 KB\)](#)

Administrative Content

Moorpark College
7570 College Road
Moorpark, CA 93021

Follow-Up Report

October 15, 2012

Submitted to the Accrediting Commission for
Community and Junior Colleges

Western Association of Schools and Colleges

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Statement of Report Preparation

This Follow-Up Report is submitted by Moorpark College as a progress report outlining Ventura County Community College District's (VCCCD or District) responses to the recommendations made by Accrediting Commission for Community and Junior Colleges (ACCJC) and the alignment to the Accreditation Commission Standards. Each recommendation response also includes a statement of "College Activities and Impact" as it relates to District progress. The District and College responses delineate the progress achieved to date, and fully address the concerns noted by the Commission letter dated February 2, 2012 that placed the College on Probation status, and the subsequent July 2, 2012 Commission letter that continued the College on Probation status.

We certify there has been considerable opportunity for the Board of Trustees and VCCCD constituents 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.

In addition, the District and the Colleges 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, staff, and students. The final reviews of this said 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 Moorpark College and the District have addressed the seven District Recommendations as stated in the February 2, 2012 Commission action letters, resolved deficiencies, and meet Eligibility Requirements, Accreditation Standards, and Commission policies.

The VCCCD Board of Trustees received first reading of a draft copy of the Follow-Up Report as an information item at the September 11, 2012 Board meeting for their review and further comments. The final Follow-up Report was adopted at the regularly scheduled Board Meeting on October 9, 2012.

Certification of Institutional Follow-Up Report

Moorpark College – October 15, 2012

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

From: Moorpark College
7075 College Road
Moorpark, CA 93021

This institutional Follow-Up Report is submitted to fulfill the requirement from the February 2, 2012, and the July 2, 2012 ACCJC Action Letters to the College President, addressing seven District Recommendations and the Commission Concern on Board Governance.

We certify that there were opportunities for broad participation by the campus community and District Administrative Center, and we certify that the Report accurately reflects the nature and substance of this institution.

Signed:

Stephen P. Blum, Esq., Chair, Ventura County Community College Board of Trustees

Jamillah Moore, Ed.D., Chancellor, Ventura County Community College District

Pam Y. Eddinger, Ph.D., President, Moorpark College

Riley Dwyer, Academic Senate President, Moorpark College

Maureen Rauchfuss, Classified Senate President, Moorpark College

District Responses to Accreditation 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.

Report on District Recommendation #1

Recommendation:

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)

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

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.

Update:

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 that 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 of 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 the revision of the *Participatory Governance Handbook* and the development of the “VCCCD Governance: Advisory and Recommendation Pathways” 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 Districtwide 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

In response to this district recommendation, Moorpark College is actively engaged in reviewing and improving district and college governance structures. At VCCCD, mapping the organization is primarily the purview of Consultation Council, an Advisory Committee at which all constituents have a seat; both district and local committees contribute to improving

communication, analyzing gaps in structures, planning and resources allocation, and clearly articulating roles and responsibilities.

In addition to the activities referenced above, Moorpark College vetted the VCCCD *Participatory Governance Handbook* and the “VCCCD Governance Advisory and Recommendation Pathways” chart. District Consultation Council was the advisory council responsible for the creation of these documents, and this work began in earnest in January. On campus, the Academic Senate was the primary participatory governance committee that vetted these documents. Every department has a representative on the Academic Senate. The Senate’s review of the VCCCD *Participatory Governance Handbook* (the *Handbook*) began as early as August 30, 2011. The *Handbook* was agendized numerous times from August 2011 through May 2012 with final passage evidenced in the May 1, 2012 minutes. (C1-01) These minutes demonstrate the Academic Senate’s interest in the District-wide handling of curriculum, the delineation of functions/authority, and the formation of committee structures that balance the discussion of budgetary allocations with District-wide academic perspectives. (C1-02)

In addition to detailed examinations at the Academic Senate, the Handbook was distributed to all faculty and staff via the College Portal. On May 2nd, the College President, in conjunction with the Academic Senate President, hosted a College-wide Forum to gather broad input regarding the governance committee structure outlined in the Handbook in addition to the “VCCCD Governance Advisory and Recommendation Pathways” chart. One of the recommendations that came from this open Forum was the creation of a District-wide Instructional Technology Committee to balance out the already in-place Administrative Technology Committee. Constituents of Moorpark College brought the recommendation from the College to Consultation Council for consideration. (C1-03) This recommendation has been included into the Handbook and is meant to clarify instructional, as opposed to administrative, technological needs. (C1-04)

The recent improvements in the governance structure and the creation of the functional map have prompted extensive conversations among the College leadership and at the open-forum at the College. These conversations, in conjunction with the work of creating the documents, has heightened awareness and promoted the understanding of college-to-college and college-to-district relations. The College leadership recognizes this emerging dialogue of shared values and interests, and believes the dialogue is poised to grow beyond this development stage. It is clear that the understanding of governance structures and delineation of functions has been broadened and magnified. In the process of vetting the District Handbook, the Senates and the Administration have been prompted to examine not only the nature of decision-making at the District level, but also its resonance and effects on local processes. While the honing of the roles and responsibilities in a multi-college district is in process, the affect has been most discernible with the College and District leaders thus far.

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, 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 Minutes, 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
- C1-01 Moorpark College Academic Senate agendas of: 8.30.11, 9.6.11, 10.4.11, 10.18.11, 11.1.11, 11.15.11, 11.29.11, 12.6.11, 1.17.12, 1.31.12, 2.7.12, 2.21.12, 3.6.12, 3.20.12, 4.3.12, 4.17.12, 5.1.12
- C1-02 Moorpark College Academic Senate Minutes, excerpt: 5.1.12
- C1-03 VCCCD Consultation Council Minutes of 5.10.12: evidence of Moorpark College advocacy
- C1-04 *Participatory Governance Handbook*, Instructional Technology Advisory Committee, page 18.

Report on District Recommendation #2

Recommendation:

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)

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

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.

Update:

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 meeting notes, including those of 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

To ensure a wide understanding of Board Policies (“BPs”) and Administrative Procedures (“APs”), and to ensure this Recommendation is fully met, the Moorpark College Academic Senate included discussions regarding BPs and APs in the Academic Senate Orientation and Information session during Flex week. Attendees learned the purposes of BPs and APs, and the different applications of each. They also learned how to locate them through the on-line system that houses the BPs/APs. Further, the attendees learned how the BPs and APs are reviewed and modified through the governance process. Through this Orientation, the attendees understood the role of the Board of Trustees as the “policy-making body” working primarily through the setting of BPs; while the operational aspects of the District and the College are anchored by the APs. This learning activity has deepened the understanding of Board roles on campus, and reiterated the importance of APs as tools of guidance in the daily operations of the College.

In addition to the above, the establishment of a regular review cycle is bringing the assurance that BPs and APs are live documents, and can be modified and improved to better serve students. Further, there is growing understanding that the review cycle allows for regular input, and those at the College influence in the construction and interpretation of the policies and procedures. With the understanding of inclusion, the attitude towards the BPs and APs is shifting to acceptance and participation. There has been an increased impetus to seek local input for District-wide initiatives. For instance, the Associate Vice Chancellor of Information Technology actively seeks user input through the Portal Task Force. This not only includes information on the Portal, but also on mobile applications for college websites, and the migration to Luminis 5. (C2-01) District-wide IT also added a faculty-requested District-wide Sabbatical resources website and tailored the site to the users’ needs. (C2-02, C2-03) This input has been taken into consideration and implemented in many cases.

In the Human Resources area, the AP for hiring academic leadership (C2-04) is being changed to increase the committee numbers (C2-05) and alter the membership (C2-06) of the hiring committees as requested. Final decisions in local hires have reverted to being a local decision (C2-07), and the paperwork-intense hiring practices for part-time faculty is under review. These changes in AP and operations processes are approaching the implementation and/or review stages, and direct impact on day-to-day operations is anticipated. The fact that the changes are underway affords a greater sense of empowerment and trust. In the Business areas, the “Business Tools” site that mirrors the function of “HR Tools” not only allows on-line access to business forms but also contains instructions and clarification of processes. This too is a teaching-and-learning tool into processes that directly affect the college. Having been launched this August, the on-the-ground impact is expected to be measurable by the end of the Fall semester. The relief regarding the easy access to forms and instructions is noticeable among those who use them the most. Also in the Business areas, the dramatic

change in the streamlining of Field Trip forms and process has been felt and appreciated on campus. These changes have created an exceptionally wide invitation for input and vetting (C2-08). This review process, conducted with efficiency and effectiveness in mind, has engendered an incipient pride of ownership and empowerment around a formerly much-maligned process.

List of 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 Minutes, 12/2011-07/2012
- D2-03 Board of Trustees Meeting Minutes, 12/2011-08/2012
- 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, 11/2011-3/2012; District Council on Administrative Services (DCAS) Meeting Notes, 11/2011-7/2012; District Consultation Council Meeting Notes, 01/2012-8/2012; Chancellor’s Cabinet 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 VCCCD Employee Formal Communications Survey, 09/2012
- C2-01 Email invitations to Mobile Applications discussion and Luminis 5 Migration discussion
- C2-02 Email communications from Academic Senate Vice President Nenagh Brown on sabbatical resources website
- C2-03 Flex activity regarding Field Trip Forms, documenting participation of District Administrative Center and Business Services
- C2-04 AP 7120-A and Academic Senate Minutes
- C2-05 DCHR minutes and Academic Senate minutes on increasing committee numbers for Administrative Procedure for the Hiring Academic Leadership
- C2-06 DCHR minutes documenting Moorpark College advocacy for inclusion of Classified Staff in hiring process
- C2-07 AP 7120-A & B
- C2-08 Flex info regarding Business Forms and Field Trip Forms

Report on District Recommendation #3

Recommendation:

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)

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

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.

Update:

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 Districtwide 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

Through the discussion and current work on strategic planning and decision-making processes, College faculty and administrative leadership now recognize the linkage of District planning to College planning. Much time and energy is being spent on promoting the understanding that the District Master Plan, the Board Goals and Objectives, provides an overarching framework in which the College will do its local planning. There is also a better shared understanding of the importance of assessment in the planning process. The three District Colleges and District leadership actively participated in discussions about outcome assessment of Board Goals, and jointly developed the *District Effectiveness Report* that provides a cross-district look at progress and outcomes. In creating this report, each college had a voice in determining the cohesive benchmarks. This is a recent development, and the impact has been at the leadership and planning level. This initial collaborative effort is now institutionalized as part of the District planning process. The Colleges have also discovered that there are more similarities than differences among the planning of the Colleges; this clearly encourages additional collaboration in the future.

The work to review and refine the District decision-making processes was participatory and broad-based. The *Participatory Governance Handbook*, which is just now being implemented, has been extensively vetted through our Academic Senate, as referenced above. All the additions and adjustments to the committees were done to expand participation and involvement of local constituents in District-wide decision-making. The College understands that the review, as well as the changes for improvement, were made as a result of broad-based discussions, with all constituents having an opportunity for input.

List of 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 Draft
- 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

Report on 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):

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

Formal channels of communication have now been clearly defined in the *Participatory Governance Handbook*. The process of creating the *Handbook* raised the awareness that there are established venues for dialogue about establishing or changing policies, procedures, and operating agreements within our District. The dialogue and collaboration engendered by the process of review, as much as the governance structure itself, has promoted greater trust and communication among all constituent groups, and certainly among the leadership groups at Moorpark College. There is an understanding that the changes to the *Handbook* were intended to create venues for two-way communication and to expand opportunities for input. Increasingly there is an understanding of the obligations that accompany representation on these participatory committees. (C4-01, C4-02) The changes made to the structure are in the implementation stages, and we look forward to seeing the efficacy of these changes. As mentioned in each of the above recommendations, the extensive work has been done in reviewing the delineation of functions, governance structures, policies and procedures, and strategic planning. The primary impact on the College is the emergent trust and heightened understanding of shared goals and values.

In practical terms, the addition of “Business Tools” to accompany “HR Tools,” and the changes in hiring and field trip practices are all indications that college feedback is being heard and implemented. (C4-03)

List of 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 VCCCD Employee Formal Communications Survey, 09/2012
- C4-01 Academic Senate Minutes and Flex Activity regarding communication obligations of representatives
- C4-02 Division and departmental Committee: written reports and meeting minutes indicating verbal reports
- C4-03 *Same as C2-03*: Flex activities and information on Field Trip and Business Forms

Report on 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

Recommendation 5 requires remediation from the Board of Trustees regarding board self-assessment and improvement. For the College leadership attending the Board meetings, the Board’s interest in continuous improvement is evident in its professional development activities and study sessions. Further, the Board’s interest in receiving feedback about their performance from Consultation Council is encouraging, and is in itself evidence of improvement. At the College level, the Senates and the Administration are communicating the work of the Board in this area; many in the general College community are aware that the Board is making strides to understand its role as a policy-making body.

List of 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

Report on District Recommendation #6

Recommendation:

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

As with Recommendation 3, the establishment of the review cycle of BPs and APs affected the College positively in multiple ways. The regular review cycle is ensuring that BPs and APs are live documents that can be modified to help us better serve students. This change in perspective on the part of the College is empowering in itself. There is growing understanding at the College not only that the review cycle allows for regular input, but also that the College has influence in the construction and interpretation of the policies and procedures. The review cycle allows for a broader understanding of the intent, which in turn allows for more consistent and equitable implementation. In this, decision-making is more sure-footed and consistent.

As mentioned above, there has been a palpable increase in impetus to seek out local input, which is gladly given. This input has been taken into consideration and implemented in many cases. This extends from BPs and APs to business practices. Various venues and examples of College input are cited in Recommendation #2, in particular, noted in evidence from C2-01 to C2-06.

In the Human Resources area, the AP for hiring academic leadership is being changed to increase the committee numbers and broaden the membership of the hiring committees as requested. Final selection in the local hiring process has reverted to being a local decision, and the paperwork-intensive hiring practices for part-time faculty is under review. These changes in AP and operations processes are approaching the implementation and/or review stages, and direct impact on day-to-day operations is anticipated. The fact that the changes are underway affords a greater sense of empowerment and trust. In the Business areas, the “Business Tools” site that mirrors the function of “HR Tools” allows on-line access to business forms but also contains instructions and clarification of processes. For the College, this is a powerful teaching tool to learn our business processes. It also provides direct access to information and forms needed in daily operations. Having been launched this August, the on-the-ground impact is expected to be measurable by the end of the Fall semester. The excitement regarding the easy access to forms and instructions is noticeable among those who use them the most. Also in the Business areas, the dramatic change in the streamlining of Field Trip forms and process has been felt and appreciated on campus. These changes have created an exceptionally wide invitation for input and vetting. This review process, conducted with efficiency and effectiveness in mind, has engendered an incipient pride of ownership and empowerment around a formerly much-maligned process. (C2-01 to C2-06 from Recommendation #2)

List of 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

Report on District Recommendation #7

Recommendation:

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)

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

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.

Update:

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:

- 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

As with Recommendation 5, Recommendation 7 requires remediation from the Board of Trustee regarding the Board's leadership, policy-making, and professional development. For the College leadership attending the Board meetings, the Board's interest in continuous improvement is evident in the professional development activities and study sessions. Further, the Board's interest in receiving feedback about their performance from Consultation Council is encouraging, and is in itself evidence of improvement. (C7-01) At the College level, the Senates and the Administration are communicating the work of the Board in this area; many in the general College community are aware that the Board is making strides to understand its role as a policy-making body. In an effort to assist the Board in furthering its understanding of its role as a policy-making body and of the importance of the addressing the district's accreditation recommendations, Moorpark College's Academic Senate President addressed these matters extensively in numerous reports to the Board from January 19, 2011 to mostly recently on September 11, 2012. (C7-02) Both the College President and the Academic Senate President, in conjunction with the Oxnard and Ventura Senate Presidents, delivered professional development presentations to the Board. (C7-03, C7-04) These presentations addressed Integrated Planning, the Role of the Academic Senate and the Program Discontinuance process.

List of 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

C7-01 Board receiving feedback from Consultation Council of their performance

C7-02 Board of Trustees Meeting Minutes: 1.19.11, 2.8.11, 3.8.11 (both reports), 4.12.11, 5.10.11, 9.13.11, 10.11.11, 11.8.11, 1.17.12, 2.14.12, 4.10.12, 5.8.12, 6.19.12, 7.10.12, 9.11.12

C7-03 Moorpark College Academic Senate President involvement in Board of Trustees Professional Development, Board of Trustees Meeting, 3.13.12, 9.11.12

C7-04 Moorpark College President Professional Development Presentation on Integrated Planning, Board of Trustees Planning Session, 6.26.12

Response to Commission Concern on 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";

- 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):
 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.

List of Evidence for Commission Concern related to Board Governance:

- 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



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 12. Accreditation

Subject 12.03 ACTION TO FORMALLY ADOPT THE OXNARD COLLEGE RESPONSE TO ACCJC REPORT. This item presents for adoption the Oxnard College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern.

Access Public

Type Action

Recommended Action The Chancellor recommends the Board of Trustees approve this item.

Public Content

Staff Position Review	N/A	Primary	Advisory
President		X	
Academic Senate		x	
Legal Counsel	X		
Further Information	Richard Duran		

[Oxnard College Accreditation Follow-Up Report 10-09-12.pdf \(597 KB\)](#)

Administrative Content

Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033

Follow-Up Report

October 15, 2012

Submitted to the Accrediting Commission for
Community and Junior Colleges

Western Association of Schools and Colleges

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Statement of Report Preparation

This Follow-Up Report is submitted by Oxnard College as a progress report outlining Ventura County Community College District's (VCCCD or District) responses to the recommendations made by Accrediting Commission for Community and Junior Colleges (ACCJC) and the alignment to the Accreditation Commission Standards. In addition, the report contains the College's impact statement regarding the progress the District and the College 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 and VCCCD constituents 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.

In addition, the District and the Colleges 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, staff, and students. The final reviews of this said 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 Oxnard College and the District have addressed the seven District Recommendations as stated in the February 2, 2012 Commission action letters, resolved deficiencies, and meet Eligibility Requirements, Accreditation Standards, and Commission policies.

The VCCCD Board of Trustees received first reading of a draft copy of the Follow-Up Report as an information item at the September 11, 2012 Board meeting for their review and further comments. The final Follow-up Report was adopted at the regularly scheduled Board Meeting on October 9, 2012.

Certification of Institutional Follow-Up Report

Oxnard College – October 15, 2012

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

From: Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033

This institutional Follow-Up Report is submitted to fulfill the requirement from the February 2, 2012, and the July 2, 2012 ACCJC Action Letters to the College President, addressing seven District Recommendations and the Commission Concern on Board Governance.

We certify that there were opportunities for broad participation by the campus community and District Administrative Center, and we certify that the Report accurately reflects the nature and substance of this institution.

Signed:

Stephen P. Blum, Esq., Chair, Ventura County Community College Board of Trustees

Jamillah Moore, Ed.D., Chancellor, Ventura County Community College District

Richard Durán, Ed.D., President, Oxnard College

Linda Kama'ila, Academic Senate President, Oxnard College

Karla Banks, Classified Senate President, Oxnard College

District Responses to Accreditation 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.

Report on District Recommendation #1

Recommendation:

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)

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

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.

Update:

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 Districtwide 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).

Campus Impact Statement

Oxnard College is currently engaged in dialogue and data collection with the goal of reviewing and improving District and College governance structures. Dialogue has occurred around the delineation of District and College committee structures with the purpose of clarifying communication pathways as well as existing organizational mapping. The District’s main response was to update its *Participatory Governance Handbook*. The Oxnard College Academic President reviewed the initial revisions and had input in the document

preparation in Spring and Summer of 2012. Oxnard College has so far held one campus-wide forum on May 2, 2012, to present and review the revised Participatory Governance Handbook. Input from around the District was sought and integrated into the June draft of the Handbook which was then distributed via email at Oxnard College on September 10, 2012. We are participating in implementing, evaluating and giving feedback on organizational functions, particularly in areas that have been changed.

The existing draft clarifies relationships between District committees and our local campus committees. The Handbook is facilitating better communication between the District and local campus amongst the various constituents and with full implementation the pathways will ensure the integrity of processes related to the areas of budgeting, research, planning and curriculum. The shared goal of the District and local campus remains to have as transparent a set of processes as possible and to continue to improve communication. The addition of the Functional Mapping document is a further step in the implementation of a transparent process.

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, 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 Minutes, 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

Report on District Recommendation #2

Recommendation:

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)

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

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.

Update:

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).

Campus Impact Statement

The District took on the task of reviewing all of its policies in a systematic process. The improvement of governance and recommendation pathways provides a structured approach to openly be engaged in assuring that application of operations across the District is effective and that any identified modifications will be addressed in a timely manner. While still new in implementation, a benefit already derived from the evaluation process is improved communication between the District and College, a key component in fulfilling this recommendation. A large number of policies and procedures have been reviewed, sometimes changed, and then sent before the Oxnard College Academic Senate. Currently, there are wider dialogues about which policies each campus found to be problematic or an impediment.

An example of one large improvement is that “Business Tools” was set up, wherein many of the most commonly used procedures are explained and forms made available widely.

List of 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 Minutes, 12/2011-07/2012
- D2-03 Board of Trustees Meeting Minutes, 12/2011-08/2012
- 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, 11/2011-3/2012; District Council on Administrative Services (DCAS) Meeting Notes, 11/2011-7/2012; District Consultation Council Meeting Notes, 01/2012-8/2012; Chancellor’s Cabinet 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 VCCCD Employee Formal Communications Survey, 09/2012

Report on District Recommendation #3

Recommendation:

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)

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

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.

Update:

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 Districtwide 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).

Campus Impact Statement

With the establishment of a clearly delineated process and timeframe to institute an updated planning process for the creation of the next Master Plan, a key ingredient for future decision making, the benefit has been the inclusion of key constituents in agreeing to a specific process to move forward which did not occur previously. This is an improvement in communication. Additionally, newly established Institutional Effectiveness measures have been established which will provide a basis in which continuous quality improvement is integrated into the fabric of the organization. In concert with the improved Participatory Governance Handbook, clearly defined roles between the District and College have been addressed.

The District and campus have established well-defined outcome measures, such as student accessibility and student success. These changes have an impact on many planning documents, including mission and vision statements at the Colleges, and the Educational Master Plan. As a result, the foundational elements of the District and College are slated for updates. Every part of our District has received ongoing training and involves itself in ongoing study to meet this standard.

List of 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

Report on 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):

- 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.
- DCHR discussion results will be provided following the September 27, 2012 DCHR meeting.
- 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.
- 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.
- 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 Districtwide 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).

Campus Impact Statement

Concerted effort has been made to address Recommendation #4. Assessments have been conducted of internal and external constituents. Improved communication is occurring via the inclusion of key constituents which is vital to improving communication with District leaders. This has been an immediate benefit to the College. The subsequent assessment process to evaluate the effectiveness of committees has and will continue to ensure continuous quality improvement. The establishment of the Chancellor's Monthly Update also serves as an opportunity for the entire District to be made aware of District-wide activities. Clarification of the description and purpose of the Citizens Advisory Board and subsequent survey of its members has already provided valuable feedback on perceptions of the "community" which is valuable as we move forward in making decisions affecting the College.

We are revising our vetting processes on campus to align with District timeframes. Work is continuing on improving communication feedback loops.

List of 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 VCCCD Employee Formal Communications Survey, 09/2012

Report on 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).

Campus Impact Statement

The Board has taken seriously Recommendation No. 5 by assessing itself and establishing Board Performance Goals including the Citizens Advisory Board, community outreach, professional development and maintaining its policy making role. As such, this has provided confidence to the College that the Board is seeking to address the concerns of the Commission and as a result more confidence in Board actions. The Board of Trustees has been engaging in self-assessment on a regular basis and has provided itself with several key manners in which to improve and evaluate its own actions. Communication between the Board of Trustees and the Academic Senates is improving.

List of 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

Report on District Recommendation #6

Recommendation:

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).

Campus Impact Statement

In addressing Recommendation No. 6 three activities have been conducted. These include establishing a two-year cycle to review Board policies and procedures, creating the functional mapping narrative that reflects the Participatory Governance Handbook and determining formal channels of communication to District-wide constituents. These activities are serving as the basis in implementing uniform practices across the District and a continued communication model to monitor and enhance ongoing operations. It is difficult for one campus to assess this standard, but it appears to us that policies are intended to and do equally apply to all three campuses. Middle management is being trained on policies, especially as so many policies have been reviewed and/or changed recently. It would be helpful if the District and its committees could assist in identifying the areas where such training would be most useful. District committees will need to collect data on whether key policies are administered in a similar fashion across campuses.

List of 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

Report on District Recommendation #7

Recommendation:

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)

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

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.

Update:

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:

- 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).

Campus Impact Statement

It is clear that the Board has committed to ongoing professional development regarding its policy-making role as well as leadership of the District. Ongoing professional development has also been established. As a result, there is no identified inappropriate action of the Board as a group or individually that goes beyond the role of the Board. They continue to implement the recommendations identified by the Commission.

List of 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

Response to Commission Concern on 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";

- 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):
 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.

List of Evidence for Commission Concern related to Board Governance:

- 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



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 12. Accreditation

Subject 12.04 ACTION TO FORMALLY ADOPT THE VENTURA COLLEGE RESPONSE TO ACCJC REPORT. This item presents for adoption the Ventura College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern.

Access Public

Type Action

Recommended Action The Chancellor recommends the Board of Trustees approve this item.

Public Content

Staff Position Review	N/A	Primary	Advisory
President		X	
Academic Senate		x	
Legal Counsel	X		
Further Information	Robin Calote		

[VC Accreditation Follow-Up Report 10-15-12.pdf \(655 KB\)](#)

Administrative Content

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.

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

Dr. Robin Calote
President, Ventura College

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

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

Mr. Peder Nielsen
Classified Senate President, Ventura College

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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:

Andrea Adlman	John Elmer	Robert Lawson
Kammy Algiers	Joe Esquivel	Gwen Lewis-Huddleston
Gary Anglin	Ralph Fernandez	Victor Lopez
Lori Annala	Richard Forde	Victoria Lugo
Gabriel Arquilevich	Jennifer Garcia	Marcos Lupian
Patricia Bergman	Ty Gardner	Casey Mansfield
Sharon Beynon	Judy Garey	Eric Martinsen
David Bransky	Guadalupe Guillen	Lydia Matthews-Morales
Susan Bricker	Robert Haines	Sandra Melton
Michael Callahan	Sandy Hajas	Michelle Millea
Robin Calote	Karen Harrison	Ned Mircetic
Marian Carrasco-Nungaray	Tim Harrison	Nancy Mitchell
Daniel Chavez	Dora Hartman	Jay Moore
Albert Chen	Bill Hendricks	Shelly Moore
Barbara Cogert	Becky Hull	Steve Mooshagian
Jenifer Cook	Kathryn Jameson-Meledy	Terry Morris
P. Scott Corbett	Sue Johnson	Bob Moskowitz
Will Cowen	Grant Jones	Meredith Mundell
Cynthia Crispin	David Keebler	Paula Munoz
Marta De Jesus	Raeann Koerner	Martin Navarro
Ismael De La Rocha	Alexander Kolesnik	Kelly Neel
Aurora De La Selva	Dan Kumpf	Peder Nielson
Tania DeClerck	Cari Lange	David Oliver
Robin Douglas	Chris Lara-Cruz	Steve Palladino

[1]

Patricia Parham
Jennifer Parker
Mark Pauley
Ted Prell
Steve Quon
Scot Rabe
Alma Rodriguez

Susan Royer
Ramiro Sanchez
Art Sandford
Kathy Scott
Joe Selzler
Peter Sezzi
Rick Shaw

Stacy Sloan-Graham
Jeff Stauffer
Dorothy Stowers
Anthony Tovar
Jeff Weinstein
Brent Wilson

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

Recommendation, October 2010:

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

Recommendation, October 2010:

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

Recommendation:

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)

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

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.

Update:

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](http://my.vcccd.edu) 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

Recommendation:

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)

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

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.

Update:

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

Recommendation:

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)

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

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.

Update:

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):
 - 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.

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

Recommendation:

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

Recommendation:

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)

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

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.

Update:

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:

- 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 2011[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";

- 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):

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



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	12. Accreditation
Subject	12.05 ACTION TO FORMALLY ADOPT THE OXNARD COLLEGE RESPONSE TO ACCJC SPECIAL REPORT. This item presents for adoption the Oxnard College Response to ACCJC Special Report.
Access	Public
Type	Action
Recommended Action	The Chancellor recommends the Board of Trustees approve this item.

Public Content

[Oxnard College ACCJC Special report Financial Aid 08-31-12.pdf \(68 KB\)](#)

Administrative Content

**Special Report
to the
Accrediting Commission for Community and Junior Colleges**

Submitted
by
Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033

Submitted
to
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard
Novato, CA 94949

October 15, 2012

CERTIFICATION OF THE *SPECIAL REPORT*
October 15, 2012

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

From: Oxnard College
 4000 South Rose Avenue
 Oxnard, CA 93033

This *Special Report* is submitted per the requirements of the Accrediting Commission of Community and Junior Colleges.

We certify that there was broad participation by the campus community in the preparation and review of the report, and we believe that the *Special Report* accurately reflects our response to date to the concerns identified by the Commission.

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

Dr. Richard Durán
President, Oxnard College

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

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Report Preparation

This Special Report is intended to address the ACCJC's concerns articulated in their letter to Oxnard College dated July 16, 2012. Specifically, the Commission received notification from the U.S. Department of Education about the audit of Title IV funds at the Ventura County Community College District, and expressed concerns regarding the recurrence of an audit finding with respect to the timely return of Title IV funds (R2T4), and the District's ability to meet Eligibility Requirement 5 (Administrative Capacity), Eligibility Requirement 18 (Financial Accountability), and Standards III.D.2 and III.D.3 (Financial Resources).

This report will address, as requested, the college's failure to resolve the audit finding issue when first raised, the steps undertaken to resolve compliance audit deficiencies in a timely manner, the college's administrative capacity to meet Title IV requirements, and additional internal controls now in place to manage the Title IV funds.

The following District Office/College staff provided input to this Special Report:

1. Dean of Oxnard College – Student Financial Aid function falls under this administrator's area of responsibility.
2. Financial Aid Officer for Oxnard College.
3. Data Analyst at the District Office – the Data Analyst is knowledgeable of and provided technical support for the prior Student Financial Aid database (PowerFAIDS) and is knowledgeable in the current system (Banner Financial Aid).
4. Director of Fiscal Services at the District Office – the Director is the external auditor liaison and is responsible for submitting the District's responses to all audit findings.

Documentation was provided from agendas, emails, notes and documentation developed during the implementation of Banner Financial Aid and in subsequent go-live training and meetings.

All members of the faculty, staff, and administration had the opportunity to review and suggest modifications to the document prior to its submission to the Board of Trustees for final review.

Response to the Commission Letter

Prior to the 2011-12 Aid Year, student financial aid award and disbursement data for each of the District's three colleges were in separate databases (PowerFAIDS) that did not integrate with the District's administrative software system (Banner). The R2T4 process required timely execution; however, it was primarily a manual process that was subject to human error.

Well before the release of the federal audit finding for Fiscal Year 2009-10, the District recognized the need for a fully integrated system to automate many critical processes like the calculation of R2T4, and so in March of 2010, the District began the implementation of the Banner Student Financial Aid module, for a target go-live date for the 2011-12 Aid Year. (Appendix A) As part of this 18-month conversion process, the first data load of Financial Aid students was scheduled in January of 2011, and the first disbursement for the 2011-12 Aid Year was scheduled for August 2011.

The District engaged the services of a consultant to assist with all aspects of the implementation, including training, development of data standards and conversion specifications.

As part of implementation, databases and reports were identified or developed, to ensure that responsible college Financial Aid Office staff had the necessary tools to complete the R2T4 process in a timely manner, for e.g.:

1. Withdraw Pending Status Change Report (SFRNOWD). This report identifies students who have zero enrollment hours but have not been officially withdrawn, and have grades that indicate they did not successfully complete the course. (Appendix B)
2. Withdrawn Student Report (SFRWDRL). This report identifies students whose enrollment status has been changed to withdrawn and have no withdrawal record created yet. This report can also record the student's withdrawal date for Title IV purposes, and create a withdrawal record for those students who received Title IV funds. This report also identifies students for which the withdrawal record and the enrollment status code or date or total of original institutional charges has changed. (Appendix C)
3. Return of Title IV Funds Recipient Withdrawn Status Report (RPRTIVR). This report identifies and prints a summary of all the students who have had a withdrawal status code entered on their student record. The user can view just those students who have received Title IV funds, or students who have received any type of financial aid. In addition, the user can choose to view only the students who have had the Title IV repayment calculation performed. (Appendix D)

4. Return of Title IV Funds Calculation Process (RPRTIVC). This process calculates Title IV repayments for students who have withdrawn from the term. (Appendix E)
5. Return of Title IV Funds Withdrawal Calculation Report (RPRTIVI). (Appendix F) This report prints summarized Title IV repayment information from the Return of Title IV Funds Calculation Form (RPATIVC). The college Financial Aid staff can print information for a single student, a particular group of students, or all students falling within a date range specified.

In addition, during the 2011-12 Aid Year a R2 Early Alert database was developed to calculate the number of days leading to the R2T4 deadline for each student (Appendix G), and an R2T4 Worksheet was prepared for each college as a guide (Appendix H).

Training was provided, specifically on the R2T4 process, as follows:

1. College Financial Aid Officers received R2T4 training and resource publications on September 13, 2011. (Appendix I)
2. Two workshops were held for College Financial Aid staff responsible for processing R2T4, on November 16, 2011, and January 27, 2012. (Appendix J)
3. College Financial Aid Officers met via conference call to resolve R2T4 cases and other processing concerns (Appendix K)

With the successful implementation of Banner Financial Aid, student financial aid award and disbursement data for each of the three colleges are now fully integrated within the District's administrative software system. Oxnard College Financial Aid Office staff have the capability to access time-sensitive weekly student enrollment reports as well as a report that provides a listing of students who have withdrawn from classes, which allows staff to monitor these students on a more regular basis. Based on the results of their review of the system reports mentioned, Financial Aid Office staff are then able to run a process that adjusts a student's award and recoups the funds as required by reducing the amount available to the District for draw down by District Office staff through the Federal G5 payment system. That integration has provided for a number of calculations to be performed by the system, thus reducing the potential for human error.

The District Office will continue to coordinate training sessions on the R2T4 reconciliation process, will continue to assist the colleges in identifying reporting tools needed, and will monitor each college to ensure reconciliation is being performed on a monthly basis to ensure compliance with proper management of Title IV funds.

During FY 2012-13 the following activities were adopted as standard operating procedure:

1. Each college in the District will generate their own Withdrawal Report with the Banner report SFAWDRL and will provide to the District Office a signed copy of the Return of Title IV Funds Withdrawal Calculation Report (RPRTIVI), to provide assurances that the calculation is being performed on a timely and consistent basis throughout the aid year.
2. District Office staff will transmit/retrieve Title IV records at least twice a week, ensuring that the funds are returned timely to the United States Department of Education via the Federal G5 payment system.
3. R2T4 staff training dates have been set for September 7, 2012 and January 18, 2013.
(Appendix L)

Oxnard College understands and accepts its responsibility to appropriately manage Title IV funds, and is confident that the staff now possess the tools and resources needed to ensure ongoing compliance and monitoring.

A positive illustration of that is evidenced by the fact that the District has received confirmation that there are no reportable R2T4 findings in the District's FY 2011-12 annual audit (Appendix M – pending).

Appendices

- Appendix A - Banner Financial Aid Implementation Calendar
- Appendix B - Withdraw Pending Status Change Report (SFRNOWD)
- Appendix C - Withdrawn Student Report (SFRWDRL)
- Appendix D - Return of Title IV Funds Recipient Withdrawn Status Report (RPRTIVR)
- Appendix E - Return of Title IV Funds Calculation Process (RPRTIVC)
- Appendix F - Return of Title IV Funds Withdrawal Calculation Report (RPRTIVI)
- Appendix G - R2 Early Alert database
- Appendix H - R2T4 Worksheet
- Appendix I - Agenda and resource publications provided for R2T4 training on September 13, 2011
- Appendix J - Agenda for January 27, 2012 training for R2T4
- Appendix K - List of conference calls scheduled during the implementation to resolve R2T4 cases and other processing concerns
- Appendix L - Email confirming Fiscal Year 2012-13 R2T4 training dates
- Appendix M - Memo from District's contracted auditor regarding lack of any R2T4 findings for Fiscal Year 2011-12



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees
 Category 12. Accreditation
 Subject 12.06 ACTION TO FORMALLY ADOPT THE VENTURA COLLEGE RESPONSE TO ACCJC SPECIAL REPORT. This presents for adoption the Ventura College Response to ACCJC Special Report.
 Access Public
 Type Action
 Recommended Action The Chancellor recommends the Board of Trustees approve this item.

Public Content

Staff Position Review	N/A	Primary	Advisory
President		X	
Academic Senate		X	
Legal Counsel	X		
Further Information	Robin Calote		

[12.06.01 VC Special Report Financial Aid, 10-15-12.pdf \(259 KB\)](#)

Administrative Content

Ventura College

Special 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

SPECIAL REPORT - CERTIFICATION

October 15, 2012

This *Special Report* is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community in the preparation and review of the report, and we believe that the *Special Report* accurately reflects the nature and substance of this institution.

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

Dr. Robin Calote
President, Ventura College

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

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Report Preparation

This *Special Report* is intended to address the ACCJC's concerns articulated in their letter to Ventura College dated July 16, 2012. Specifically, the Commission received notification from the U.S. Department of Education about the audit of Title IV funds at the Ventura County Community College District, and expressed concerns regarding the recurrence of a Return to Title IV (R2T4) audit finding with respect to the timely return of Title IV funds and the District's ability to meet Eligibility Requirement 5 (Administrative Capacity), Eligibility Requirement 18 (Financial Accountability), and Standards III.D.2 and III.D.3 (Financial Resources).

This report will address, as requested, the College's failure to resolve the audit finding issue when first raised, the steps undertaken to resolve compliance audit deficiencies in a timely manner, the College's administrative capacity to meet Title IV requirements, and additional internal controls now in place to manage the Title IV funds.

The following District Office/College staff provided input to this Special Report:

1. Dean of Students, Ventura College – the Student Financial Aid function falls under this administrator's area of responsibility.
2. Financial Aid Officer, Ventura College.
3. Data Analyst, District Administrative Center – the Data Analyst is knowledgeable of and provided technical support for the prior Student Financial Aid database (PowerFAIDS) and is knowledgeable in the current system (Banner Financial Aid).
4. Director of Fiscal Services, District Administrative Center – the Director is the external auditor liaison and is responsible for submitting the District's responses to all audit findings.

Documentation was provided from agendas, emails, notes and documentation developed during the implementation of Banner Financial Aid and in subsequent go-live trainings and meetings.

All members of the faculty, staff, and administration had the opportunity to review and suggest modifications to the document prior to its submission to the Board of Trustees for final review.

Response to the Commission Letter

Prior to the 2011-12 Aid Year, student financial aid award and disbursement data for each of the District's three colleges were in separate databases (PowerFAIDS) that did not integrate with the District's administrative software system (Banner). In addition, at Ventura College, the Return to Title IV (R2T4) process was maintained by a single employee using an external database to perform R2T4 calculations. This was primarily a manual process that was subject to human error.

Well before the release of the federal audit finding for Fiscal Year 2009-10, the District recognized the need for a fully integrated system to automate many critical processes like the calculation of R2T4. In March of 2010, the District began the implementation of the Banner Student Financial Aid module, for a target go-live date for the 2011-12 Aid Year (Appendix A). As part of this 18-month conversion process, the first data load of Financial Aid students was scheduled in January of 2011, and the first disbursement for the 2011-12 Aid Year was scheduled for August 2011.

The District engaged the services of a consultant to assist with all aspects of the implementation, including training, development of data standards and conversion specifications.

As part of implementation, databases and reports were identified or developed, to ensure that responsible College Financial Aid Office staff had the necessary tools to complete the R2T4 process in a timely manner, for example:

1. Withdraw Pending Status Change Report (SFRNOWD). This report identifies students who have zero enrollment hours but have not been officially withdrawn, and have grades that indicate they did not successfully complete the course (Appendix B).
2. Withdrawn Student Report (SFRWDRL). This report identifies students whose enrollment status has been changed to withdrawn and have no withdrawal record created yet. This report can also record the student's withdrawal date for Title IV purposes, and create a withdrawal record for those students who received Title IV funds. This report also identifies students for which the withdrawal record and the enrollment status code or date or total of original institutional charges has changed (Appendix C).
3. Return of Title IV Funds Recipient Withdrawn Status Report (RPRTIVR). This report identifies and prints a summary of all the students who have had a withdrawal status code entered on their student record. The user can view just those students who have received Title IV funds, or students who have received any type of financial aid. In

[2]

addition, the user can choose to view only the students who have had the Title IV repayment calculation performed (Appendix D).

4. Return of Title IV Funds Calculation Process (RPRTIVC). This process calculates Title IV repayments for students who have withdrawn from the term (Appendix E).
5. Return of Title IV Funds Withdrawal Calculation Report (RPRTIVI) (Appendix F). This report prints summarized Title IV repayment information from the Return of Title IV Funds Calculation Form (RPATIVC). The College Financial Aid staff can print information for a single student, a particular group of students, or all students falling within a date range specified.

In addition, during the 2011-12 Aid Year an R2 Early Alert database was developed by the District Office to calculate the number of days leading to the R2T4 deadline for each student (Appendix G), and an R2T4 Worksheet was prepared for each college as a guide (Appendix H).

Training was provided, specifically on the R2T4 process, as follows:

1. The College Financial Aid Officers received Banner application training and resource publications for R2T4 from the consultant on September 13, 2011 (Appendix I).
2. To ensure consistency among the campuses, the three College Financial Aid Officers scheduled joint training sessions on R2T4 on November 16, 2011 and January 27, 2012 for their responsible staff (Appendix J).
3. The College Financial Aid Officers met via conference calls to resolve R2T4 cases and other processing concerns when deemed necessary.

With the successful implementation of Banner Financial Aid, student financial aid award and disbursement data for each of the three colleges are now fully integrated within the District's administrative software system. Ventura College Financial Aid Office staff members have the capability to access time-sensitive weekly student enrollment reports as well as a report that provides a listing of students who have withdrawn from classes. This allows staff to monitor these students on a more regular basis. Based on the results of their review of the system reports mentioned, Financial Aid Office staff are now able to calculate and adjust a student's award if necessary, thus allowing the District staff to return funds within the set federal deadlines.

The District Office will continue to coordinate training sessions on the R2T4 reconciliation process, will continue to assist the colleges in identifying reporting tools needed, and will monitor each college to ensure reconciliation is being performed on a timely basis to ensure compliance with proper management of Title IV funds.

During FY 2012-13 the following activities were adopted as standard operating procedure:

1. Each college in the District will generate its own Withdrawal Report with the Banner report SFRWDRL and will provide to the District Office a signed copy of the Return of Title IV Funds Withdrawal Calculation Report (RPRTIVI), to provide assurances that the calculation is being performed on a timely and consistent basis throughout the aid year.
2. District Office staff will transmit/retrieve Title IV records at least twice a week, ensuring that the funds are returned in a timely manner to the United States Department of Education via the Federal G5 payment system.
3. R2T4 staff training dates have been set for September 7, 2012 and January 18, 2013 (Appendix K). Training will continue on an ongoing basis as staffing changes occur or as there are changes to federal regulations.

Ventura College understands and accepts its responsibility to appropriately manage Title IV funds, and is confident that the staff members now possess the tools and resources needed to ensure ongoing compliance and monitoring. A positive illustration of that is evidenced by the fact that the District has received confirmation that there are no reportable R2T4 findings in the District's FY 2011-12 annual audit (Appendix L).

Appendices

- Appendix A Banner Financial Aid Implementation Calendar
- Appendix B Withdraw Pending Status Change Report (SFRNOWD)
- Appendix C Withdrawn Student Report (SFRWDRL)
- Appendix D Return of Title IV Funds Recipient Withdrawn Status Report (RPRTIVR)
- Appendix E Return of Title IV Funds Calculation Process (RPRTIVC)
- Appendix F Return of Title IV Funds Withdrawal Calculation Report (RPRTIVI)
- Appendix G R2 Early Alert database
- Appendix H R2T4 Worksheet
- Appendix I Agenda and resource publications provided for R2T4 training on September 13, 2011
- Appendix J Agenda for January 27, 2012 training for R2T4
- Appendix K Email confirming Fiscal Year 2012-13 R2T4 training dates
- Appendix L Memo from District's contracted auditor regarding lack of any R2T4 findings for Fiscal Year 2011-12 (pending)



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	13. Board Policy
Subject	13.01 The Policy Committee did not meet in September.
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	14. Trustees/Chancellor's Office
Subject	14.01 ANNUAL INFORMATION TECHNOLOGY UPDATE: Associate Vice Chancellor, Information Technology, Dave Fuhrmann will present an annual technology update.
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	14. Trustees/Chancellor's Office
Subject	14.02 BOARD OF TRUSTEES PROFESSIONAL DEVELOPMENT: Role of the Board Chair and Chair/CEO Relationship.
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details


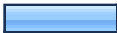




Meeting	Oct 09, 2012 - Board of Trustees
Category	14. Trustees/Chancellor's Office
Subject	14.03 STUDY SESSION. BOARD MEETING ASSESSMENT FROM THE September 11, 2012 REGULAR BOARD MEETING. This item presents for review a Board meeting assessment for the September 11, 2012 Regular Board of Trustees meeting.
Access	Public
Type	Discussion

Public Content


[09.11.12 BoT Meeting Assessment.pdf \(47 KB\)](#)

Administrative Content



1. I was present for the September 11, 2012 Board of Trustees meeting.

		Response Percent	Response Count
Stephen P. Blum, Chair		16.7%	1
Arturo Hernandez, Vice Chair		16.7%	1
Dianne B. McKay, Trustee		16.7%	1
Larry O. Miller, Trustee		16.7%	1
Bernardo M. Perez, Trustee		16.7%	1
A.J. Valenzuela, Student Trustee		16.7%	1
		answered question	6
		skipped question	0


2. The Board of Trustees meeting agenda was distributed and posted timely, electronically or in paper copy.

		Response Percent	Response Count
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
		Comments about the agenda distribution or content?	0
		answered question	6
		skipped question	0


3. Closed session items were explained and supported, either orally and/or through written reports, in a clear and concise manner.

		Response Percent	Response Count
N/A		16.7%	1
Agree		83.3%	5
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
Comments and recommendations for improvement:			0
answered question			6
skipped question			0


4. Human Resources, Business Services, Capital Planning, and Student Learning items were explained and supported by clear and concise detail.

		Response Percent	Response Count
N/A		0.0%	0
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
If not, please comment on items not fully explained or supported.			0
answered question			6
skipped question			0


5. Chancellor's Office/Board of Trustees items were explained and supported by clear and concise detail.

		Response Percent	Response Count
N/A		0.0%	0
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
If not, please comment on items not fully explained or supported.			0
answered question			6
skipped question			0

6. Trustee committee reports were explained and supported by clear and concise detail.

		Response Percent	Response Count
N/A		0.0%	0
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
If not, please comment on items not fully explained or supported.			0
answered question			6
skipped question			0

7. Trustee professional development related to priority registration will contribute to enhancing and improving the demonstration of the Board's primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Colleges.

		Response Percent	Response Count
N/A		0.0%	0
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0

If not, please comment on your recommendations for future professional development.

3



answered question

6


skipped question

0

8. Trustee professional development related to program discontinuance will contribute to enhancing and improving the demonstration of the Board's primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Colleges.

		Response Percent	Response Count
N/A		0.0%	0
Agree		83.3%	5
Disagree		0.0%	0
Don't Know (please comment below)		16.7%	1
If not, please comment on your recommendations for future professional development.			4
answered question			6
skipped question			0

9. Trustee professional development related to the Student Trustee role will contribute to enhancing and improving the demonstration of the Board's primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Colleges.

		Response Percent	Response Count
N/A		0.0%	0
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0

If not, please comment on your recommendations for future professional development.

4


answered question

6

skipped question

0

10. Questions/concerns regarding specific items were adequately addressed prior to the Board of Trustees meeting.

		Response Percent	Response Count
N/A		0.0%	0
Yes		100.0%	6
No		0.0%	0

If no, please provide detailed comments below related to unaddressed questions/concerns.

0


answered question

6


skipped question

0

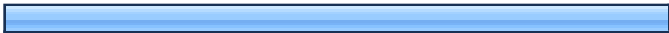
11. The Board of Trustees conducted themselves in accordance with its Code of Ethics/Standards of Practice (e.g., was prepared, read materials and raised questions prior to public meeting, respected divergent opinions and avoided the perception of conflicts of interest and involvement in institutional operations, and took actions in the best interest of the entire community. See Board Policy BP 2715 Code of Ethics/Standards of Practice).

		Response Percent	Response Count
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
Comments and recommendations for improvement:			0
answered question			6
skipped question			0


12. During the Board of Trustees public meeting, Trustees remained open-minded, courteous, and respectful of each other and staff.

		Response Percent	Response Count
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
Comments:			0
answered question			6
skipped question			0


13. The Board acted in a professional manner and communicated through focused and relevant discussion specific to the agenda.

		Response Percent	Response Count
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
Comments:			0
answered question			6
skipped question			0


14. The Board of Trustees followed appropriate Parliamentary Procedure in their public meeting.

		Response Percent	Response Count
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
Comments:			0
answered question			6
skipped question			0

15. The Board of Trustees managed public comment in a lawful, respectful, and efficient manner. Presenters completed public speaker cards. (e.g., speakers were allowed a maximum of three minutes per topic; speakers were limited to one (1) presentation per specific agenda item, and to one (1) presentation per meeting on non-agenda items; and the Board did not discuss unagendized business with speakers (see BP 2340 Speakers).

		Response Percent	Response Count
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
Comments and recommendations for improvement:			0
answered question			6
skipped question			0

16. The Board of Trustees meeting was led in a timely, organized manner. A balance was maintained among open exploration of opinions, running the meeting efficiently, and reaching closure on agenda items.

		Response Percent	Response Count
Agree		100.0%	6
Disagree		0.0%	0
Don't Know (please comment below)		0.0%	0
Comments and recommendations for improvement:			2
answered question			6
skipped question			0

17. To increase the effectiveness of the Board of Trustees in strengthening its activities in relation to its policy-making role, please provide any additional comments or recommendations.

	Response Count
	1
answered question	1
skipped question	5

18. I completed the September 11, 2012 Board of Trustees Meeting Assessment.

		Response Percent	Response Count
Stephen P. Blum, Chair	<input type="checkbox"/>	16.7%	1
Arturo Hernandez, Vice Chair	<input type="checkbox"/>	16.7%	1
Dianne B. McKay, Trustee	<input type="checkbox"/>	16.7%	1
Larry O. Miller, Trustee	<input type="checkbox"/>	16.7%	1
Bernardo M. Perez, Trustee	<input type="checkbox"/>	16.7%	1
A.J. Valenzuela, Student Trustee	<input type="checkbox"/>	16.7%	1
	answered question		6
	skipped question		0

Q7. Trustee professional development related to priority registration will contribute to enhancing and improving the demonstration of the Board's primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Colle...

1	This was helpful information and will help inform other enrollment priority policy decisions.	<input type="text"/>
2	Very good presentation. Informative	<input type="text"/>
3	This was well presented and thoughtful. It is in capable hands. LOM	<input type="text"/>

Q8. Trustee professional development related to program discontinuance will contribute to enhancing and improving the demonstration of the Board's primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Coll...

1	It appears that not all campuse are following the same process. It appears that two are and one is not. I thought that one of the accreditation issues was discontinuance processes not being consistant. Would like clarification on this.	<input type="text"/>
2	The information and presentation led to questions and discussion helpful to all stakeholders.	<input type="text"/>
3	Academic Senate Presidents' presentation was very good and helpful.	<input type="text"/>
4	I found this presentation to be disjointed and confusing. LOM	<input type="text"/>

Q9. Trustee professional development related to the Student Trustee role will contribute to enhancing and improving the demonstration of the Board's primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District Co...

1	The Student Trustee did a good job on the presentation.	<input type="text"/>
2	The Student Trustee is to be commneded for his energetic and highly participatory involvement in local and state leadership roles.	<input type="text"/>
3	Trustees Valenzuela and Hernandez did a nice job with this.	<input type="text"/>
4	Well done and well presented. LOM	<input type="text"/>

Q16. The Board of Trustees meeting was led in a timely, organized manner. A balance was maintained among open exploration of opinions, running the meeting efficiently, and reaching closure on agenda items.

1	Good meeting. The many items were dealt with in an efficient manner. Discussion was fruitful, cordial, and informative.	<input type="text"/>
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Q16. The Board of Trustees meeting was led in a timely, organized manner. A balance was maintained among open exploration of opinions, running the meeting efficiently, and reaching closure on agenda items.

2 Chair Blum continues to lead the meetings in an exemplary manner. LOM

Q17. To increase the effectiveness of the Board of Trustees in strengthening its activities in relation to its policy-making role, please provide any additional comments or recommendations.

1 The quality of our meetings continues to improve. Discussions are candid and cordial and the business of the district is being done in effectively.



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees
 Category 14. Trustees/Chancellor's Office
 Subject 14.04 ACTION TO APPROVE GOVERNING BOARD MEMBER ABSENCE. This item presents for approval the absence of a Board of Trustees member.
 Access Public
 Type Action
 Fiscal Impact No
 Budgeted No
 Recommended Action That the Board of Trustees approve the absence of the Trustee(s) identified below.

Public Content

Background

In accordance with Education Code Section 72024(d):

“A member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that, at the time of the meeting, he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board.”

The Board of Trustees is to approve the absence of _____ who is absent from the _____ meeting due to the specified reason.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Jamillah Moore/Patti Blair		

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees
Category 15. Business Services
Subject 15.01 The Audit and Budget Committee did not meet.
Access Public
Type Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	15. Business Services
Subject	15.02 APPROVAL TO RENAME THE OLD LIBRARY BUILDING AT OXNARD COLLEGE: This item requests for approval the renaming of Oxnard College's old library building, scheduled to be modernized into classrooms Summer 2012, to Condor Hall.
Access	Public
Type	Action
Preferred Date	Oct 09, 2012
Absolute Date	Oct 09, 2012
Fiscal Impact	No
Budgeted	No
Recommended Action	The Chancellor recommends that the Board of Trustees approve the renaming of Oxnard College's old library building to Condor Hall.

Public Content

Background/Analysis

Through Measure S, Oxnard College was able to build a new state of the art library and learning resource center. Also through Measure S, the old library building is scheduled to receive a seismic upgrade and modernized into classrooms.

Several years ago during the planning phase of the new library facility, the Library Learning Resource Advisory Committee (LLRAC) recognized the need to rename the old library building once the new facility opened. After much discussion the LLRAC suggested renaming the old library building to "Condor Hall." The proposed name change was also shared with the Campus Use, Development and Safety Committee.

Paul Murdoch Architects is finalizing architectural plans of the old library modernization for submittal to the Department of State Architect for approval. Currently, the plans reflect "Smith Hall" as a placeholder. Board approval is being sought to rename the old library facility so that the plans can be submitted reflecting the permanent name.

Fiscal Impact

None

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	16. Human Resources
Subject	16.01 There are no items.
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	17. Capital Planning
Subject	17.01 Trustees: Capital Planning & Facilities Committee met on September 11, 2012.
Access	Public
Type	Report

Public Content

Trustees: Capital Planning & Facilities Committee met on September 11, 2012.

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	18. Student Learning
Subject	18.01 There are no items.
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees
 Category 19. Consent Calendar
 Subject 19.01 APPROVAL OF CONSENT CALENDAR. This item presents for approval the Consent Calendar.
 Access Public
 Type Action (Consent)
 Fiscal Impact No
 Budgeted No
 Recommended Action The Chancellor recommends the Board of Trustees approve this item.

Public Content

Background

N/A

Analysis

N/A

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Dr. Jamillah Moore/Patti Blair		

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 20. Consent Calendar: Approval of Minutes

Subject 20.01 APPROVAL OF MINUTES FOR THE BOARD OF TRUSTEES REGULAR MEETING September 11, 2012. This item presents for approval the minutes of the Board of Trustees Meeting of September 11, 2012.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends the approval of the September 11, 2012 minutes of the regular meeting of the Board of Trustees.

Public Content

This item presents for approval the minutes of the regular meeting of the Board of Trustees for September 11, 2012.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Dr. Jamillah Moore, Patti Blair		

[09.11.12 BoT Meeting Minutes.pdf \(82 KB\)](#)

Administrative Content



**Ventura County Community College District
Board of Trustees Regular Meeting Minutes
255 West Stanley Avenue, Suite 150
Ventura, CA 93001
Tuesday, September 11, 2012**

Members present: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez, and Student Trustee A.J. Valenzuela

In attendance:

Jamillah Moore, Chancellor
Robin Calote, Ventura College President
Richard Duran, Oxnard College President
Pam Eddinger, Moorpark College President
Patricia Parham, Vice Chancellor, Human Resources
Sue Johnson, Vice Chancellor, Business and Administrative Services
Dave Fuhrmann, Assistant Vice Chancellor, Information Technology
Erika Endrijonas, Executive Vice President
Ramiro Sanchez, Executive Vice President
Jane Harmon, Interim Executive Vice President
Mike Bush, Vice President, Business Services
Iris Ingram, Vice President, Business Services
Richard DeLaO, Chief of Police
Michael Arnoldus, Director
Terry Cobos, Director
Patricia Ewins, Dean
Clare Geisen, Director
Victoria Lugo, Dean
Mary Anne McNeil, Director
Linda Kama'ila, Oxnard College Academic Senate President
Riley Dwyer, Moorpark College Academic Senate President
Peter Sezzi, Ventura College Academic Senate President
Karla Banks, Oxnard College Classified Senate President
Cindy Avalos, Oxnard College Associated Student Government President
Daniel Chavez, Ventura College Associated Student Government Director of External Affairs
Les Dickey, Measure S

Steve Hall, AFT President
Dan Casey, SEIU Chief Steward
Patti Blair, Executive Assistant, Recorder

1. District Mission and Governance Roles.

The District Mission and Governance Roles are standing agenda items for informational purposes only. There was no action taken.

2. Open Session: Call to Order

Chair Blum called the meeting to order at 5:32 p.m.

3. Public Comments Regarding Closed Session Agenda Items

There were no public comments regarding Closed Session items.

4. Recess to Closed Session 5:30 p.m.

Information: 4.01 CONFERENCE WITH LEGAL COUNSEL: Existing Litigation (Gov. Code, section 54956.9, subd.(a)); Rivere v. Ventura County Community College District; Ventura County Superior Court Case No. 56-2010-0372444-CU-OE-VTA

5. Reconvene in Open Session and Closed Session Report 5:45 p.m.

Chair Blum reconvened in open session at 5:48 p.m. Chair Blum provided the following report:

It was moved by Trustee Miller, seconded by Trustee McKay, and carried on a 5-0 vote, that the Board of Trustees of the Ventura County Community College District approve a Settlement Agreement and General Release in the matter of Rivere v. Ventura County Community College District.; Ventura County Superior Court Case No. 56-2010-00372444-CU-OE-VTA.

6. Pledge to the Flag

Les Dickey led the pledge to the flag.

7. Changes to the Agenda

Information: 7.01 Changes to the Agenda. Item 24.02 Approval of contract with Lowest and Most Responsive Bidder for the parking Structure, Moorpark College Project #19125. This item presents for approval a contract with ARB Structures, Inc. in the amount of \$12,125,125.00.

8. Chancellor's Recommendations of Board of Trustees Agenda

Report: 8.01 CHANCELLOR'S RECOMMENDATION. The District's Consultation Council is the representative body designed to support the governance processes at each College and to assist in District governance through the review and analysis of the Board of Trustees agenda prior to action by the Trustees. The items presented to the Board of Trustees contained in the Consultation Council meeting agenda of August 31, 2012, were reviewed within the District's Consultation Council, and were presented to the Trustees for action, without constituent objection.

9. Acknowledgement of Guests and Special Recognitions

Report: 9.01 Citizens Oversight Committee Annual Report, presented by Citizens Oversight Committee Chair Michael Wesner. Mr. Wesner discussed the Citizens Oversight Committee Annual Report and expressed satisfaction with the committee's progress and the oversight provided by J. Handel Evans and Heery. Trustees commended the Citizens Oversight Committee for their exceptional work and thanked members for their service.

10. Public Comments

Public comment was made by Larry Kennedy.

11. Associated Student Government Reports

Report: 11.01 Associated Student Government

- Student Trustee Valenzuela commented on attending the Student Trustee conference, ARCC Reports, and his work with California Student Trustee Association.
- Daniel Chavez, Ventura College Student Government President, commented on campus clubs and services, Constitution Day, voter registration, the opening of the Ventura College Performing Arts Center, and the Board Policy and Procedure international student fees.
- Cindy Avalos, Oxnard College Student Government President, commented on the Student Body Board, Club Rush, and a September 11 day of remembrance.

12. Senate President Business Report

Report: 12.01 Academic Senate

- Riley Dwyer, Moorpark College Academic Senate President, commented on attending the Board Planning, Accreditation, and Communication committee meeting, expressed satisfaction in the vetting process conducted with the accreditation report and the *Participatory Governance Handbook*, accreditation consultant activities, and asked the Board to consider Board direction to audit the necessity of a Vice Chancellor of Academic Affairs.

Ms. Dwyer further commented Trustees and the Chancellor are not invited to Academic Senate meetings. The Senate believes Trustee attendance in these college meetings cause communication problems and disrupts lines of authority at the college and within the District. Ms. Dwyer further emphasized Trustee involvement in Senate meetings causes confusion and sends conflicting messages that could lead to inappropriate communications by individual Trustees who may appear as speaking on behalf of the entire Board.

- Linda Kama'ila, Oxnard College Academic Senate President, commented on the Oxnard College participatory governance processes, District Council on Accreditation and Planning, the Senate vetting process, and the *Participatory Governance Handbook* vetting process.
- Peter Sezzi, Ventura College Academic President, commented on college participatory governance committees, Senate meetings, student learning objectives process, program discontinuance, and expressed satisfaction with the accreditation report vetting process,

Report: 12.02 Classified Senate

Karla Banks, Oxnard College Classified Senate President, commented on Oxnard College and the participatory governance process.

13. Accreditation

Information: 13.01 OPEN STUDY SESSION: Accreditation Update.

Chair Blum opened the study session.

Discussion: 13.02 ACCREDITATION UPDATE. This item presents for discussion an accreditation update.

Report: 13.03 FIRST READING: MOORPARK COLLEGE RESPONSE TO ACCJC REPORT. This item presents for First Reading Moorpark College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern. Dr. Eddinger provided an overview of the Moorpark College Report and answered Trustee questions.

Report: 13.04 FIRST READING: OXNARD COLLEGE RESPONSE TO ACCJC REPORT. This item presents for First Reading Oxnard College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern. Dr. Duran commented on the Oxnard College Accreditation Report.

Report: 13.05 FIRST READING: VENTURA COLLEGE RESPONSE TO ACCJC REPORT. This item presents for First Reading Ventura College Follow-Up Report in response to ACCJC Accreditation Recommendations and Commission Concern. Dr. Calote commented on the Ventura College Accreditation Report.

Report: 13.06 FIRST READING: OXNARD COLLEGE RESPONSE TO ACCJC SPECIAL REPORT. This presents for First Reading Oxnard College Response to ACCJC Special Report.

Report: 13.07 FIRST READING: VENTURA COLLEGE RESPONSE TO ACCJC SPECIAL REPORT. This presents for First Reading Ventura College Response to ACCJC Special Report.

Dr. Moore provided additional information and background regarding District accreditation work and the work of the consultant. Trustees thanked staff for their dedicated work in completing campus reports.

Information: 13.08 CLOSE STUDY SESSION.
Chair Blum closed the study session.

14. Board Policy

The Policy Committee did not meet in August.

15. Trustees/Chancellor's Office

Action: 15.01 ACTION TO APPROVE DISTRICT STRATEGIC PLANNING GOALS AND OBJECTIVES.

This item presents for approval the 2012-2013 District Strategic Planning Goals and Objectives from the June 26, 2012 Strategic Planning Meeting Part One and the August 9, 2012 Strategic Planning Meeting Part Two. The Chancellor recommends the Board of Trustees approve the District Strategic Planning Goals and Objectives from the June 26, 2012 Strategic Planning Meeting Part One and the August 9, 2012 Strategic Planning Meeting Part Two. Motion by Trustee Bernardo Perez, second by Trustee Dianne McKay. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Report: 15.02 STUDY SESSION: PRIORITY REGISTRATION. Patricia Ewins and Susan Bricker provided a report on college enrollment priorities as related to Board Policy/Administrative Procedure 5055 Enrollment Priorities. The presentation focused on assisting student success through enrollment priorities, automating the process, and continuously reviewing the process.

Report: 15.03 BOARD OF TRUSTEES PROFESSIONAL DEVELOPMENT. Student Trustee Valenzuela and Vice Chair Hernandez provided professional development on the student trustee role.

Report: 15.04 BOARD OF TRUSTEES PROFESSIONAL DEVELOPMENT. Program Discontinuance Process by Academic Senate Presidents. Academic Senate Presidents provided professional development on the program discontinuance process.

Discussion: 15.05 STUDY SESSION. BOARD MEETING ASSESSMENT FROM THE August 14, 2012 REGULAR BOARD MEETING. This item presents for review a Board meeting assessment for the August 14, 2012 Regular Board of Trustees meeting.

Discussion: 15.06 STUDY SESSION. BOARD MEETING ASSESSMENT FROM THE JUNE 26, 2012 STRATEGIC PLANNING MEETING AND AUGUST 9, 2012 STRATEGIC PLANNING MEETING. This item presents for review a Board meeting assessment for the June 26, 2012 and August 9, 2012 Board Strategic Planning Sessions.

Action: 15.07 ACTION TO APPROVE THE 2012 REVISED MEETINGS OF THE BOARD CALENDAR. This item presents for approval the revised 2012 Board of Trustees Meeting Calendar. The Chancellor recommends the Board of Trustees approve the 2012 Revised Meetings of the Board Calendar. Motion by Trustee Dianne McKay, second by Trustee Bernardo Perez. Final Resolution: Motion is approved.

Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action: 15.08 ACTION TO APPROVE GOVERNING BOARD MEMBER ABSENCE.

There was no action taken.

16. Business Services

Discussion: 16.01 Trustees: Audit and Budget Committee met on August 30, 2012.

Trustee Miller indicated the Audit and Budget Committee met on August 30, 2012, and recommend the items presented.

Discussion: 16.02 OPEN PUBLIC HEARING: Proposed Budget for Ventura County Community College District for Fiscal Year 2012-13. The Proposed Budget became available for public inspection on September 6, 2012 at 255 West Stanley Avenue, Suite 150, Ventura, CA 93001 and is available during normal business hours. Vice Chancellor Sue Johnson presented the Proposed Budget for Ventura County Community College District for Fiscal Year 2012-2013.

Discussion: 16.03 CLOSE PUBLIC HEARING: Proposed budget for Ventura County Community College District for Fiscal Year 2012-13. Chair Blum closed the public hearing.

Action: 16.04 APPROVAL OF FY13 ADOPTION BUDGET (REQUIRES 2/3 VOTE): This item requests Board of Trustees approval of the 2012-13 Adoption Budget for all funds of the Ventura County Community College District. Approval of the Adoption Budget authorizes expenditures as proposed within various fund categories of this budget (requires 2/3) vote. The Chancellor recommends that the Board of Trustees approve the FY 2012-2013 Adoption Budget for all funds of the District. Motion by Trustee Larry Miller, second by Trustee Dianne McKay. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action: 16.05 APPROVAL TO NAME THE WRIGHT EVENT CENTER AT VENTURA COLLEGE: This item requests Board of Trustees approval to name the building, recently acquired through a quitclaim deed from the City of Ventura, the Wright Event Center. The Chancellor recommends that the Board of Trustees approve naming the Wright Event Center at Ventura College. Motion by Vice Chair Arturo Hernandez, second by Trustee Larry Miller. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action: 16.06 APPROVAL OF CONSULTING SERVICES CONTRACT AND USE OF RESERVES (REQUIRES 2/3 VOTE): This item requests Board of Trustees approval for a consulting services contract with Chiung-Sally Chou, Ph.D. and use of reserves (requires 2/3 vote). The Chancellor recommends the Board of Trustees approve the consulting services contract with Chiung-Sally Chou, Ph.D., and the use of reserves, not to exceed \$40,000. Motion by Trustee Larry Miller, second by Trustee Dianne McKay. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

17. Human Resources

There were no items.

18. Capital Planning

Report: 18.01 Trustees: Capital Planning & Facilities Committee met on August 22, 2012.

Trustee Perez indicated the Capital Planning and Facilities Committee met and recommend the items presented.

19. Student Learning

There were no items.

20. Consent Calendar

Action (Consent): 20.01 APPROVAL OF CONSENT CALENDAR. This item presents for approval the Consent Calendar. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez. Consent Item 22.02 Approval/Ratification of Accounts Payable and Payroll for the Period of July 18 to August 14, 2012 was pulled for separate action.

21. Consent Calendar: Approval of Minutes

Action (Consent), Minutes: 21.01 APPROVAL OF MINUTES FOR THE BOARD OF TRUSTEES

STRATEGIC PLANNING - PART TWO MEETING August 9, 2012. This item presents for approval the minutes of the Board of Trustees Meeting of August 9, 2012. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent), Minutes: 21.02 APPROVAL OF MINUTES FOR THE BOARD OF TRUSTEES

REGULAR MEETING August 14, 2012. This item presents for approval the minutes of the Board of Trustees Meeting of August 14, 2012. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

22. Consent Calendar: Business Services

Action (Consent): 22.01 RATIFICATION OF ACCOUNTS PAYABLE AND PAYROLL FOR THE

PERIOD OF JULY 18 TO AUGUST 14, 2012: This item presents for ratification Accounts Payable and Payroll for the period of July 18, 2012 to August 14, 2012. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action: 22.02 APPROVAL/RATIFICATION OF BOARD PURCHASE ORDER REPORT #04 FOR FY

2012-13: This item presents for approval/ratification of Board Purchase Order Report #04, for FY 2012-2013 from July 31, 2012 to August 28, 2012. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Dianne McKay, second by Trustee Bernardo Perez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 22.03 ACCEPTANCE OF GIFTS: This item presents for approval the acceptance of gifts. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 22.04 SURPLUS/DISPOSAL OF EQUIPMENT: This item presents for approval the surplus/disposal of equipment and materials. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 22.05 RATIFICATION OF CHANGE ORDER 1 FOR BID 428, MOORPARK

COLLEGE PHYSICAL SCIENCE BUILDING HVAC RETROFIT: This item presents for ratification Change Order 1 for Bid 428, Moorpark College Physical Science Building HVAC Retrofit. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 22.06 ACCEPTANCE OF COMPLETION OF BID 428, MOORPARK COLLEGE PHYSICAL SCIENCE BUILDING HVAC RETROFIT: This item presents for approval the acceptance of completion of Bid 428, Moorpark College Physical Science Building HVAC Retrofit to Bon Air, Inc. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 22.07 ACCEPTANCE OF COMPLETION OF BID 438, MOORPARK COLLEGE CAMPUS CENTER VENDING AREA DEMOLITION: This item presents for approval the acceptance of completion of Bid 438 Moorpark College Campus Center Vending Area Demolition. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 22.08 ESTABLISHMENT OF 2012-2013 GANN APPROPRIATION LIMIT AS REQUIRED BY THE CALIFORNIA CONSTITUTION: This item authorizes establishment of the 2012-13 Gann Appropriations Limit as required by Article XIII B of the California Constitution and Government Code Section 7910. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 22.09 APPROVAL OF NEW CONTRACTS AND GRANTS FOR FISCAL YEAR 2012-13: This item requests approval of new contracts and grants for FY 2012-13. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

23. Consent Calendar: Human Resources

Action (Consent): 23.01 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ESTABLISHMENT OF POSITIONS: This item presents for approval the establishment of three positions. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 23.02 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF RESCISSION OF SEPARATION OF EMPLOYMENT. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

24. Consent Calendar: Capital Planning & Facilities

Action (Consent): 24.01 ACCEPTANCE OF CHANGE ORDER SUMMARY REPORTS FOR CAPITAL PROJECTS: This item presents for approval the Change Order Summary Reports for Capital Projects. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.02 REVISED. APPROVAL TO CONTRACT WITH LOWEST AND MOST RESPONSIVE BIDDER FOR THE PARKING STRUCTURE, MOORPARK COLLEGE PROJECT #19125. This item presents for approval a contract with ARB Structures, Inc. in the amount of \$12,125,125.00. The Chancellor recommends the Board of Trustees approve this item. Motion by

Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.03 APPROVAL OF PROPOSAL TO PROVIDE STORM WATER MANAGEMENT SERVICES FOR PROJECT #19125, PARKING STRUCTURE AT MOORPARK COLLEGE This item presents for approval the proposal for Storm Water Resources, LLC. to provide storm water management services for services in the amount of \$66,970.00 for Project #19125: Parking Structure project at Moorpark College. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.04 APPROVAL OF PROPOSAL TO PROVIDE GEOTECHNICAL CONSTRUCTION TESTING SERVICES FOR PROJECT #19125, PARKING STRUCTURE AT MOORPARK COLLEGE. This item presents for approval the proposal for Geotechniques to provide geotechnical construction testing services in the amount of \$78,920.00 for Project #191256: Parking Structure project at Moorpark College. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.05 APPROVAL OF CONTRACT FOR PROJECT INSPECTOR SERVICES FOR PROJECT #19125, PARKING STRUCTURE AT MOORPARK COLLEGE. This item presents for approval the authorization for management to execute a contract with Bryan Reeve for Project Inspection services as required by the Division of the State Architect for Project #19125: Parking Structure at Moorpark College at a rate of \$82/hr., for an estimated 2,450 hours not to exceed \$200,900.00. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.06 APPROVAL TO ISSUE AN ADDENDUM TO GOLDEN STATE LABOR COMPLIANCE FOR WAGE COMPLIANCE SERVICES FOR THE PARKING STRUCTURE AT MOORPARK COLLEGE PROJECT #19125. This item presents for approval an addendum to Golden State Labor Compliance in the amount of \$50,250.00 for additional service to verify compliance with all state of California prevailing Wage requirements for the parking Structure Project at Moorpark College. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.07 APPROVAL TO EXECUTE A CONTRACT WITH JL Hawk construction FOR THE COMMUNITY STUDENT SERVICES CENTER, OXNARD COLLEGE, STRUCTURAL UPGRADES, PROJECT # 29026. This item presents for approval a contract for \$34,300.00 with JL Hawk Construction for structural upgrades of the Community Student Services Center Building, project # 29026 VCCCD in order to meet DSA requirements. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.08 APPROVAL OF MEASURE S BUDGET TRANSFERS OXNARD COLLEGE. This item presents for approval budget transfers between the Measure S funded projects at Oxnard College described below. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is

approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.09 APPROVAL OF REDUCTION IN RETENTION FOR GRD CONSTRUCTION FOR THE LEARNING RESOURCE CENTER RENOVATION/NEW CONSTRUCTION, PROJECT #29124.

This item presents for approval the reduction in retention for GRD Construction from 5 % to 2 ½ % of the contract value for the Learning Resource Center Renovation/New Construction, Project #29124. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.10 APPROVAL OF CONTRACT WITH VENCO WESTERN FOR THE LANDSCAPING OF THE G BUILDING (THEATER) AT VENTURA COLLEGE, PROJECT #39117.

This item presents for approval a contract with Venco Western in the amount of \$84,184 for the Landscaping of the G Building (Theater) at Ventura College, Project #39117. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.11 APPROVAL OF REDUCTION IN RETENTION FOR VIOLA CONSTRUCTORS, INC. FOR THE G BUILDING (THEATER) RENOVATION AT VENTURA COLLEGE, PROJECT #39117.

This item presents for approval the reduction in retention for Viola Constructors, Inc. from 5% to 2.5% of the contract value for the G Building (Theater) Renovation at Ventura College, Project #39117. The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.12 APPOINTMENT OF DANIEL CHAVEZ, AS STUDENT MEMBER, TO THE CITIZENS OVERSIGHT COMMITTEE.

The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.13 APPOINTMENT OF DICK THOMPSON TO THE CITIZENS OVERSIGHT COMMITTEE.

The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez.

Action (Consent): 24.14 APPOINTMENT OF DR. BARBARA THORPE TO THE CITIZENS OVERSIGHT COMMITTEE.

The Chancellor recommends the Board of Trustees approve this item. Motion by Trustee Bernardo Perez, second by Vice Chair Arturo Hernandez. Final Resolution: Motion is approved. Yes: Chair Stephen Blum, Vice Chair Arturo Hernandez, Trustee Dianne McKay, Trustee Larry Miller, Trustee Bernardo Perez

25. Consent Calendar: Student Learning

There were no items.

26. Informational Items

There were no items.

27. Reports

Report: 27.01 Academic Senates

- Peter Sezzi, Ventura College Academic Senate President, commented on Ventura College athletics and Ventura College's positive faculty rating from students.
- Linda Kama'ila, Oxnard College Academic Senate President, commented on faculty member Teresa Bonham children's book, *SPI: The Case of the Dark Shadow*.
- Riley Dwyer commented on campus activities.

Report: 27.02 Trustees

Trustees commented on state legislature, tax initiatives, thanked staff and faculty for their work in preparing the accreditation reports, budgets, and a successful start to the fall semester.

Report: 27.03 Chancellor

Dr. Moore thanked staff for their detailed reports and dedication on behalf of students. President Eddinger commented on the City of Camarillo donation of \$2100 to the Moorpark College Orchestra following the Camarillo Summer Arts Festival.

28. Adjournment

Chair Blum adjourned the meeting in memory of the victims of the September 11 attacks.



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.01 RATIFICATION OF ACCOUNTS PAYABLE AND PAYROLL FOR THE PERIOD OF AUGUST 14 TO SEPTEMBER 11, 2012: This item presents for ratification Accounts Payable and Payroll for the period of August 14, 2012 to September 11, 2012.

Access Public

Type Action (Consent)

Fiscal Impact Yes

Budgeted Yes

Recommended Action The Chancellor recommends the Board of Trustees ratify the checks as listed.

Public Content

Background

Education Code §85231 requires all payments from the funds of a community college district shall be made by written order of the governing board of the district. The Governing Board of the District ratifies the total payments made for accounts payable and payroll for the specified period.

Analysis

Accounts Payable	\$ 6,168,706.79
Payroll	\$ 7,995,318.11
TOTAL	\$14,164,024.90

Fiscal Impact

Included in approved budgets.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Sue Johnson		



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.02 APPROVAL/RATIFICATION OF BOARD PURCHASE ORDER REPORT #05 FOR FY 2012-13:
This item presents for approval/ratification of Board Purchase Order Report #05, for FY 2012-2013 from August 28, 2012 to September 25, 2012.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees approve/ratify the purchase orders listed in the attached exhibit.

Public Content

Background/Analysis

See attached

BPO = Blanket Purchase Order (Blanket purchase orders are issued to selected vendors, on a fiscal year basis for use by District employees to procure repetitive, high volume, low dollar value items or services on a continuing basis. The use of an established blanket purchase order is limited to the dollar value of the written purchase order issued).

Fiscal Impact

In approved budgets

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Pam Eddinger/Robin Calote/ Richard Duran/Sue Johnson		

[PO Board Report5.pdf \(24 KB\)](#)

Administrative Content

PO Board Report

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PO NUMBER P0085951 **PO AMOUNT:** \$30,000

VENDOR NAME: Random House Inc

PO REASON BPO - Textbooks

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/6/2012	\$25,000.00	Moorpark College	511	\$30,000.00
7/1/2012	\$5,000.00			

PO NUMBER P0086008 **PO AMOUNT:** \$40,000

VENDOR NAME: Vista Higher Learning

PO REASON BPO - Textbooks

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/19/2012	\$40,000.00	Moorpark College	511	\$40,000.00

PO NUMBER P0086037 **PO AMOUNT:** \$12,100

VENDOR NAME: Cambridge University Press

PO REASON BPO - Textbooks

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/5/2012	\$6,000.00	Oxnard College	512	\$12,100.00
7/1/2012	\$6,100.00			

PO NUMBER P0086679 **PO AMOUNT:** \$14,700

VENDOR NAME: LawTech Publishing Co Ltd

PO REASON BPO - Textbooks

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/10/2012	\$7,000.00	Ventura College	513	\$14,700.00
7/1/2012	\$7,700.00			

PO NUMBER P0086996 **PO AMOUNT:** \$15,000

VENDOR NAME: Midwest Library Service

PO REASON BPO - Library Books

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/25/2012	\$15,000.00	Ventura College	113	\$15,000.00

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PO NUMBER P0087218 **PO AMOUNT:** \$12,000

VENDOR NAME: PS Consulting

PO REASON BPO - Training for Discrimination Prevention and Workplace Security

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/25/2012	\$12,000.00	District-Eco Dev	114	\$12,000.00

PO NUMBER P0087824 **PO AMOUNT:** \$13,507

VENDOR NAME: BKM Office Environments

PO REASON Furniture for Administration Building, Pricing per California State University Contract 10Z04814

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
8/24/2012	\$13,507.00	Ventura College	419	\$13,507.00

PO NUMBER P0087867 **PO AMOUNT:** \$17,086

VENDOR NAME: International Structural Engineers Inc

PO REASON Software to Automate Processes on Production Servers

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
8/28/2012	\$17,086.00	DistrictWide	451	\$17,086.00

PO NUMBER P0087868 **PO AMOUNT:** \$14,000

VENDOR NAME: C J Seto Support Services LLC

PO REASON BPO - Campus-wide Hazardous Waste Removal

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
8/28/2012	\$14,000.00	Ventura College	111	\$14,000.00

PO NUMBER P0087892 **PO AMOUNT:** \$34,029

VENDOR NAME: California Electric Supply

PO REASON Lighting Fixtures for Student Center Remodel

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
8/29/2012	\$34,029.00	Ventura College	419	\$34,029.00

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PO NUMBER P0087901 **PO AMOUNT:** \$12,310

VENDOR NAME: Reliable Floor Covering

PO REASON Carpet in Multidisciplinary Center West Classrooms, Pricing Per Bid 415, Board Approved May 2011 Item 21.06

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
8/30/2012	\$12,310.00	Ventura College	419	\$12,310.00

PO NUMBER P0087927 **PO AMOUNT:** \$10,500

VENDOR NAME: Taylor & Francis Inc

PO REASON BPO - Textbooks

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/4/2012	\$10,500.00	Oxnard College	512	\$10,500.00

PO NUMBER P0087934 **PO AMOUNT:** \$15,000

VENDOR NAME: Silverado Stages Inc

PO REASON BPO - Transportation for Athletics

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/5/2012	\$15,000.00	Moorpark College	111	\$15,000.00

PO NUMBER P0087940 **PO AMOUNT:** \$12,766

VENDOR NAME: Life Space Crisis Intervention

PO REASON Materials for Casa Pacifica Training/Economic Development

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/5/2012	\$12,766.00	District-Eco Dev	114	\$12,766.00

PO NUMBER P0087948 **PO AMOUNT:** \$18,000

VENDOR NAME: Department of Justice

PO REASON BPO - Fingerprinting Services for New Employees

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/5/2012	\$18,000.00	DistrictWide	111	\$18,000.00

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PO NUMBER P0087952 **PO AMOUNT:** \$11,822
VENDOR NAME: Sport Chalet Inc
PO REASON Athletic Uniforms

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/5/2012	\$11,822.00	Moorpark College	111	\$11,822.00

PO NUMBER P0087980 **PO AMOUNT:** \$18,000
VENDOR NAME: CareerAmerica LLC
PO REASON Financial Aid Tutorial Software

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/7/2012	\$18,000.00	Ventura College	121	\$18,000.00

PO NUMBER P0088008 **PO AMOUNT:** \$11,647
VENDOR NAME: Apple Inc
PO REASON Instructional Computers for Title V

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/10/2012	\$11,647.00	Moorpark College	121	\$11,647.00

PO NUMBER P0088064 **PO AMOUNT:** \$21,863
VENDOR NAME: Edwards Technologies Inc
PO REASON Supplies to Upgrade Wireless Microphone Equipment

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/14/2012	\$21,863.00	Moorpark College	121	\$21,863.00

PO NUMBER P0088065 **PO AMOUNT:** \$10,189
VENDOR NAME: Leon Fulcher
PO REASON Training Kits for Casa Pacifica Classes/Economic Development

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/17/2012	\$10,189.00	District-Eco Dev	114	\$10,189.00

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PO NUMBER P0088075 **PO AMOUNT:** \$11,623

VENDOR NAME: Automotive Electronic Services

PO REASON Equipment for Automotive Program

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/17/2012	\$11,623.00	Ventura College	445	\$11,623.00

PO NUMBER P0088077 **PO AMOUNT:** \$11,000

VENDOR NAME: Wolters Kluwer Law & Business

PO REASON BPO - Textbooks

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/17/2012	\$11,000.00	Oxnard College	512	\$11,000.00

PO NUMBER P0088089 **PO AMOUNT:** \$26,237

VENDOR NAME: City of Moorpark

PO REASON City Inspection Fees for Parking Structure

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/18/2012	\$26,237.00	Moorpark College	4311	\$26,237.00

PO NUMBER P0088106 **PO AMOUNT:** \$11,120

VENDOR NAME: Lucci and Associates Inc

PO REASON Engineering Services for Football Stadium Lights

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/19/2012	\$11,120.00	Moorpark College	419	\$11,120.00

PO NUMBER P0088118 **PO AMOUNT:** \$36,349

VENDOR NAME: Parker Boiler Co

PO REASON Hot Water Boiler and Parts for Physical Education Building

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/19/2012	\$36,349.00	Oxnard College	412	\$36,349.00

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PO NUMBER P0088163 **PO AMOUNT:** \$25,341
VENDOR NAME: Foundation for California Community Colleges
PO REASON Annual License Fee for Facilities Space and Inventory Management

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
9/24/2012	\$25,341.00	Moorpark College	4311	\$7,425.00
		Oxnard College	4321	\$7,881.00
		Ventura College	4331	\$8,337.00
		DistrictWide	4341	\$1,698.00

PO NUMBER PS000421 **PO AMOUNT:** \$30,000
VENDOR NAME: Leah Greer
PO REASON BPO - Veterinary Services for EATM

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
8/16/2012	\$30,000.00	Moorpark College	111	\$30,000.00

PO NUMBER PS000422 **PO AMOUNT:** \$10,000
VENDOR NAME: David Trujillo
PO REASON External Evaluator for Title V HSI Stem Grant

<u>DATE</u>	<u>AMOUNT</u>	<u>LOCATION</u>	<u>FUND</u>	<u>LOC/FUND AMOUNT</u>
8/23/2012	\$10,000.00	Oxnard College	126	\$10,000.00



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.03 ACCEPTANCE OF GIFTS: This item presents for approval the acceptance of gifts.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends acceptance of the following gifts on behalf of the Ventura County Community College District and requests that an appropriate expression of the Board of Trustees appreciation be sent to the donors.

Public Content

Background/Analysis

The following items have been donated:

Donation of a Creo University Plus Design Software Site License
 To be used by the Moorpark College Engineering Design/CAD Program
 Donated by: Parametric Technology Corporation

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Pam Eddinger		

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.04 SURPLUS/DISPOSAL OF EQUIPMENT: This item presents for approval the surplus/disposal of equipment and materials.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees approve the disposal of the items on behalf of the Ventura County Community College District.

Public Content

Background/Analysis

Items less than a \$5,000 value to be disposed per Ed Code 81452.

The following items are outdated or too costly to be repaired:

- Old Cafeteria Equipment
- Printers
- Fax Machines
- Computers
- Computer Monitor
- Projector
- Daihatsu Scooter
- 1974 Chevrolet Flatbed Truck Vin CCY244Z133803
- 1976 Chevrolet C-20 Truck Vin CCT236Z123417
- 1986 Ford Ranger Truck Vin 1FTCR10T4GUD35185
- 1997 Ford Aerostar Van Vin 1FMCA11U6VZB83274

Fiscal Impact

N/A

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		

Further Information	Robin Calote
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Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.05 ACCEPTANCE OF COMPLETION OF BID 423, MOORPARK COLLEGE PERIMETER LIGHTING PROJECT: This item presents for approval the acceptance of completion of Bid 423 Moorpark College Perimeter Lighting Project.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees approve the acceptance of completion of Bid 423 Moorpark College Perimeter Lighting Project.

Public Content

Background/Analysis

This project, awarded to Blum and Sons Electrical, Inc. was completed on time in the amount of \$284,960.

Fiscal Impact

Project will be funded from Parking Lot Funds

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Sue Johnson/Pam Eddinger		

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.06 ACCEPTANCE OF COMPLETION OF BID 441, MOORPARK COLLEGE SOLAR PV LAB SITE WORK AND MOCK ROOF STRUCTURES: This item presents for approval the acceptance of completion of Bid 441, Moorpark College Solar PV Lab Site Work and Mock Roof Structures.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees approve the acceptance of completion of Bid 441, Moorpark College Solar PV Lab Site Work and Mock Roof Structures.

Public Content

Background/Analysis

This project, awarded to Kiwitt’s General Building, was completed on time in the amount of \$64,000.

Fiscal Impact

Project was funded from Internal Capital Projects Funds

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Sue Johnson/Pam Eddinger		

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.07 APPROVAL OF CHANGE ORDERS 1 AND 2 FOR BID 442, VENTURA COLLEGE RENOVATION OF ATHLETIC LOCKER AREAS: This item presents for approval Change Orders 1 and 2 for Bid 442, Ventura College Renovation of Athletic Locker Areas.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees approve Change Orders 1 and 2 for Bid 442, Ventura College Renovation of Athletic Locker Areas.

Public Content

Background/ Analysis

Change Order 1 is the application of an epoxy color chip flooring in the Women’s locker room area. This work was not shown on the plans and inadvertently omitted in one area of the project. This flooring is essential to ensure safe and sanitary flooring throughout the locker areas.

Change Order 2 includes the construction and installation of ADA compliant ramp and railing needed at the exterior access way of the women’s locker area. The need was apparent after demolition of the existing area, which revealed an elevation change that requires compliant ramp construction. This additional work was not included in original bid specifications.

Original Contract	\$119,680
Change Order 1	\$ 2,016
Change Order 2	\$ 7,628
Revised Contract Balance	\$129,324

Fiscal Impact

Project will be funded from Internal Capital Projects Funds.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Robin Calote/Sue Johnson		



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.08 ACCEPTANCE OF COMPLETION OF BID 439, VENTURA COLLEGE ADMINISTRATION & ENGLISH LEARNING CENTER BUILDINGS ROOFING PROJECT: This item presents for approval the acceptance of completion of Bid 439, Ventura College Administration & English Learning Center Building Roofing Project to RMC Construction and Roofing, Inc.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees approve the acceptance of completion of Bid 439, Ventura College Administration & English Learning Center Building Roofing Project to RMC Construction and Roofing, Inc.

Public Content

Background/ Analysis

This project, awarded to RMC Construction and Roofing, Inc., was completed on time in the amount of \$168,000.

Fiscal Impact

This project is being funded from Internal Capital Projects Funds.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Robin Calote/Sue Johnson		

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	21. Consent Calendar: Business Services
Subject	21.09 APPROVAL OF AMENDMENT TO I-NET MEMORANDUM OF UNDERSTANDING: This item requests approval of an amendment to the I-NET Memorandum of Understanding between the City of Ventura, The County of Ventura, Ventura Unified School District, and the Ventura County Community College District.
Access	Public
Type	Action (Consent)
Recommended Action	The Chancellor recommends that the Board of Trustees approve the amendment to the I-NET Memorandum of Understanding between the City of Ventura, The County of Ventura, Ventura Unified School District, and the Ventura County Community College District.

Public Content

Background/Analysis

In 1999, the City of Ventura entered into an agreement with local cable television providers to establish the I-NET, a fiber-optic network within the Ventura city limits. This network was made available to be used by the City, schools, libraries, and others authorized by the City.

In 2000, a Memorandum of Understanding was entered into between the City of Ventura, the County of Ventura, the Ventura County Community College District, and Ventura Unified School District. The MOU provided all agencies with access to the I-NET fiber optic network for sites determined by each agency. Connecting to the I-NET network gives the agencies high-speed connectivity to other I-NET sites for network applications including data, voice, and video.

At the time of signing the MOU, the only VCCCD I-NET site was Ventura College. With the move of the District Administrative Center (DAC) to Ventura in 2006, the VCCCD entered into an agreement with Ventura Unified School District to exchange I-NET fiber pairs at two sites. VUSD agreed to allow the VCCCD to use the I-NET connections at Stanley Avenue, while VUSD was allowed to use the I-NET connections at Ventura College (VC) for the El Camino High School campus.

Once the District had two sites on the I-NET, a high-speed link was established between the DAC and VC. The link provides connectivity from all sites (MC, OC, VC, Santa Paula, and Camarillo) to the DAC to allow access to Banner, the portal, email, and other central systems. The annual cost to the District to use the I-NET is \$2,000, which saves the District approximately \$30,000 per year compared to leasing a circuit from a commercial telecommunications carrier.

The amendment to the MOU extends the agreement between the four agencies to January 31, 2013, with automatic one-year renewals for five years until January 31, 2018, unless terminated earlier pursuant to the terms of the MOU.

Fiscal Impact

The cost per year to use the I-NET connection is \$2,000, yielding estimated savings of \$30,000 per year.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Sue Johnson		

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	21. Consent Calendar: Business Services
Subject	21.10 APPROVAL OF A CONTRACT WITH AERONET COMMUNICATIONS FOR PHASE 2 OF PORTAL DESIGN SERVICES FOR TITLE V COOPERATIVE GRANT: This item requests approval of a contract with Aeronet Communications for the second phase of the project for portal design services for the Ventura College Title V Cooperative Grant.
Access	Public
Type	Action (Consent)
Recommended Action	The Chancellor recommends that the Board of Trustees approve a contract for the second phase of the project with Aeronet Communications for portal design services for the Ventura College Title V Cooperative Grant.

Public Content

Background/Analysis

One objective of the Title V Cooperative Grant is to improve the usability of the student portal, and to add functionality for online student services. This objective is aligned with the District's Strategic Technology Plan. The grant called for bringing in outside technical experts to assist with the portal redesign and subsequent implementation. The project was divided into two phases, with the first phase focused on design.

In January of this year, the board approved a contract with Aeronet to provide services to improve the portal, including an evaluation of the current site, project management, graphic design of the portal layout, and design implementation of portal systems. Aeronet has completed wireframe designs for the new portal layout based upon surveys of students and user feedback. The designs show the various pages and tabs of the portal as well as the content included in each area.

The first phase also included design and development of online student orientation modules. Aeronet has completed the graphic design layout and organization of the New Student Orientation online interface, and has finalized the text, video and imagery to be used within this orientation.

The second phase of the project focuses on the implementation of the new designs for the portal and online orientations. Hiring Aeronet will expedite the deployment of the designs and migration of content and functionality.

This proposed contract includes an extensive scope-of-work to complete the portal redesign and implementation. Aeronet will work with key VCCCD staff and students to finalize and refine the specific portal functionality, including where each feature will be placed, who will have access to managing the content and what role each feature will play within the larger portal system. This will include compatibility for mobile devices such as smart phones and tablets. Aeronet will also work with the District to evaluate and finalize which calendar and messaging improvements will be completed within the VCCCD portal and related systems.

Once the Ventura College New Student Orientation is completed and in place, Aeronet will work with the college to plan and implement a strategy for additional online orientations. Aeronet will work with VCCCD to determine the

best software systems for allowing students to sign up online for tutoring and counseling services, and determine where and how these systems will be integrated into the portal.

Aeronet has extensive experience with developing online websites and portals. They are a full-service Design and Interactive Media Agency established in 1995 that specializes in community and membership oriented websites and portals. Two of their websites were recently recognized as among the ten best college websites by U.S. News and World Report. Their extensive list of customers includes Yahoo.

This phase of the project will commence following Board approval, with completion planned for April of 2013.

Fiscal Impact

The cost for these services is \$67,320, funded by the Title V Coop grant.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Robin Calote		

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.11 ACCEPTANCE OF ANNUAL FINANCIAL AND BUDGET REPORT FOR FY2011-2012 (CCFS-311): This item requests acceptance of the Annual Financial and Budget Report (CCFS-311) for FY 2011-2012 as required by law.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees accept the Annual Financial and Budget Report (CCFS-311) and authorize that the report be filed with the Chancellor's Office of the California Community Colleges and the Ventura County Superintendent of Schools.

Public Content

Background/Analysis

The CCFS-311 combines the District's funds into seven (7) categories: General Fund, Debt Service Funds, Special Revenue Funds, Capital Projects Funds, Enterprise Funds, Internal Services Funds, and Fiduciary Funds, then summarizes by major object code. The District's General Fund-Unrestricted (111), General Fund-Unrestricted Designated (114), and General Fund-Restricted (12x) including categorical and grant funds are combined into the CCFS-311 General Fund category. Also included in the CCFS-311 is the calculation of the 50% law which shows the District at 53%.

The Annual Financial and Budget Report (CCFS-311) as displayed in Exhibit 21.11.01 reflects the actual revenues and expenditures for the time period July 1, 2011 through June 30, 2012, the ending fund balance for the period ending June 30, 2012 and the Adoption Budget for FY 2012-2013. The report has been prepared in conformity with generally accepted accounting principles as set forth in the California Community Colleges Budget and Accounting Manual and includes general purpose financial information. The CCFS-311 is audited annually by the District's auditors and reflects the District's official financial records.

Fiscal Impact

N/A

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Sue Johnson		

ANNUAL FINANCIAL AND BUDGET REPORT
 (Financial Report for Fiscal Year 2011-2012)
 (Budget Report for Fiscal Year 2012-2013)

District: VENTURA

District Code: 680

This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the *California Code of Regulations*, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.

 District Chief Business Officer

 Date

 District Superintendent

 Date

Contact:

In accordance with the *California Code of Regulations*, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 10, 2012. Please submit the report to :

Chancellor's Office
 California Community Colleges
 Fiscal Services Unit
 1102 Q Street, Suite 300
 Sacramento, CA 95814-6511

Annual Financial and Budget Report

The Current Expense of Education

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

	Object Code	Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	
		ECS 84362 A	ECS 84362 B	Excluded	
Academic Salaries		Instructional Salary Cost	Total CEE	Activities	
		AC 0100-5900 & AC 6110	AC 0100 - 6799	AC 6800 - 7390	Total
Instructional Salaries					
Contract or Regular	1100	24,572,621	26,474,823		26,474,823
Other	1300	21,158,040	21,435,941	25,719	21,461,660
Total Instructional Salaries		45,730,661	47,910,764	25,719	47,936,483
Non-Instructional Salaries					
Contract or Regular	1200		7,893,328	412,380	8,305,708
Other	1400		713,839	36,484	750,323
Total Non-Instructional Salaries		0	8,607,167	448,864	9,056,031
Total Academic Salaries		45,730,661	56,517,931	474,583	56,992,514
Classified Salaries					
Non-Instructional Salaries					
Regular Status	2100		19,417,690	889,793	20,307,483
Other	2300		1,510,263	221,751	1,732,014
Total Non-Instructional Salaries		0	20,927,953	1,111,544	22,039,497
Instructional Aides					
Regular Status	2200	1,961,988	2,026,637	10,064	2,036,701
Other	2400				0
Total Instructional Aides		1,961,988	2,026,637	10,064	2,036,701
Total Classified Salaries		1,961,988	22,954,590	1,121,608	24,076,198
Employee Benefits	3000	13,523,095	26,709,452	696,271	27,405,723
Supplies and Materials	4000		1,796,417	254,709	2,051,126
Other Operating Expenses	5000		11,180,025	1,110,722	12,290,747
Equipment Replacement	6420				0
Total Expenditures Prior to Exclusions		61,215,744	119,158,415	3,657,893	122,816,308

Annual Financial and Budget Report

The Current Expense of Education

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

		Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	
		ECS 84362 A	ECS 84362 B	Excluded	
		Instructional Salary Cost	Total CEE	Activities	
Exclusions		AC 0100-5900 & AC 6110	AC 0100 - 6799	AC 6800 - 7390	Total
Activities to Exclude	TOP Code				
Instructional Staff-Retirees' Benefits and Retirement Incentives	5900				0
Student Health Services Above Amount Collected	6441				0
Student Transportation	6491				0
Noninstructional Staff-Retirees' Benefits and Retirement Incentives	6740				0
Objects to Exclude	Object Code				
Rents and Leases	5060		570,894	13,202	584,096
Lottery Expenditures					
Academic Salaries	1000				0
Classified Salaries	2000				0
Employee Benefits	3000				0
Supplies and Materials	4000				
Software	4100				0
Books, Magazines, & Periodicals	4200				0
Instructional Supplies & Materials	4300				0
Noninstructional, Supplies & Materials	4400				0
Total Supplies and Materials		0	0	0	0
Other Operating Expenses and Services	5000		3,288,695		3,288,695

Annual Financial and Budget Report

The Current Expense of Education

SUPPLEMENTAL DATA

S11 GENERAL FUND - UNRESTRICTED SUBFUND

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

		Activity (ECSA)	Activity (ECSB)	Activity (ECSX)	
		ECS 84362 A	ECS 84362 B	Excluded	
	Object	Instructional Salary Cost	Total CEE	Activities	
	Code	AC 0100-5900 & AC 6110	AC 0100 - 6799	AC 6800 - 7390	Total
Capital Outlay	6000				
Library Books	6300				0
Equipment	6400				
Equipment - Additional	6410				0
Equipment - Replacement	6420				0
Total Equipment		0	0	0	0
Total Capital Outlay		0	0	0	0
Other Outgo	7000				0
Total Exclusions		0	3,859,589	13,202	3,872,791
Total for ECS 84362, 50% Law		61,215,744	115,298,826	3,644,691	118,943,517
Percent of CEE (Instructional Salary Cost / Total CEE)		53.09%	100.00%		
50% of Current Expense of Education			57,649,413		
Nonexempted (Remaining) Deficiency from second preceeding Fiscal Year					
Amount Required to be Expended for Salaries of Classroom Instructors		61,215,744	115,298,826	3,644,691	118,943,517
Reconciliation to Unrestricted General Fund Expenditures					
Total Expenditures Prior to Exclusions		61,215,744	119,158,415	3,657,893	122,816,308
Capital Expenditures	6000	80,300	559,328	26,933	586,261
Equipment Replacement (Back out)	6420		0	0	0
Total Unrestricted General Fund Expenditures		61,296,044	119,717,743	3,684,826	123,402,569

COMBINED BALANCE SHEET

10 General Fund — Combined

(Total Unrestricted and Restricted)

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	11	12	10
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111			0
In County Treasury	9112	10,293,332	7,038,504	17,331,836
Cash With Fiscal Agents	9113			0
Revolving Cash Accounts	9114	51,481		51,481
Investments (at cost)	9120			0
Accounts Receivable	9130	23,883,660	2,386,453	26,270,113
Due from Other Funds	9140	905,531		905,531
Inventories, Stores, and Prepaid Items	9200			
Inventories and Stores	9210			0
Prepaid Items	9220	236,456	3,032	239,488
TOTAL ASSETS		35,370,460	9,427,989	44,798,449
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510	3,230,658	314,673	3,545,331
Accrued Salaries and Wages Payable	9520	2,148,062	69,882	2,217,944
Compensated Absences Payable Current	9530	666,524		666,524
Due to Other Funds	9540		703,304	703,304
Temporary Loans	9550			0
Current Portion of Long-Term Debt	9560			0
Deferred Revenues	9570	2,555,263	2,842,930	5,398,193
TOTAL LIABILITIES		8,600,507	3,930,789	12,531,296

COMBINED BALANCE SHEET

10 General Fund — Combined

(Total Unrestricted and Restricted)

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	11	12	10
		General Fund Unrestricted	General Fund Restricted	General Fund COMBINED
FUND EQUITY				
Fund Balance Reserved	9710			0
NonCash Assets	9711	236,456	3,033	239,489
Amounts Restricted by Law for Specific Purposes	9712		5,494,167	5,494,167
Reserve for Encumbrances Credit	9713			0
Reserve for Encumbrances Debit	9714			0
Reserve for Debt Services	9715			0
Total Reserved Fund Balance		236,456	5,497,200	5,733,656
Designated Fund Balance	9750			
Commitments by Contract or Other Legal Obligation	9751			0
Self Insurance Programs	9752			0
Payments Resulting from Court Orders	9753			0
Specific Future Purposes	9754	9,351,301		9,351,301
Total Designated Fund Balance		9,351,301	0	9,351,301
Uncommitted(Unrestricted) Fund Balance	9790	17,182,196		17,182,196
TOTAL FUND EQUITY		26,769,953	5,497,200	32,267,153
TOTAL LIABILITIES AND FUND EQUITY		35,370,460	9,427,989	44,798,449

Annual Financial and Budget Report

- 20 Debt Service Funds:
- 21 Bond Interest and Redemption Fund
- 22 Revenue Bond Interest and Redemption Fund
- 29 Other Debt Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
ASSETS				
Cash, Investments, and Receivables	9100			
Cash:				
Awaiting Deposit and in Banks	9111			
In County Treasury	9112	12,713,435		
Cash With Fiscal Agents	9113			
Investments (at cost)	9120			
Accounts Receivable	9130	53,640		
Due from Other Funds	9140			
TOTAL ASSETS		12,767,075	0	0
LIABILITIES				
Current Liabilities and Deferred Revenue	9500			
Accounts Payable	9510			
Accrued Salaries and Wages Payable	9520			
Compensated Absences Payable Current	9530			
Due to Other Funds	9540			
Temporary Loans	9550			
Current Portion of Long-Term Debt	9560			
Deferred Revenues	9570			
TOTAL LIABILITIES		0	0	0

Annual Financial and Budget Report

- 20 Debt Service Funds:
- 21 Bond Interest and Redemption Fund
- 22 Revenue Bond Interest and Redemption Fund
- 29 Other Debt Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	21 Bond Interest and Redemption Fund	22 Revenue Bond Interest and Redemption Fund	29 Other Debt Service Fund
FUND EQUITY				
Fund Balance Reserved	9710			
NonCash Assets	9711			
Amounts Restricted by Law for Specific Purposes	9712			
Reserve for Encumbrances Credit	9713			
Reserve for Encumbrances Debit	9714			
Reserve for Debt Services	9715	12,767,075		
Total Reserved Fund Balance		12,767,075	0	0
Designated Fund Balance	9750			
Commitments by Contract or Other Legal Obligation	9751			
Self Insurance Programs	9752			
Payments Resulting from Court Orders	9753			
Specific Future Purposes	9754			
Total Designated Fund Balance		0	0	0
Uncommitted(Unrestricted) Fund Balance	9790			
TOTAL FUND EQUITY		12,767,075	0	0
TOTAL LIABILITIES AND FUND EQUITY		12,767,075	0	0

Annual Financial and Budget Report

30 Special Revenue Funds:

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 39 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
ASSETS							
Cash, Investments, and Receivables	9100						
Cash:							
Awaiting Deposit and in Banks	9111						
In County Treasury	9112		14,060	531,863			
Cash With Fiscal Agents	9113						
Revolving Cash Accounts	9114						
Investments (at cost)	9120						
Accounts Receivable	9130			21,910			
Due from Other Funds	9140						
Inventories, Stores, and Prepaid Items	9200						
Inventories and Stores	9210						
Prepaid Items	9220						
TOTAL ASSETS		0	14,060	553,773	0	0	0
LIABILITIES							
Current Liabilities and Deferred Revenue	9500						
Accounts Payable	9510		(1,234)	289			
Accrued Salaries and Wages Payable	9520						
Compensated Absences Payable Current	9530						
Due to Other Funds	9540						
Temporary Loans	9550						
Current Portion of Long-Term Debt	9560						
Deferred Revenues	9570			9,600			
TOTAL LIABILITIES		0	(1,234)	9,889	0	0	0

Annual Financial and Budget Report

30 Special Revenue Funds:

- 31 Bookstore Fund
- 32 Cafeteria Fund
- 33 Child Development Fund
- 34 Farm Operation Fund
- 35 Revenue Bond Project Fund
- 39 Other Special Revenue Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	31 Bookstore Fund	32 Cafeteria Fund	33 Child Development Fund	34 Farm Operation Fund	35 Revenue Bond Project Fund	39 Other Special Revenue Fund
FUND EQUITY							
Fund Balance Reserved	9710						
NonCash Assets	9711						
Amonts Restricted by Law for Specific Purposes	9712						
Reserve for Encumbrances Credit	9713						
Reserve for Encumbrances Debit	9714						
Reserve for Debt Services	9715						
Total Reserved Fund Balance		0	0	0	0	0	0
Designated Fund Balance	9750						
Commitments by Contract or Other Legal Obligation	9751						
Self Insurance Programs	9752						
Payments Resulting from Court Orders	9753						
Specific Future Purposes	9754		15,294	543,884			
Total Designated Fund Balance		0	15,294	543,884	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790						
TOTAL FUND EQUITY		0	15,294	543,884	0	0	0
TOTAL LIABILITIES AND FUND EQUITY		0	14,060	553,773	0	0	0

Annual Financial and Budget Report

40 Capital Projects Funds:

41 Capital Outlay Projects Fund

42 Revenue Bond Construction Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	41	42
		Capital Outlay Projects Fund	Revenue Bond Construction Fund
ASSETS			
Cash, Investments, and Receivables	9100		
Cash:			
Awaiting Deposit and in Banks	9111		
In County Treasury	9112	88,697,341	
Cash With Fiscal Agents	9113		
Revolving Cash Accounts	9114		
Investments (at cost)	9120		
Accounts Receivable	9130	242,037	
Due from Other Funds	9140		
Inventories, Stores, and Prepaid Items	9200		
Inventories and Stores	9210		
Prepaid Items	9220	8,500	
TOTAL ASSETS		88,947,878	0
LIABILITIES			
Current Liabilities and Deferred Revenue	9500		
Accounts Payable	9510	3,520,841	
Accrued Salaries and Wages Payable	9520		
Compensated Absences Payable Current	9530		
Due to Other Funds	9540		
Temporary Loans	9550		
Current Portion of Long-Term Debt	9560		
Deferred Revenues	9570	749,301	
TOTAL LIABILITIES		4,270,142	0

Annual Financial and Budget Report

40 Capital Projects Funds:

41 Capital Outlay Projects Fund

42 Revenue Bond Construction Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	41	42
		Capital Outlay Projects Fund	Revenue Bond Construction Fund
FUND EQUITY			
Fund Balance Reserved	9710		
NonCash Assets	9711	8,500	
Amonts Restricted by Law for Specific Purposes	9712	64,627,955	
Reserve for Encumbrances Credit	9713		
Reserve for Encumbrances Debit	9714		
Reserve for Debt Services	9715		
Total Reserved Fund Balance		64,636,455	0
Designated Fund Balance	9750		
Commitments by Contract or Other Legal Obligation	9751		
Self Insurance Programs	9752		
Payments Resulting from Court Orders	9753		
Specific Future Purposes	9754	20,041,281	
Total Designated Fund Balance		20,041,281	0
Uncommitted(Unrestricted) Fund Balance	9790		
TOTAL FUND EQUITY		84,677,736	0
TOTAL LIABILITIES AND FUND EQUITY		88,947,878	0

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
ASSETS					
Cash, Investments, and Receivables	9100				
Cash:					
Awaiting Deposit and in Banks	9111				
In County Treasury	9112	3,078,862	413,678		
Cash With Fiscal Agents	9113				
Revolving Cash Accounts	9114	40,085			
Investments (at cost)	9120				
Accounts Receivable	9130	521,707			
Due from Other Funds	9140				
Inventories, Stores, and Prepaid Items	9200				
Inventories and Stores	9210	1,827,093			
Prepaid Items	9220				
Fixed Assets	9300				
Sites	9310				
Site Improvements	9320	166,589	115,830		
Accumulated Depreciation Site Improvements	9321	146,963	111,205		
Buildings	9330				
Accumulated Depreciation Buildings	9331				
Library Books	9340				
Equipment	9350	1,242,434	424,303		
Accumulated Depreciation Equipment	9351	1,223,150	424,303		
Work in Progress	9360				
Total Fixed Assets		38,910	4,625	0	0
TOTAL ASSETS		5,506,657	418,303	0	0

Annual Financial and Budget Report

50 Enterprise Funds:

- 51 Bookstore Fund
- 52 Cafeteria Fund

- 53 Farm Operations Fund
- 59 Other Enterprise Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
LIABILITIES					
Current Liabilities and Deferred Revenue	9500				
Accounts Payable	9510	32,772	12,028		
Accrued Salaries and Wages Payable	9520				
Compensated Absences Payable Current	9530	59,678			
Due to Other Funds	9540				
Temporary Loans	9550				
Current Portion of Long-Term Debt	9560				
Deferred Revenues	9570				
Total Current Liabilities and Deferred Revenue		92,450	12,028	0	0
Long-Term Liabilities	9600				
Bonds Payable	9610				
Revenue Bonds Payable	9620				
Certificates of Participation	9630				
Lease Purchase of Capital Lease	9640				
Compensated Absences Long Term	9650				
Post-Employment Benefits Long Term	9660				
Other Long-Term Liabilities	9670				
Total Long-Term Liabilities		0	0	0	0
TOTAL LIABILITIES	968	92,450	12,028	0	0

Annual Financial and Budget Report

50 Enterprise Funds:

51 Bookstore Fund

53 Farm Operations Fund

COMBINED BALANCE SHEET

52 Cafeteria Fund

59 Other Enterprise Fund

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	51	52	53	59
		Bookstore Fund	Cafeteria Fund	Farm Operations Fund	Other Enterprise Fund
FUND EQUITY					
Fund Balance Reserved	9710				
NonCash Assets	9711	1,827,093			
Amounts Restricted by Law for Specific Purposes	9712				
Reserve for Encumbrances Credit	9713				
Reserve for Encumbrances Debit	9714				
Reserve for Debt Services	9715				
Total Reserved Fund Balance		1,827,093	0	0	0
Designated Fund Balance	9750				
Commitments by Contract or Other Legal Obligation	9751				
Self Insurance Programs	9752				
Payments Resulting from Court Orders	9753				
Specific Future Purposes	9754				
Total Designated Fund Balance		0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790				
Other Equity	9800				
Contributed Capital	9810				
Retained Earnings	9850	3,587,114	406,275		
Investment in General Fixed Assets	9890				
TOTAL FUND EQUITY		5,414,207	406,275	0	0
TOTAL LIABILITIES AND FUND EQUITY		5,506,657	418,303	0	0

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA	61	69
	(Object)	Self-Insurance Fund	Other Internal Service Fund
ASSETS			
Cash, Investments, and Receivables	9100		
Cash:			
Awaiting Deposit and in Banks	9111		
In County Treasury	9112	2,105,273	947,059
Cash With Fiscal Agents	9113		
Revolving Cash Accounts	9114		
Investments (at cost)	9120		
Accounts Receivable	9130		(20)
Due from Other Funds	9140		
Student Loans Receivable	9150		
Inventories, Stores, and Prepaid Items	9200		
Inventories and Stores	9210		
Prepaid Items	9220		
Fixed Assets	9300		
Sites	9310		
Site Improvements	9320		
Accumulated Depreciation Site Improvements	9321		
Buildings	9330		
Accumulated Depreciation Buildings	9331		
Library Books	9340		
Equipment	9350		
Accumulated Depreciation Equipment	9351		
Work in Progress	9360		
Total Fixed Assets		0	0
TOTAL ASSETS		2,105,273	947,039

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	61 Self-Insurance Fund	69 Other Internal Service Fund
LIABILITIES			
Current Liabilities and Deferred Revenue	9500		
Accounts Payable	9510	281	
Accrued Salaries and Wages Payable	9520		
Compensated Absences Payable Current	9530		930,014
Due to Other Funds	9540		
Temporary Loans	9550		
Current Portion of Long-Term Debt	9560		
Deferred Revenues	9570		
Total Current Liabilities and Deferred Revenue		281	930,014
Long-Term Liabilities	9600		
Bonds Payable	9610		
Revenue Bonds Payable	9620		
Certificates of Participation	9630		
Lease Purchase of Capital Lease	9640		
Compensated Absences Long Term	9650		
Post-Employment Benefits Long Term	9660		
Other Long-Term Liabilities	9670		
Total Long-Term Liabilities		0	0
TOTAL LIABILITIES	968	281	930,014

Annual Financial and Budget Report

60 Internal Service Funds:

61 Self-Insurance Fund

69 Other Internal Service Fund

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	61 Self-Insurance Fund	69 Other Internal Service Fund
FUND EQUITY			
Fund Balance Reserved	9710		
NonCash Assets	9711		
Amounts Restricted by Law for Specific Purposes	9712		
Reserve for Encumbrances Credit	9713		
Reserve for Encumbrances Debit	9714		
Reserve for Debt Services	9715		
Total Reserved Fund Balance		0	0
Designated Fund Balance	9750		
Commitments by Contract or Other Legal Obligation	9751		
Self Insurance Programs	9752	2,104,992	
Payments Resulting from Court Orders	9753		
Specific Future Purposes	9754		17,025
Total Designated Fund Balance		2,104,992	17,025
Uncommitted(Unrestricted) Fund Balance	9790		
Other Equity	9800		
Contributed Capital	9810		
Retained Earnings	9850		
Investment in General Fixed Assets	9890		
TOTAL FUND EQUITY		2,104,992	17,025
TOTAL LIABILITIES AND FUND EQUITY		2,105,273	947,039

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
ASSETS									
Cash, Investments, and Receivables	9100								
Cash:									
Awaiting Deposit and in Banks	9111								
In County Treasury	9112	237,409	148,395	3,660,267					2,123,164
Cash With Fiscal Agents	9113				2,704				
Revolving Cash Accounts	9114								
Investments (at cost)	9120								
Accounts Receivable	9130	12,751	13,703	89,718	221,150				32,371
Due from Other Funds	9140				18,319				
Student Loans Receivable	9150								
Inventories, Stores, and Prepaid Items	9200								
Inventories and Stores	9210								
Prepaid Items	9220								
Fixed Assets	9300								
Sites	9310								
Site Improvements	9320								
Accumulated Depreciation Site Improvements	9321								
Buildings	9330								
Accumulated Depreciation Buildings	9331								
Library Books	9340								
Equipment	9350								
Accumulated Depreciation Equipment	9351								
Work in Progress	9360								
Total Fixed Assets		0	0	0	0	0	0	0	0
TOTAL ASSETS		250,160	162,098	3,749,985	242,173	0	0	0	2,155,535

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
LIABILITIES									
Current Liabilities and Deferred Revenue	9500								
Accounts Payable	9510	465			20,623				39,820
Accrued Salaries and Wages Payable	9520								
Compensated Absences Payable Current	9530								
Due to Other Funds	9540				220,546				
Temporary Loans	9550								
Current Portion of Long-Term Debt	9560								
Deferred Revenues	9570		13,598	64,355					
Total Current Liabilities and Deferred Revenue		465	13,598	64,355	241,169	0	0	0	39,820
Long-Term Liabilities	9600								
Bonds Payable	9610								
Revenue Bonds Payable	9620								
Certificates of Participation	9630								
Lease Purchase of Capital Lease	9640								
Compensated Absences Long Term	9650								
Post-Employment Benefits Long Term	9660								
Other Long-Term Liabilities	9670								
Total Long-Term Liabilities		0	0	0	0	0	0	0	0
TOTAL LIABILITIES	968	465	13,598	64,355	241,169	0	0	0	39,820

COMBINED BALANCE SHEET

For Year Ended June 30, 2012

District ID: 680

Name: VENTURA

Description	CA (Object)	71	72	73	74	75	76	77	79
		Associated Students Trust Fund	Student Representation Fee Trust Fund	Student Body Center Fee Trust Fund	Student Financial Aid Trust Fund	Scholarship and Loan Trust Fund	Investment Trust Fund	Deferred Compensation Trust Fund	Other Trust Fund
FUND EQUITY									
Fund Balance Reserved	9710								
NonCash Assets	9711								
Amounts Restricted by Law for Specific Purposes	9712				1,004				
Reserve for Encumbrances Credit	9713								
Reserve for Encumbrances Debit	9714								
Reserve for Debt Services	9715								
Total Reserved Fund Balance		0	0	0	1,004	0	0	0	0
Designated Fund Balance	9750								
Commitments by Contract or Other Legal Obligation	9751								
Self Insurance Programs	9752								
Payments Resulting from Court Orders	9753								
Specific Future Purposes	9754								
Total Designated Fund Balance		0	0	0	0	0	0	0	0
Uncommitted(Unrestricted) Fund Balance	9790		148,500	3,685,630					2,115,715
Other Equity	9800								
Contributed Capital	9810								
Retained Earnings	9850	250,695							
Investment in General Fixed Assets	9890								
TOTAL FUND EQUITY		250,695	148,500	3,685,630	1,004	0	0	0	2,115,715
TOTAL LIABILITIES AND FUND EQUITY		251,160	162,098	3,749,985	242,173	0	0	0	2,155,535

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2011-2012

District ID: 680

Name: VENTURA

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted	Restricted	General Fund
		Actual	Actual	Actual
Federal Revenues	8100			
Forest Revenues	8110			0
Higher Education Act	8120		2,829,787	2,829,787
Workforce Investment Act	8130		65,729	65,729
Temporary Assistance for Needy Families (TANF)	8140		148,376	148,376
Student Financial Aid	8150			0
Veterans Education	8160	6,538		6,538
Vocational and Technical Education Act (VATEA)	8170		957,301	957,301
Other Federal Revenues	8190	1,406	606,480	607,886
Total Federal Revenues	8100	7,944	4,607,673	4,615,617
State Revenues	8600			
General Apportionments	8610			0
Apprenticeship Apportionment	8611			0
State General Apportionment	8612	59,397,397		59,397,397
Other General Apportionment	8613			0
General Categorical Programs	8620			
Child Development	8621			0
Extended Opportunity Programs and Services(EOPS)	8622		1,416,731	1,416,731
Disabled Students Programs and Services(DSPS)	8623		1,607,930	1,607,930
Temporary Assistance for Needy Families (TANF)	8624			0
California Work Opportunity and Responsibility to Kids (CalWORKs)	8625		500,474	500,474
Telecommunications and Technology Infrastructure Program (TTIP)	8626			0
Other General Categorical Programs	8627		3,929,487	3,929,487

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2011-2012

District ID: 680

Name: VENTURA

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted	Restricted	General Fund
		Actual	Actual	Actual
Reimbursable Categorical Programs	8650			
Instructional Improvement Grant	8651			0
Other Reimbursable Categorical Programs	8652			0
State Tax Subventions	8670			
Homeowners' Property Tax Relief	8671	498,441		498,441
Timber Yield Tax	8672	394		394
Other State Tax Subventions	8673	8,410		8,410
State Non-Tax Revenues	8680			
State Lottery Proceeds	8681	3,288,695	420,184	3,708,879
State Mandated Costs	8685	87,705		87,705
Other State Non-Tax Revenues	8686			0
Other State Revenues	8690	20,037		20,037
Total State Revenues	8600	63,301,079	7,874,806	71,175,885

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2011-2012

District ID: 680

Name: VENTURA

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted	Restricted	General Fund
		Actual	Actual	Actual
Local Revenues	8800			
Property Taxes	8810			
Tax Allocation, Secured Roll	8811	49,196,933		49,196,933
Tax Allocation, Supplemental Roll	8812	492,001		492,001
Tax Allocation, Unsecured Roll	8813	1,556,045		1,556,045
Prior Years Taxes	8816	63,507		63,507
Education Revenues Augmentation Fund (ERAF)	8817	(3,109,106)		(3,109,106)
Redevelopment Agency Funds	8818	908,960		908,960
Contributions, Gifts, Grants, and Endowments	8820	201,540		201,540
Contract Services	8830			
Contract Instructional Services	8831	79,840		79,840
Other Contract Services	8832	269,281	32,965	302,246
Sales and Commissions	8840	87,888		87,888
Rentals and Leases	8850	829,842		829,842
Interest and Investment Income	8860	468,041		468,041
Student Fees and Charges	8870			
Community Services Classes	8872	402,256		402,256
Dormitory	8873			0
Enrollment	8874	11,376,796		11,376,796
Field Trips and Use of Nondistrict Facilities	8875			0
Health Services	8876		1,417,174	1,417,174
Instructional Materials Fees and Sales of Materials	8877			0
Insurance	8878			0
Student Records	8879	129,535		129,535
Nonresident Tuition	8880	1,722,879		1,722,879
Parking Services and Public Transportation	8881		2,070,108	2,070,108
Other Student Fees and Charges	8885	167,818	89,733	257,551
Other Local Revenues	8890	1,631,236	391,155	2,022,391
Total Local Revenues	8800	66,475,292	4,001,135	70,476,427
Total Revenues		129,784,315	16,483,614	146,267,929

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2011-2012

District ID: 680

Name: VENTURA

Description	Object Code	Fund S11	Fund S12	Fund S10 Total
		Unrestricted	Restricted	General Fund
		Actual	Actual	Actual
Other Financing Sources	8900			
Proceeds of General Fixed Assets	8910			0
Proceeds of Long-Term Debt	8940			0
Incoming Transfers -- (8981/8982/8983)	898#	47,113	829,011	876,124
Total Other Financing Sources	8900	47,113	829,011	876,124
Total Revenues and Other Financing Sources		129,831,428	17,312,625	147,144,053

SUPPLEMENTAL DATA

(Total Unrestricted and Restricted)

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Agriculture and Natural Resources	0100	713,964	129,011	174,049	18,661		1,035,685
Architecture and Environmental Design	0200						0
Environmental Sciences and Technologies	0300	254,134	27	444	327		254,932
Biological Sciences	0400	4,348,436	233,143	172,120	25,364		4,779,063
Business and Management	0500	2,086,010	11,112	10,923	2,324		2,110,369
Communications	0600	936,629	91,817	34,932	39,300		1,102,678
Computer and Information Science	0700	1,376,754	20,675	5,546	3,863		1,406,838
Education	0800	5,354,765	1,043,510	582,548	24,145		7,004,968
Engineering and Related Industrial Technology	0900	2,306,862	185,276	137,734	240,525		2,870,397
Fine and Applied Arts	1000	5,770,938	311,547	211,688	52,801		6,346,974
Foreign language	1100	1,699,509	2,880	500			1,702,889
Health	1200	3,969,924	574,160	157,037	61,083		4,762,204
Consumer Education And Home Economics	1300	1,600,718	72,352	96,100	9,083		1,778,253
Law	1400	39,003		1,391			40,394
Humanities(Letters)	1500	9,038,144	38,023	49,299	727		9,126,193
Library Science	1600						0
Mathematics	1700	7,821,066	19,173	14,350	4,806		7,859,395
Military Studies	1800						0
Physical Sciences	1900	4,022,332	287,717	76,229	25,380		4,411,658
Psychology	2000	1,861,836	284	2,202			1,864,322
Public Affairs and Services	2100	1,340,055	24,169	43,522	13,987		1,421,733
Social Sciences	2200	7,002,852	4,736	10,780	4,103		7,022,471
Commercial Services	3000						0
Interdisciplinary Studies	4900	1,549,600	85,498	189,847	48,799		1,873,744
Instruc Staff-Retirees' Bnfts & Retire Incents	5900						0
Sub-Total Instructional Activites		63,093,531	3,135,110	1,971,241	575,278		68,775,160
Total Expenditures for GF Activities*		64,236,813	62,278,572	17,053,561	1,420,346	5,734,272	150,723,564

*Total Expenditures for GF Activities above is the grand total of Instructional and Non-Instructional activities.

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Instructional Administration and Governance	6000						
Academic Administration	6010	644,977	9,596,233	188,543	10,071		10,439,824
Course and Curriculum Development	6020	7,754	46,275	63,188			117,217
Academic / Faculty Senate	6030	248,381	762,485	25,107			1,035,973
Other Instructional Administration & Governance	6090	72,940	156,200	33,600			262,740
Total Instructional Admin. & Governance		974,052	10,561,193	310,438	10,071	0	11,855,754
Instructional Support Services	6100						
Learning Center	6110	952	294,006	6,401			301,359
Library	6120	320	1,852,370	392,782	89,599		2,335,071
Media	6130		7,046	9,534			16,580
Museums and Galleries	6140		6,801				6,801
Academic Information Systems and Technology	6150		191,202				191,202
Other Instructional Support Services	6190	856	366,099	24,264			391,219
Total Instructional Support Services		2,128	2,717,524	432,981	89,599	0	3,242,232
Admissions and Records	6200		1,892,504	25,277	1,294		1,919,075
Student Counseling and Guidance	6300						
Counseling and Guidance	6310	53,779	5,379,009	43,196	2,508		5,478,492
Matriculation and Student Assessment	6320		534,735	47,795			582,530
Transfer Programs	6330		287,903	3,219			291,122
Career Guidance	6340		4,309	12,560			16,869
Other Student Counseling and Guidance	6390		20,738				20,738
Total Student Counseling and Guidance		53,779	6,226,694	106,770	2,508	0	6,389,751

SUPPLEMENTAL DATA

(Total Unrestricted and Restricted)

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Other Student Services	6400						
Cal Work Opportunity and Responsibility to Kids *	6410						0
Disabled Student Programs and Services (DSPS)	6420	69,789	1,687,801	31,175	5,945		1,794,710
Extended Opportunity Programs and Services (EOPS)	6430		1,632,253	30,299	3,710	86	1,666,348
Health Services	6440		1,182,850	301,902	36,289		1,521,041
Student Personnel Administration	6450		194,832	10,710			205,542
Financial Aid Administration	6460		2,260,615	169,093	72,644		2,502,352
Job Placement Services	6470		314,598	11,191	1,999		327,788
Veterans Services	6480		61,388	5,716	626		67,730
Miscellaneous Student Services	6490	638	2,291,628	656,623	184,579		3,133,468
Total Other Student Services		70,427	9,625,965	1,216,709	305,792	86	11,218,979
Operation and maintenance of Plant	6500						
Building Maintenance and Repairs	6510		1,808,567	879,676	48,914		2,737,157
Custodial Services	6530		3,224,212	303,695	39,969		3,567,876
Grounds Maintenance and Repairs	6550		1,687,835	197,843	51,154		1,936,832
Utilities	6570			3,597,627			3,597,627
Other Operations and Maintenance of Plant	6590		1,091,066	1,744	194		1,093,004
Total Operation and Maintenance of Plant	6500	0	7,811,680	4,980,585	140,231	0	12,932,496
Planning, Policymaking and Coordinations	6600		2,155,793	406,351			2,562,144

* California Work Opportunity and Responsibility to Kids (CalWORKs).

SUPPLEMENTAL DATA

(Total Unrestricted and Restricted)

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
General Institutional Support Services	6700						
Community Relations	6710		157,025	16,570			173,595
Fiscal Operations	6720		6,177,707	562,278	366		6,740,351
Human Resources Management	6730		2,012,465	156,754			2,169,219
Noninstruct Staff Retirees' Benefits & Retirement *	6740						0
Staff Development	6750	392	79,992	73,254			153,638
Staff Diversity	6760		53,022				53,022
Logistical Services	6770		2,757,956	3,057,550	198,836		6,014,342
Management Information Systems	6780		3,379,829	1,613,488	6,131		4,999,448
Other General Institutional Support Services	6790	3,883	925,410	592,888	62,546		1,584,727
Total General Institutional Support Services	6700	4,275	15,543,406	6,072,782	267,879	0	21,888,342
Community Services & Economic Development	6800						
Community Recreation	6810						0
Community Service Classes	6820	10,064	265,846	203,428	6,030		485,368
Community Use of Facilities	6830		260,102	46,115	12,529		318,746
Economic Development	6840		532,735	184,715	2,249		719,699
Other Community Services & Economic Development	6880			37,613			37,613
Total Community Services	6800	10,064	1,058,683	471,871	20,808	0	1,561,426

* Noninstructional Staff Retirees' Benefits & Retirement Incentives.

SUPPLEMENTAL DATA

(Total Unrestricted and Restricted)

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Ancillary Services	6900						
Bookstore	6910						0
Child Development Centers	6920		417,839				417,839
Farm Operations	6930						0
Food Services	6940		14,998				14,998
Parking	6950						0
Student and Co-Curricular Activities	6960		1,016,473	301,576	6,889		1,324,938
Student Housing	6970						0
Other Ancillary Services	6990			(3)	(3)		(6)
Total Ancillary Services	6900	0	1,449,310	301,573	6,886	0	1,757,769
Auxiliary Operations	7000						
Contract Education	7010	28,557	12,514	746,227			787,298
Other Auxiliary Operations	7090		88,196	10,756			98,952
Total Auxiliary Operations	7000	28,557	100,710	756,983	0	0	886,250

SUPPLEMENTAL DATA

(Total Unrestricted and Restricted)

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

Activity Classification	Activity Code	Salaries and Benefits		Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Other Outgo (7000)	Total
		Instructional	Non Instructional				
Physical Property and Related Acquisitions	7100						0
Long-Term Debt and Other Financing	7200						
Long_Term Debt	7210					566,499	566,499
Tax revenue Anticipation Notes	7220						0
Other Financing	7290						0
Total Long-Term Debt and Other Financing	7200	0	0	0	0	566,499	566,499
Transfers, Student Aid and Other Outgo	7300						
Transfers	7310					4,911,610	4,911,610
Student Aid	7320					256,077	256,077
Other Outgo	7390						0
Total Transfers, Student Aid and Other Outgo	7300	0	0	0	0	5,167,687	5,167,687
Sub-Total Non-Instructional Activites		1,143,282	59,143,462	15,082,320	845,068	5,734,272	81,948,404
Total Expenditures General Fund: activities *		64,236,813	62,278,572	17,053,561	1,420,346	5,734,272	150,723,564

* Total Expenditures for the General Fund: Instructional Activities and Non-Instructional Activities.

Gann Appropriations Limit

GANN Report

DISTRICT NAME: VENTURA

I.	2012-2013 Appropriations Limit:			
A.	2011-2012 Appropriations Limit:			\$161,635,174
B.	2012-2013 Price Factor:	1.0377		
C.	Population factor:			
	1. 2010-2011 Second Period Actual FTES	27,725.51		
	2. 2011-2012 Second Period Actual FTES	25,831.38		
	3. 2011-2012 Population change factor (C2/C1)	0.9317		
D.	2011-2012 Limit adjusted by inflation and population factors (A * B * C.3)			\$156,272,942
E.	Adjustments to increase limit:			
	1. Transfers in of financial responsibility		\$0	
	2. Temporary voter approved increases		0	
	3. Total adjustments - increase			0
	Sub-Total (D + E.3)			\$156,272,942
F.	Adjustments to decrease limit:			
	1. Transfers out of financial responsibility		\$0	
	2. Lapses of voter approved increases		0	
	3. Total adjustments - decrease			0
G.	2012-2013 Appropriations Limit (D + E.3 - F.3)			\$156,272,942
II.	2012-2013 Appropriations Subject to Limit:			
A.	State Aid (General Apportionment, Apprenticeship Allowance, Basic Skills, and Partnership for Excellence)			62,004,160
B.	State Subventions (Home Owners Property Tax Relief, Timber Yield tax, etc.)			498,441
C.	Local Property taxes			49,117,144
D.	Estimated excess Debt Service taxes			0
E.	Estimated Parcel taxes, Square Foot taxes, etc.			0
F.	Interest on proceeds of taxes			519,960
G.	Local appropriations from taxes for unreimbursed State, court, and federal mandates			45,521
H.	2012-2013 Appropriations Subject to Limit			\$112,094,184

For Actual Year: 2011-2012

Budget Year: 2012-2013

General Fund

Description	Object Code	Fund: 11		Fund: 12		Fund: 10	
		UNRESTRICTED SUBFUND		RESTRICTED SUBFUND		TOTAL	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100	7,944		4,607,673	6,248,022	4,615,617	6,248,022
State Revenues	8600	63,301,079	125,203,561	7,874,806	9,694,842	71,175,885	134,898,403
Local Revenues	8800	66,475,292	5,801,391	4,001,135	3,800,862	70,476,427	9,602,253
Total Revenues		129,784,315	131,004,952	16,483,614	19,743,726	146,267,929	150,748,678
EXPENDITURES:							
Academic Salaries	1000	56,992,514	53,897,047	2,902,341	2,654,399	59,894,855	56,551,446
Classified Salaries	2000	24,076,199	23,261,475	6,739,614	6,642,508	30,815,813	29,903,983
Employee Benefits	3000	32,585,922	33,810,921	3,218,795	3,191,141	35,804,717	37,002,062
Supplies and Materials	4000	2,051,126	2,653,409	857,901	2,379,474	2,909,027	5,032,883
Other Operating Expenses and Services	5000	12,290,797	14,751,162	1,853,737	2,267,811	14,144,534	17,018,973
Capital Outlay	6000	586,261	799,505	834,085	1,361,958	1,420,346	2,161,463
Total Expenditures		128,582,819	129,173,519	16,406,473	18,497,291	144,989,292	147,670,810
Excess /(Deficiency) of Revenues over Expenditures		1,201,496	1,831,433	77,141	1,246,435	1,278,637	3,077,868
Other Financing Sources	8900	47,113	533,107	829,011	821,938	876,124	1,355,045
Other Outgo	7000	4,981,558	3,976,400	752,714	6,248,022	5,734,272	10,224,422
Net Increase/(Decrease) in Fund Balance		(3,732,949)	(1,611,860)	153,438	(4,179,649)	(3,579,511)	(5,791,509)
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	9010	30,502,902	26,769,953	5,343,762	5,497,200	35,846,664	32,267,153
Prior Years Adjustments	9020					0	
Adjusted Beginning Balance	9030	30,502,902		5,343,762		35,846,664	
Ending Fund Balance, June 30		26,769,953	25,158,093	5,497,200	1,317,551	32,267,153	26,475,644

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

DEBT SERVICE FUNDS

Description	Object Code	Fund: 21		Fund: 22		Fund: 29	
		BOND INTEREST AND REDEMPTION FUND		REVENUE BOND INTEREST AND REDEMPTION FUND		OTHER DEBT SERVICE FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100	41					
State Revenues	8600	139,135					
Local Revenues	8800	14,998,212					
Total Revenues		15,137,388	0	0	0	0	0
Other Financing Sources	8900						
Interfund Transfers In	8981						
Other Incoming Transfers	8983						
Total Other Financing Sources		0	0	0	0	0	0
Other Outgo	7000						
Debt Retirement (Long Term Debt)	7100						
Debt Reduction	7110	1,915,000					
Debt Interest and Other Service Charges	7120	14,610,263					
Transfers Outgoing	7300 & 7400						
Reserve for Contingencies	7900						
Total Other Outgo	7000	16,525,263	0	0	0	0	0
Net Other Financing Sources / (Other Outgo)	8900 & 7000	(16,525,263)	0	0	0	0	0
Net Increase/Decrease in Fund Balance		(1,387,875)	0	0	0	0	0
BEGINNING FUND BALANCE:							
Net Beginning Balance, July 1	9010	14,154,950	12,767,075		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	14,154,950		0		0	
Ending Fund Balance, June 30		12,767,075	12,767,075	0	0	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Special Revenue Funds

Description	Object Code	FUND: 31		FUND 32		FUND 33	
		BOOKSTORE FUND		CAFETERIA FUND		CHILD DEVELOPMENT FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600					91,473	91,473
Local Revenues	8800			107,758	158,000	909,012	869,500
Total Income		0	0	107,758	158,000	1,000,485	960,973
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000			15,383	16,482	720,690	730,538
Employee Benefits	3000			2,132	4,163	346,743	369,076
Supplies and Materials	4000			65,283	1,800	21,320	16,500
Other Operating Expenses and Services	5000			9,666	12,800	5,445	7,260
Capital Outlay	6000					3,494	1,000
Total Expenditures		0	0	92,464	35,245	1,097,692	1,124,374
Excess /(Deficiency) of Revenues over Expenditures		0	0	15,294	122,755	(97,207)	(163,401)
Other Financing Sources	8900					166,875	85,000
Other Outgo	7000				96,000		
Net Increase/(Decrease) in Fund Balance		0	0	15,294	26,755	69,668	(78,401)
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		15,294	474,216	543,884
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0		474,216	
Ending Fund Balance, June 30		0	0	15,294	42,049	543,884	465,483

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Special Revenue Funds

Description	Object Code	FUND: 34		FUND 35		FUND 39	
		FARM OPERATION FUND		REVENUE BOND PROJECT FUND		OTHER SPECIAL REVENUE FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800						
Total Income		0	0	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		0	0	0	0	0	0
Other Financing Sources	8900						
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0		0		0	
Ending Fund Balance, June 30		0	0	0	0	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Capital Projects Funds

Description	Object Code	FUND: 41		FUND 42	
		CAPITAL QUTLAY PROJECTS FUND		REVENUE BOND CONSTRUCTION FUND	
		Actual	Budget	Actual	Budget
REVENUES:					
Federal Revenues	8100				
State Revenues	8600	64,410	231,190		
Local Revenues	8800	1,118,820	992,940		
Total Income		1,183,230	1,224,130	0	0
Expenditures					
Academic Salaries	1000				
Classified Salaries	2000	2,034			
Employee Benefits	3000	188			
Supplies and Materials	4000	252,647	103,806		
Other Operating Expenses and Services	5000	1,271,856	861,289		
Capital Outlay	6000	27,290,661	78,226,052		
Total Expenditures		28,817,386	79,191,147	0	0
Excess /(Deficiency) of Revenues over Expenditures		(27,634,156)	(77,967,017)	0	0
Other Financing Sources	8900	4,057,938	1,000,488		
Other Outgo	7000	732,531	4,752,443		
Net Increase/(Decrease) in Fund Balance		(24,308,749)	(81,718,972)	0	0
Beginning Fund Balance:					
Net Beginning Balance, July 1	9010	108,986,483	84,677,734		0
Prior Years Adustments	9020				
Adjusted Beginning Balance	9030	108,986,483		0	
Ending Fund Balance, June 30		84,677,734	2,958,762	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Enterprise Funds

Description	Object Code	FUND: 51		FUND 52		FUND 53	
		BOOKSTORE FUND		CAFETERIA FUND		FARM OPERATIONS	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Local Revenues	8800	7,934,304	7,375,009	1,308,131	209,001		
Other Financing Sources	8900	45,142	36,698	33,727			
Total Income		7,979,446	7,411,707	1,341,858	209,001	0	0
Cost of Sales	5890	5,831,307	5,398,808	603,744			
Gross Profit or Loss		2,148,139	2,012,899	738,114	209,001	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000	917,743	852,676	310,046	35,225		
Employee Benefits	3000	495,884	454,823	152,884	634		
Supplies and Materials	4000	88,622	97,311	16,780	3,500		
Other Operating Expenses and Services	5000	298,243	284,375	271,055	8,625		
Capital Outlay	6000	1,230	7,750	1,026	1,000		
Total Expenditures		1,801,722	1,696,935	751,791	48,984	0	0
Net Profit or Loss		346,417	315,964	(13,677)	160,017	0	0
Other Outgo	7000	171,210	171,000		40,000		
Net Increase/(Decrease) in Fund Balance		175,207	144,964	(13,677)	120,017	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	5,239,000	5,414,207	419,952	406,275		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	5,239,000		419,952		0	
Ending Fund Balance, June 30		5,414,207	5,559,171	406,275	526,292	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Enterprise Funds

Description	Object Code	FUND: 59					
		OTHER ENTERPRISE FUND					
		Actual	Budget				
REVENUES:							
Local Revenues	8800						
Other Financing Sources	8900						
Total Income		0	0				
Cost of Sales	5890						
Gross Profit or Loss		0	0				
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0				
Net Profit or Loss		0	0				
Other Outgo	7000						
Net Increase/(Decrease) in Fund Balance		0	0				
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010		0				
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	0					
Ending Fund Balance, June 30		0	0				

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Internal Service Funds

Description	Object Code	FUND: 61		FUND 69			
		SELF-INSURANCE FUND		OTHER INTERNAL SERVICES FUND			
		Actual	Budget	Actual	Budget		
REVENUES:							
Local Revenues	8800	296,466					
Other Financing Sources	8900	75,000	75,000	10,196,226	11,279,109		
Total Income		371,466	75,000	10,196,226	11,279,109		
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000			8,637,614	9,972,893		
Supplies and Materials	4000						
Other Operating Expenses and Services	5000	41,750	75,000	12,400			
Capital Outlay	6000						
Total Expenditures		41,750	75,000	8,650,014	9,972,893		
Net Profit or Loss		329,716	0	1,546,212	1,306,216		
Other Outgo	7000	65,533		1,550,000	1,300,000		
Net Increase/(Decrease) in Fund Balance		264,183	0	(3,788)	6,216		
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	1,840,808	2,104,991	20,813	17,025		
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	1,840,808		20,813			
Ending Fund Balance, June 30		2,104,991	2,104,991	17,025	23,241		

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Fiduciary Funds Group

Description	Object Code	FUND: 71		FUND 72		FUND 73	
		ASSOCIATED STUDENTS TRUST FUND		REPRESENTATION FEE TRUST FUND		BODY CENTER FEE TRUST FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100						
State Revenues	8600						
Local Revenues	8800	65,544	67,300	90,550	55,047	425,609	266,000
Total Income		65,544	67,300	90,550	55,047	425,609	266,000
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000	24,201	20,851			38,411	45,000
Employee Benefits	3000	842	375			1,184	810
Supplies and Materials	4000	29,032	51,275				
Other Operating Expenses and Services	5000	21,799	14,497	69,119	73,100	3,871	6,000
Capital Outlay	6000						
Total Expenditures		75,874	86,998	69,119	73,100	43,466	51,810
Excess /(Deficiency) of Revenues over Expenditures		(10,330)	(19,698)	21,431	(18,053)	382,143	214,190
Other Financing Sources	8900	15,356	23,759		30,000		333,158
Other Outgo	7000	43,604	1,000				
Net Increase/(Decrease) in Fund Balance		(38,578)	3,061	21,431	11,947	382,143	547,348
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	289,273	250,695	127,069	148,500	3,303,487	3,685,630
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	289,273		127,069		3,303,487	
Ending Fund Balance, June 30		250,695	253,756	148,500	160,447	3,685,630	4,232,978

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Fiduciary Funds Group

Description	Object	FUND: 74		FUND 75		FUND 76	
	Code	FINANCIAL AID TRUST FUND		SCHOLARSHIP & LOAN TRUST FUND		INVESTMENT TRUST FUND	
		Actual	Budget	Actual	Budget	Actual	Budget
REVENUES:							
Federal Revenues	8100	47,042,739	43,318,000				
State Revenues	8600	1,936,291	2,000,000				
Local Revenues	8800	398	4,532,300				
Total Income		48,979,428	49,850,300	0	0	0	0
Expenditures							
Academic Salaries	1000						
Classified Salaries	2000						
Employee Benefits	3000						
Supplies and Materials	4000						
Other Operating Expenses and Services	5000						
Capital Outlay	6000						
Total Expenditures		0	0	0	0	0	0
Excess /(Deficiency) of Revenues over Expenditures		48,979,428	49,850,300	0	0	0	0
Other Financing Sources	8900	209,909	180,000				
Other Outgo	7000	49,189,512	50,030,800				
Net Increase/(Decrease) in Fund Balance		(175)	(500)	0	0	0	0
Beginning Fund Balance:							
Net Beginning Balance, July 1	9010	1,179	1,004		0		0
Prior Years Adjustments	9020						
Adjusted Beginning Balance	9030	1,179		0		0	
Ending Fund Balance, June 30		1,004	504	0	0	0	0

REVENUES, EXPENDITURES, AND FUND BALANCE DATA

680 VENTURA

For Actual Year: 2011-2012

Budget Year: 2012-2013

Fiduciary Funds Group

Description	Object Code	FUND: 77		FUND 79	
		DEFERRED COMPENSATION TRUST FUND		OTHER TRUST FUNDS	
		Actual	Budget	Actual	Budget
REVENUES:					
Federal Revenues	8100				
State Revenues	8600				
Local Revenues	8800			964,984	
Total Income		0	0	964,984	0
Expenditures					
Academic Salaries	1000			532	
Classified Salaries	2000			99,845	
Employee Benefits	3000			10,735	
Supplies and Materials	4000			472,021	31,883
Other Operating Expenses and Services	5000			405,608	75,500
Capital Outlay	6000			93,969	117
Total Expenditures		0	0	1,082,710	107,500
Excess /(Deficiency) of Revenues over Expenditures		0	0	(117,726)	(107,500)
Other Financing Sources	8900			524,781	121,379
Other Outgo	7000			91,443	
Net Increase/(Decrease) in Fund Balance		0	0	315,612	13,879
Beginning Fund Balance:					
Net Beginning Balance, July 1	9010		0	1,800,103	2,115,715
Prior Years Adjustments	9020				
Adjusted Beginning Balance	9030	0		1,800,103	
Ending Fund Balance, June 30		0	0	2,115,715	2,129,594

Annual Financial and Budget Report

SUPPLEMENTAL DATA

For Actual Year: 2011-2012

District ID: 680

Name: VENTURA

Fund Number In	Fund Name	Fund Number Out	Fund Name	Amount Transferred
12	RESTRICTED SUBFUND	11	UNRESTRICTED SUBFUND	749
79	OTHER TRUST FUNDS	11	UNRESTRICTED SUBFUND	3,877
11	UNRESTRICTED SUBFUND	12	RESTRICTED SUBFUND	851,327
11	UNRESTRICTED SUBFUND	33	CHILD DEVELOPMENT FUND	100,000
79	OTHER TRUST FUNDS	33	CHILD DEVELOPMENT FUND	66,872
11	UNRESTRICTED SUBFUND	41	CAPITAL OUTLAY PROJECTS FUND	3,023,557
12	RESTRICTED SUBFUND	41	CAPITAL OUTLAY PROJECTS FUND	234,098
79	OTHER TRUST FUNDS	41	CAPITAL OUTLAY PROJECTS FUND	4,170
61	SELF-INSURANCE FUND	51	BOOKSTORE FUND	65,533
11	UNRESTRICTED SUBFUND	52	CAFETERIA FUND	22,167
41	CAPITAL OUTLAY PROJECTS FUND	52	CAFETERIA FUND	1,949
79	OTHER TRUST FUNDS	52	CAFETERIA FUND	9,610
11	UNRESTRICTED SUBFUND	61	SELF-INSURANCE FUND	75,000
11	UNRESTRICTED SUBFUND	71	ASSOCIATED STUDENTS TRUST FUND	14,976
12	RESTRICTED SUBFUND	74	STUDENT FINANCIAL AID TRUST FUND	209,909
11	UNRESTRICTED SUBFUND	79	OTHER TRUST FUNDS	256,478
12	RESTRICTED SUBFUND	79	OTHER TRUST FUNDS	102,747
51	BOOKSTORE FUND	79	OTHER TRUST FUNDS	151,000
71	ASSOCIATED STUDENTS TRUST FUND	79	OTHER TRUST FUNDS	7,495

CALIFORNIA COMMUNITY COLLEGES
Annual Financial and Budget Report
SUPPLEMENTAL DATA

Receipt and Expenditures of Lottery Proceeds
Lottery Actual Report
L10 GENERAL FUND

Exhibit 21.11.01

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

Activity Classification	Activity Code	Unrestricted			Restricted Prop 20		
Lottery Adjustments and Proceeds:							
Net Beginning Balance, July 1	9010						
Adjustments	9020						
Adjusted Beginning Balance	9030		0			0	
Actual Fiscal Year Data							
State Lottery Proceeds:	8681		3,288,695			420,184	
		Instructional & Institutional Unrestricted				Instructional Materials Proposition 20	Total
		Instructional Activities (AC 0100-5900)	Support Activities (AC 6000-6700)	Support Activities (AC 6800-7390)	Total Unrestricted	Instructional (AC 0100-4900)	
Expenditures							
Academic Salaries	1000				0		0
Classified Salaries	2000				0		0
Employee Benefits	3000				0		0
Supplies & Materials	4000						
Software	4100				0	215,356	215,356
Books, Magazines, & Periodicals	4200				0	885	885
Instructional Supplies & Materials	4300				0	137,786	137,786
Noninstructional Supplies & Mtrls	4400				0		0
Total Supplies and Materials		0	0	0	0	354,027	354,027
Other Operating Expenses and Services	5000		3,288,695		3,288,695	39,361	3,328,056
Capital Outlay	6000						
Library Books	6300				0	26,796	26,796
Equipment	6400						
Equipment - Additional	6410				0		0
Equipment - Replacement	6420				0		0
Total Capital Outlay		0	0	0	0	26,796	26,796
Other Outgo	7000				0		0
Total Expenditures		0	3,288,695	0	3,288,695	420,184	3,708,879
Ending Balance					0	0	0

For Actual Year: 2011-2012

Budget Year: 2012-2013

District ID: 680

Name: VENTURA

Activity Classification	Activity Code	Unrestricted			Restricted Prop 20		
Lottery Adjustments and Proceeds:							
Net Beginning Balance, July 1	9010						
Adjustments	9020						
Adjusted Beginning Balance	9030		0			0	
Budget Fiscal Year Data							
State Lottery Proceeds:	8681		3,147,000			1,791,942	
		Instructional & Institutional Unrestricted				Instructional Materials Proposition 20	Total
		Instructional Activities (AC 0100-5900)	Support Activities (AC 6000-6700)	Support Activities (AC 6800-7390)	Total Unrestricted	Instructional (AC 0100-4900)	
Expenditures							
Academic Salaries	1000				0		0
Classified Salaries	2000				0		0
Employee Benefits	3000				0		0
Supplies & Materials	4000						
Software	4100				0	1,000	1,000
Books, Magazines, & Periodicals	4200				0	132,500	132,500
Instructional Supplies & Materials	4300				0	1,615,803	1,615,803
Noninstructional Supplies & Mtrls	4400				0		0
Total Supplies and Materials		0	0	0	0	1,749,303	1,749,303
Other Operating Expenses and Services	5000		3,147,000		3,147,000	16,344	3,163,344
Capital Outlay	6000						
Library Books	6300				0	26,295	26,295
Equipment	6400						
Equipment - Additional	6410				0		0
Equipment - Replacement	6420				0		0
Total Capital Outlay		0	0	0	0	26,295	26,295
Other Outgo	7000				0		0
Total Expenditures		0	3,147,000	0	3,147,000	1,791,942	4,938,942
Ending Balance					0	0	



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	21. Consent Calendar: Business Services
Subject	21.12 APPROVAL TO EXECUTE A MULTI-YEAR COOPERATION AGREEMENT WITH OXNARD UNION HIGH SCHOOL DISTRICT FOR OXNARD COLLEGE: This item request approval to execute a multi-year Cooperation Agreement with Oxnard Union High School District (OUHSD) for the implementation of Naviance Succeed for the Oxnard College STEM grant.
Access	Public
Type	Action (Consent)
Recommended Action	The Chancellor recommends that the Board of Trustees approve the authorization to execute a multi-year Cooperation Agreement with Oxnard Union High School District (OUHSD) for the implementation of Naviance Succeed for the Oxnard College STEM grant

Public Content

Background/Analysis

The goal of the STEM grant at Oxnard College is to increase the number of Hispanic and other low income students entering the STEM fields (Science, Technology, Engineering, Math) and attaining degrees in those fields.

OUHSD has been working collaboratively with Oxnard College to implement and utilize Naviance as an educational planning tool to promote college readiness in the STEM fields upon high school graduation. Naviance (by Hobsons, an education solutions company) is a secure web-based platform student planning system with five dimensions: Career Planning, Success Planning, Course Planning, College Planning, and Family Connection. OUHSD will execute the contract with Naviance, Inc.

Under the terms of the Cooperation Agreement, OUHSD will utilize the Naviance platform with all incoming 2012 freshman and sophomore classes during the first year of implementation. In consideration of OUHSD initiating and managing this project, the District shall provide funding for the first year of costs, totaling \$49,918.50; OUHSD will provide sole funding for Year 2 (\$71,070.00) and Year 3 (\$82,529.45). OUHSD will provide the college with written reports in August 2013, 2014 and 2015 that address progress made, barriers and challenges, successful achievement of objectives, and information regarding evaluation and outcomes.

The term of the Cooperation Agreement is July 1, 2012 through June 30, 2015.

Fiscal Impact

Funding to OUHSD for Year 1 costs will be paid from the Oxnard College STEM grant in the amount of \$49,918.50. There is no obligation by the District to provide support to OUHSD for Years 2 and 3.

Staff Position Review	N/A	Primary	Advisory
President	X		

Academic Senate	X		
Legal Counsel	X		
Further Information	Richard Duran/Sue Johnson		

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	21. Consent Calendar: Business Services
Subject	21.13 APPROVAL OF NEW CONTRACTS AND GRANTS FOR FISCAL YEAR 2012-13: This item request approval of new contracts and grants for FY 2012-13.
Access	Public
Type	Action (Consent)
Recommended Action	The Chancellor recommends that the Board of Trustees approve new contracts and grants for fiscal year 2012-13.

Public Content

Background/Analysis

Yosemite Community College District: Child Development Training Consortium (CDTC) Grant. Moorpark College has received notice of renewal grant funding for FY 2012-13 in the amount of \$27,200.

The Child Development Training Consortium (CDTC) was created in fiscal year 1982-83 to address the critical shortage in the number of licensed childcare center workers in the state of California. The project was designed to assist personnel employed in agencies funded by the California Department Education, Child Development Division (CDE/CDD) to meet the requirements of the California Children's Center Instructional and Supervision Permits. The CDTC is a statewide project, administered by Yosemite Community College District that is funded by the California Department of Education Child Development Division with federal Child Care and Development Quality Improvement funds.

The mission of the CDTC is to encourage and support students and professionals working with and for children by providing services, training, technical assistance and resources which promote professionalism and high quality programs for the benefit of California's children and families. The funds allocated to community college programs are targeted to fund specific educational costs for Child Development students who meet program criteria.

Grant funds will be utilized for coordination, clerical support, supplies and support for students. Students will be eligible for a stipend of \$20 per unit for units completed towards earning or renewing a California Child Development Center permit.

The provisions of this grant tie to the Moorpark College mission by assisting in the development of career pathways for students that lead to CTE teaching credential. The sole purpose of the grant is to support unit bearing coursework that leads to students' obtaining Child Development permits. This grant helps to prime the pipeline of licensed Early Childhood providers in Ventura County addressing local as well as national efforts to make early child hood education a profession with standards and best practices.

The grant will help the college in meeting current Strategic Plan Objective 2: Retention and Success 2.2 Develop and implement department based activities for student engagement. This grant renewal helps support the building of career ladders for students in Early Childhood Education by supporting their education in obtaining and maintaining permits to teach young children. The grant will help the college in meeting current Strategic Plan

Objective 3: Responsiveness to Marketplace in Career Training: 3.3 Review and standardize basic career skills across the disciplines with Advisory Committee help.

The total amount of the grant is \$27,200. The term is September 1, 2012 through June 30, 2013.

Org #18306 - Fund 126		
2000	Classified Salaries	8,480
3000	Employee Benefits	895
4000	Supplies & Materials	314
5000	Other Operating Expenses/Indirects	1,481
7000	Payments To/For Students	16,030
		\$27,200

Background/Analysis

Yosemite Community College District: Child Development Training Consortium (CDTC) Grant. Oxnard College has received notice of renewal grant funding for FY 2012-13 in the amount of \$17,000.

The Child Development Training Consortium (CDTC) was created in fiscal year 1982-83 to address the critical shortage in the number of licensed childcare center workers in the state of California. The project was designed to assist personnel employed in agencies funded by the California Department Education, Child Development Division (CDE/CDD) to meet the requirements of the California Children’s Center Instructional and Supervision Permits. The CDTC is a statewide project, administered by Yosemite Community College District that is funded by the California Department of Education Child Development Division with federal Child Care and Development Quality Improvement funds.

The mission of the CDTC is to encourage and support students and professionals working with and for children by providing services, training, technical assistance and resources which promote professionalism and high quality programs for the benefit of California’s children and families. The funds allocated to community college programs are targeted to fund specific educational costs for Child Development students who meet program criteria.

Grant funds will be utilized for coordination, supplies and support for students. Students will be eligible for a stipend of \$20 per unit for units completed towards earning or renewing a California Child Development Center permit.

The provisions of this grant tie to the Oxnard College mission by assisting students in succeeding by providing needed funds for their tuition. In addition students will be receiving various trainings associated with Child Development careers and enhanced skills opportunities. Additionally, students’ academic work will lead to Early Childhood Education (ECE) licensure and/or teaching credentials.

The grant will help the college in meeting current strategic plan objectives 1 (Access and Student Success) and 4 (Economic Development and Workforce Training). With more than half of OC students on Financial Aid, including more than three-quarters of child development students, this program provides financial assistance to allow them to continue their enrollment in the program, thus providing these students with access to CTE programs. In addition, this grant assists in training that will lead to employment in the ECE field.

The total amount of the grant is \$17,000. The term is September 1, 2012 through June 30, 2013.

Org #28306 - Fund 126		
2000	Classified Salaries	4,074
3000	Employee Benefits	426
4000	Supplies & Materials	500

7000	Payments To/For Students	12,000
		\$17,000

Background/Analysis

Yosemite Community College District: Child Development Training Consortium (CDTC) Grant. Ventura College has received notice of renewal grant funding for FY 2012-13 in the amount of \$19,250.

The CDTC is a statewide project, administered by Yosemite Community College District that is funded by the California Department of Education Child Development Division with federal Child Care and Development Quality Improvement funds.

The Child Development Training Consortium (CDTC) was created in fiscal year 1982-83 to address the critical shortage in the number of licensed childcare center workers in the state of California. The project was designed to assist personnel employed in agencies funded by the California Department Education, Child Development Division (CDE/CDD) to meet the requirements of the California Children’s Center Instructional and Supervision Permits. The mission of the CDTC is to encourage and support students and professionals working with and for children by providing services, training, technical assistance and resources which promote professionalism and high quality programs for the benefit of California’s children and families. The funds allocated to community college programs are targeted to fund specific educational costs for Child Development students who meet program criteria.

Grant funds will be utilized for coordination, supplies and support for students. Students will be eligible for a stipend of \$20 per unit for units completed towards earning or renewing a California Child Development Center permit.

This CDTC grant supports three of the Core Commitments of Ventura College: Student Success, Quality, and Access. Student success is accomplished through encouraging students to satisfactorily complete their courses and providing them with stipends for doing so. Quality is addressed through the purchase of state-of-the-art instructional materials, and Access is met through the Coordinator’s outreach activities in child development classes, providing students with information about the Career Pathways.

The provisions of the CDTC Grant supports Board Objective 1: Access and Student Success: “Provide students with access to academic, career and support programs through effective, efficient and accountable operations. Provide quality, up-to-date educational programs and services without unnecessary barriers to degree or certificate completion and successful four-year college transfer or employment.” The stipends provided to students serve as incentives for students to complete their programs and continue to obtain higher level permits, thus enhancing their opportunities for success. The CDTC Grant also supports Board Objective 4: Economic Development and Workforce Training “. . .The District will respond to the needs of existing and emerging businesses by providing a well-trained workforce.”

The total amount of the grant is \$19,250. The term is September 1, 2012 through June 30, 2013.

Org #38306 - Fund 126		
2000	Classified Salaries	4,297
3000	Employee Benefits	449
4000	Supplies & Materials	2,485
5000	Indirect Cost Reimbursements	1,019
7000	Payments To/For Students	11,000
		\$19,250

Background/Analysis

District-wide Division of Economic Development: Ventura County Behavioral Health Department (VCBH). The VCBH has requested a continuation contract for services that include delivery of credit instruction for County staff. These services are being contracted to address VCBH’s compliance with the Mental Health Services Act of 2004. These FTES are not claimed by VCCCD for state apportionment purposes.

The Project Director will work with VCBH and Oxnard College in the delivery of PSY R116 and PSY R117, as a part of the required professional development, and will continue to partner with VCBH and Oxnard Union High School District in the implementation of the Community Mental Health course that will be a part of the career pathway leading into OC’s Mental Health Proficiency. Software skill development needs of VCBH staff will be addressed (Word, Excel, Access, PowerPoint and MS Office Integration).

The contract budget provides for instruction, instructional materials and supplies, and technical support for the implementation of a Community Mental Health career pathway in partnership with Oxnard College and the Oxnard Union High School district and the delivery of software training for VCBH staff.

This contract represents the commitment of VCCCD to engage community partners for the purpose of increasing incumbent employee’s critical skills; assisting community partners by increasing efficiency and effectiveness; expanding career pathways for students; and contributing to the economic health and vitality of patrons in our service district. This contract supports Strategic Planning Objective 5: Develop and implement a comprehensive District-wide integrated Economic Development and Career Preparation program for Ventura County. Economic and workforce development is also clearly cited within the mission statement of the State’s CCC Strategic Plan.

Contract funding is anticipated in the amount of \$79,360. The contract term is July 1, 2012 through June 30, 2013.

Org #54005 - Fund 114		
1000	Academic Salaries	8,288
3000	Employee Benefits	693
4000	Supplies & Materials	5,000
5000	Technical Assistance/Personal Services	16,050
7000	Payments To/For Students/ Transfers	49,329
		\$79,360

Fiscal Impact

Increase General Fund – Unrestricted Designated (Contract Ed)	114	\$ 79,360
Increase General Fund – Restricted (Grants)	126	\$ 63,450

Future Fiscal Impact

There is no requirement for institutionalization of program, or retention of staff or services after the program funding expires.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		

Legal Counsel	X		
Further Information	Robin Calote/Pam Eddinger/Richard Duran/ Sue Johnson		

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	22. Consent Calendar: Human Resources
Subject	22.01 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ABOLISHMENT AND ESTABLISHMENT OF POSITIONS: This item presents for approval the abolishment and establishment of positions.
Access	Public
Type	Action (Consent)
Recommended Action	The Chancellor recommends the Board of Trustees approve the abolishment of an Administrative Assistant position and the establishment of an Office Assistant position.

Public Content

It is recommended that the following positions be abolished or established:

Action	Abolish	Classification	Location	Position Number	FTE	Effective
		Administrative Assistant	Moorpark	MCU020 (vacant)	12 months/100%	10/10/12
Action	Establish	Classification	Location	Position Number	FTE	Effective
		Office Assistant	Moorpark	MCU484	10 months/100%	10/10/12
Background/ Analysis	The Office Assistant position will support the Child Development Center by performing a variety of office support, clerical, and routine secretarial duties of a general or specialized nature. The Administrative Assistant position being abolished is vacant.					
Fiscal Impact	Annual salary savings of \$13,200, benefits of \$3,000; Child Care Center Fund.					

Staff Position Review	N/A	Primary	Advisory
President		X	
Academic Senate	X		
Legal Counsel	X		
Further Information	Jamillah Moore, Patricia Parham, Pam Eddinger		



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	22. Consent Calendar: Human Resources
Subject	22.02 CHANGES IN PERSONNEL/EMPLOYMENT STATUS: APPROVAL OF SEPARATION FROM EMPLOYMENT: This item presents for approval the separation of employment for two employees.
Access	Public
Type	Action (Consent)
Fiscal Impact	No
Recommended Action	The Chancellor recommends the Board of Trustees approve the separation of employment of the individuals listed below.

Public Content

Issue: This item presents for approval the separation from employment of the following employees:

1.					
Employee No.	Location	Classification	Position	FTE	Effective Date
900000998	Moorpark	Grounds Maintenance Worker	MCU438	12 months/ 100%	10/10/12
Background/Analysis	This employee has been on a medical leave of absence and will exhaust all leave benefits. Therefore, the employee should be separated and placed on the 39-month reemployment list for the job classification.				
Fiscal Impact	N/A				

2.					
Employee No.	Location	Classification	Position	FTE	Effective Date
900000911	Ventura	Custodian	VCU065	12 months/ 100%	10/29/12
Background/Analysis	This employee has been on a medical leave of absence and has exhausted all leave benefits. Therefore, the employee should be separated and placed on the 39-month reemployment list for the job classification.				
Fiscal Impact	N/A				

Staff Position Review	N/A	Primary	Advisory
President			X
Academic Senate	X		
Legal Counsel	X		
Further Information	Jamillah Moore, Patricia Parham, Pam Eddinger, Robin Calote		

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	22. Consent Calendar: Human Resources
Subject	22.03 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ESTABLISHMENT OF A POSITION: This item presents for approval the establishment of an Evening and Weekend Activities Attendant position.
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Recommended Action	The Chancellor recommends the Board of Trustees approve the establishment of the following position:

Public Content

It is recommended that the following position be established:

Establish	Classification	Location	Position Number	FTE	Effective
	Evening and Weekend Activities Attendant	Oxnard	XCU393	12 months/40%	10/10/12
Background/Analysis	This position will oversee the basic operations of evening and weekend classes and events at the college, including unlocking buildings, monitoring the use of facilities and resolving conflicts that arise, and securing the facilities upon closing. The establishment of this position fits with the college's plan to reduce overtime expenditures.				
Fiscal Impact	Salary of \$16,300, Benefits of \$4,000; Civic Center Fund				

Staff Position Review	N/A	Primary	Advisory
President		X	
Academic Senate	X		
Legal Counsel	X		
Further Information	Jamillah Moore, Patricia Parham, Richard Durán		



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 23. Consent Calendar: Capital Planning & Facilities

Subject 23.01 ACCEPTANCE OF CHANGE ORDER SUMMARY REPORTS FOR CAPITAL PROJECTS: This item presents for approval the Change Order Summary Reports for Capital Projects.

Access Public

Type Action (Consent)

Fiscal Impact No

Budgeted Yes

Budget Source Funding provided by Bond Measure S Funds

Recommended Action The Chancellor recommends that the Board of Trustees ratify the action taken on the attached Change Order Summary reports.

Public Content

Background and Analysis

This item reports the most recent change orders in the Measure S bond capital construction program at Oxnard and Ventura College's. These change orders do not represent scope changes.

This item was presented and discussed at the Capital Planning and Facilities Committee and recommended for approval.

Attached #	Project # Exhibit B #	Change Order	Contractor	College/Project	Total Amount	Reason
23.01.A	29124 26	28	GRD Construction	OC - LRC Renovation/New Construction	\$5,352.75	See attached
23.01.B	39117 43	24	Viola Construction	VC- Theatre "G" Building	\$26,353.00	See attached
23.01.C	39117 43	01	WSP Roofing	VC-Theatre "G" Building	\$1,452.00	See attached

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Handel Evans/Leslie Dickey		

**Ventura County Community College District
Oxnard College
Learning Resource Center Renovation/ New Construction
VCCCD Project #29124 / Exhibit B Ref. #26**

CHANGE ORDER # 28 CONTINGENCY REPORT

GRD Construction.
October 09, 2012

Original Construction Contract	\$11,920,000.00
Previously Approved Change Orders thru 27	\$ 693,346.60
Change Order # 28	\$ <u>5,352.75</u>
Total Increase to Construction Contract	\$ <u>698,699.35</u>
Revised Construction Contract Amount	\$ <u>12,618,699.35</u>
<hr/>	
Original Construction Contingency	\$ 1,192,000.00
Increase/ <decrease> Construction Contingency	<\$ 737,515.00>
12/01/11 Increase/<decrease> Const Contingency	\$ 88,178.00
02/01/12 Transfer from FF & E Budget	\$ 125,000.00
07/31/12 Transfer from Project Contingencies	\$ 75,683.60
08/31/12 Transfer from Project Contingencies	\$ <u>6,000.00</u>
Revised Construction Contingency	\$ 749,346.60
Approved Change Orders to Date: Thru 27	< \$ 693,346.60>
GRD Const. Change Order # 28	<\$ 5,352.75>
Santa Barbara Plumbing Contingency	<\$ <u>50,000.00</u> >
Total Change Orders to this Project to Date	<\$ <u>748,699.35</u> >
Construction Contingency Balance	<u>\$ 647.25</u>
Project Complete: 98% as of July-2012	
Project Budget: \$22,229,000.00	
Contingency utilized to-date: 100%	

CHANGE ORDER #28 EXPLANATION REPORT

[GRD Construction.]
October 09, 2012
CHANGE ORDER # 28

The terrazzo tile flooring was scrapped and marked-up during tenant move-in and needed extra cleaning (COR 179)

278.30

The windows in the north wing building facing east are currently allowing too much sunlight into the room which blocks the student's view of the computer screen. Window film tinting needs to be installed to eliminate this problem (COR 180)

5,074.45

Total Change Order # 28

\$5,352.75

Ventura County Community College District
Ventura College – G Building Renovation
VCCCD Project #39117 / Exhibit B Ref. #43

CHANGE ORDER #24 CONTINGENCY REPORT

[Viola Constructors]
Oct. 09, 2012

Original Construction Contract	\$ 9,989,000.00
Previously Approved Change Orders thru #23	\$ 550,632.00
Change Order #24	<u>\$ 26,353.00</u>
Total Increase to Construction Contract	<u>\$ 576,985.00</u>
Revised Construction Contract Amount	<u>\$ 10,565,985.00</u>

Original Construction Contingency	\$ 998,900.00
Increase/ <Decrease> Construction Contingency	<\$ 458,729.00>
07/2012 Transfer from Project Contingency	\$ 30,000.00
08/2012 Transfer from Project Contingency	<u>\$ 10,000.00</u>
Revised Construction Contingency	\$ 580,171.00

Approved Change Orders to Date: #1-23	< \$ 550,632.00 >
Viola CO #24	< <u>\$ 26,353.00</u> >

Total Change Orders to this Project to Date <\$ 576,985.00>

Construction Contingency Balance \$ 3,186.00

Project Complete: 100% as of August 31, 2012
Project Budget: \$16,381,995.00 <\$165,943.00> funding for Re-roofing project at Bldg ‘G’
Contingency utilized to-date: 99%

CHANGE ORDER #24 EXPLANATION REPORT

1. The stage lift was in need of repairs due to leaking hydraulic jack seals and an obsolete valve. The stage lift will be operationally sound after repairs are made.
(COR # 253) \$23,165.00

2. The electrical site lighting documents did not cover the demolition of the existing pole bases. The engineer also raised the bases of the new poles, along the roadway, to 3' from grade instead of the 12" from grade base shown on contract drawings.
(COR # 255) \$3,188.00

Total Change Order #24: \$26,353.00

Ventura County Community College District
Ventura College – G Building Renovation
VCCCD Project #39117 / Exhibit B Ref. #43

CHANGE ORDER #1 CONTINGENCY REPORT

[WSP Roofing]
Oct. 09, 2012

Original Construction Contract		\$ 164,491.00
Previously Approved Change Orders thru #0	\$	
Change Order #1	<u>\$ 1,452.00</u>	
Total Increase to Construction Contract		<u>\$ 1,452.00</u>
Revised Construction Contract Amount		<u>\$ 165,943.00</u>

Original Construction Contingency		\$ 1,452.00
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Approved Change Orders to Date: #		<\$ 0.00 >
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WSP Roofing CO #1		<u>\$ 1,452.00</u>
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Total Change Orders to this Project to Date		< <u>\$ 1,452.00</u> >
---	--	------------------------

Construction Contingency Balance		<u>\$ 0.00</u>
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Project Complete: 100% as of Aug. 31, 2012

Project Budget: \$165,493.00 (transferred from Prj 39117 Bldg 'G' Theatre)

Contingency utilized to-date: 100%

CHANGE ORDER #01 EXPLANATION REPORT

1. The roof access from the new addition needed steps up a sloped cant to reach the south portion of the roof.
(COR # 1) \$ 1,452.00

Total Change Order #1:		<u>\$ 1,452.00</u>
------------------------	--	--------------------



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 23. Consent Calendar: Capital Planning & Facilities

Subject 23.02 ACCEPTANCE OF COMPLETION OF CONTRACT WITH PACIFIC BUILDERS AND ROOFING (WSP ROOFING) FOR THE REROOF OF THE G BUILDING AT VENTURA COLLEGE, PROJECT #39117. This item presents for approval the acceptance of completion of the contract with Pacific Builders and Roofing (WSP Roofing) for the reroof of the G Building (Theater) at Ventura College, Project #39117.

Access Public

Type Action (Consent)

Fiscal Impact No

Budgeted Yes

Budget Source Funding provided by Bond Measure S Funds

Recommended Action The Chancellor recommends that the Board of Trustees approve the acceptance of completion of the contract with Pacific Builders and Roofing (WSP Roofing) for the reroof of the G Building (Theater) at Ventura College, Project #39117.

Public Content

Background and Analysis

This contract awarded to Pacific Builders and Roofing (WSP Roofing) is now complete. The contract was completed on time and within budget, based on the final construction cost of \$165,943.00. This item was presented and discussed at the Capital Planning and Facilities Committee and recommended for approval.

Exhibit B reference #43: Renovate 37 year old G Building/Auditorium, including replacing antiquated electrical, heating, ventilation, plumbing and lighting systems

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Handel Evans/Leslie Dickey		

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees

Category 23. Consent Calendar: Capital Planning & Facilities

Subject 23.03 APPROVAL OF MEASURE S BUDGET TRANSFERS OXNARD COLLEGE. This item presents for approval budget transfers between the Measure S funded projects at Oxnard College described below.

Access Public

Type Action (Consent)

Fiscal Impact No

Budgeted Yes

Budget Source Funding provided by Bond Measure S Funds

Recommended Action The Chancellor recommends that the Board of Trustees approve the budget transfers at Oxnard College between the Measure S projects described below.

Public Content

Background and Analysis

The Measure S program started in 2002 and is expected to continue until 2014. As projects are completed, and as the design process for new projects are finalized, the individual projects budgets need to be adjusted periodically to account for changes to the estimated total costs of the projects. The following budget transfers are proposed for Oxnard College:

<u>Project</u>	<u>Beginning Budget</u>	<u>Transfers</u>	<u>Ending Budget</u>
29026 Comm. Student Services Cntr	\$ 1,745,000	\$ 155,000	\$ 1,900,000
29120 Student Services Center	\$28,435,907	<\$ 155,000>	\$28,280,907

This item was presented and discussed at the Capital Planning and Facilities Committee and recommended for approval.

Exhibit B Reference #26: Construct additional classrooms, labs, lecture halls; replace old portables (Buildings A, B, C)
 Exhibit B Reference #32: Construct Student Services Build to address overcrowding

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		
Further Information	Handel Evans/Leslie Dickey		

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	23. Consent Calendar: Capital Planning & Facilities
Subject	23.04 ACCEPTANCE OF THE DISTRICT'S 2014-2018 STATE FIVE-YEAR CAPITAL CONSTRUCTION PLAN: This item presents for approval the acceptance of the District's 2014-2018 State Five-Year Capital Construction Plan.
Access	Public
Type	Action (Consent)
Fiscal Impact	No
Budgeted	No
Budget Source	This is a request for State funding over the five-year period.
Recommended Action	The Chancellor recommends that the Board of Trustees approve the acceptance of the District's 2014-2018 State Five-Year Capital Construction Plan.

Public Content

Background and Analysis

The District's State Five-Year Capital Construction Plan for the years 2014-2018 was due to the State Chancellor's Office on September 1, 2012. This plan is a direct consequence of appropriate campus consultation and the work underway in the analysis and planning of the Measure S bond program. The State Five-Year Capital Construction Plan is designed to interface with Measure S funding in order to maximize available resources. Changes may occur to the plan following submission. Such changes will be reported to the Board, as appropriate. The full text, together with all technical support documentation, is available from the Office of Capital Planning, Design and Construction.

Discussions between the District and the State Chancellors Office have provided an opportunity for the District to reassess its Capital Outlay goals and objectives in the light of changes to the academic endeavors of individual campus locations and also the anticipated completion of the Measure S Bond Program.

To date the Capital Planning Program has maintained as its base a program first formulated prior to the passage of the Measure S Bond Program. This Program included projects which were to be included on a partial funding basis with the State, projects with a low state funding priority but of value to the District and "new" projects as a result of Measure S funding. The plan also included projects of less priority or without a funding source and which still remain in the current plan.

The agreement with the State Chancellors Office provides at least one year for the District to reassess its Capital needs without penalty other than a delay in the implementation of new projects. It is anticipated that the next year will be utilized by the three colleges to examine their Capital needs as an outcome of their individual academic master plans and the accommodation of possible changes in State funding Criteria. Such discussions will lead to a complete realistic revision in the District's overall Capital Program which will incorporate in its planning the results of the Measure S Program together with its overall academic objectives.

It should be noted that due to the advanced state of planning two projects have been accepted for consideration by the State for funding, they are the Oxnard Dental Health Project, Phase 2 and the Moorpark Technology Building Modernization.

Staff Position Review	N/A	Primary	Advisory
President	X		
Academic Senate	X		
Legal Counsel	X		

[24.04.A 5 yr plan.pdf \(20 KB\)](#)

Administrative Content

District Projects Priority Order

Ventura County CCD

No.	Project	Occupancy	Source	Schedule of Funds						
				2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
15	MC - Communications Building Modern	2017/2018	State				(P)(W) \$362,000	(C) \$3,857,000		
		Total Cost								
16	Administration and Student Center	2017/2018	State				(C)(P)(W) \$10,001,000	(E) \$468,000		
		Total Cost	NonState				\$10,001,000	\$468,000		
17	OC - Classroom Building 1	2018/2019	State				(P)(W) \$945,000	(C)(E) \$12,386,000		
18	OC - Dental Hygiene Phase 2 Expansio	2017/2018	State				(P)(W) \$316,000	(C)(E) \$2,292,000		

District Projects Priority Order

Ventura County CCD

No.	Project	Occupancy	Source	Schedule of Funds						
				2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
1	OCTV Auditorium 18,638	2009/2010 \$7,511,000 \$13,479,000	State NonState	Oxnard College						
2	MC - Health Science Replacement and 17,105	2009/2010 \$8,909,000 \$10,691,000	State NonState	Moorpark College						
3	VC - Bldgs J, K, T, U, CTE, & UV Demo -18,356	2011/2012 \$725,000	NonState	Ventura College						
4	Fountain Hall Renovations 2012/2013	\$3,000,000	NonState	Moorpark College (E)	\$200,000					
5	OC - Dental Hygiene Phase 1 Replace 3,095	2012/2013 \$5,553,000	NonState	Oxnard College (C)(E)	\$5,175,000					
6	Parking Structure 2012/2013	\$13,000,000	NonState	Moorpark College (E)						
7	Applied Sciences Building 2012/2013	\$18,500,000	NonState	Ventura College (E)	\$475,000					
8	VC - Storage Warehouse 19,000	2013/2014 \$3,517,000	NonState	Ventura College						
9	OC - Existing LRC Reconstruction -5,741	2018/2019 \$18,283,000	State	Oxnard College			(P)(W) \$1,091,000	(C) \$14,394,000	(E) \$2,798,000	
10	VC - Studio Arts Building Modernization 361	2013/2014 \$3,915,000	NonState	Ventura College						
11	MC - Arts Complex 29,794	2016/2017 \$25,212,000	State	Moorpark College		(P)(W) \$2,069,000	(C)(E) \$23,143,000			
12	MC - Technology Building Modernization -338	2016/2017 \$16,296,000	State	Moorpark College	(P)(W) \$1,257,000	(C)(E) \$15,039,000				
13	OC - Liberal Arts Modernization 2017/2018	\$11,962,000	State	Oxnard College			(P)(W) \$981,000	(C) \$10,981,000		
14	MC - Applied Arts Modernization 2017/2018	\$5,935,000	State	Moorpark College			(P)(W) \$497,000	(C)(E) \$5,438,000		



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	24. Consent Calendar: Student Learning
Subject	24.01 MOORPARK COLLEGE NEW COURSE APPROVAL: This item presents for approval a new course at Moorpark College.
Access	Public
Type	Action (Consent)
Preferred Date	Oct 09, 2012
Absolute Date	Oct 09, 2012
Fiscal Impact	No
Budgeted	No
Budget Source	N/A
Recommended Action	The new course has been approved by the College Curriculum Committee and reviewed by the District Technical Workgroup. The new course meets the standards and requirements established by Title 5, the campus Curriculum Committee, and has been reviewed by the District Technical Review Workgroup. The Chancellor endorses the recommendation of the faculty and college administration.

Public Content

COURSE I.D.: ENGR M01	Introduction to Engineering	Units: 2.0
Hours: 1 lecture, 3 lab		
Explores the branches of engineering, the engineering profession, the interface of the engineer with society, and engineering ethics. Explains the engineering education process and explores effective strategies for students to reach their full academic potential. Introduces the methods of engineering analysis, engineering design and problem solving. Develops written, computer and oral communication skills in analyzing and presenting data in engineering design and problem solving. Applies to Associate Degree. Transfer credit: CSU; UC		

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor			X	Endorses.
President			X	Reviewed and recommend.
Executive Vice President			X	Reviewed and recommend.
Dean			X	Reviewed and recommend.
Academic Senate President		X		Reviewed and recommend.
Legal Counsel	X			
Further Information	Jamillah Moore, Pam Eddinger			



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	24. Consent Calendar: Student Learning
Subject	24.02 MOORPARK COLLEGE REVISED COURSES APPROVAL: This item presents for approval the revised courses at Moorpark College
Access	Public
Type	Action (Consent)
Preferred Date	Oct 09, 2012
Absolute Date	Oct 09, 2012
Fiscal Impact	No
Budgeted	No
Budget Source	N/A
Recommended Action	The revised courses have been approved by the College Curriculum Committee and reviewed by the District Technical Workgroup. The courses meet the standards and requirements established by Title 5, the campus Curriculum Committee, and have been reviewed by the District Technical Review Workgroup. The Chancellor endorses the recommendation of the faculty and college administration.

Public Content

COURSE I.D.: ACCT M02A110	Financial Accounting I	Units: 43.0
Hours: 43 lecture		
Prerequisites: None		
Recommended Prep: ACCT M01A, BUS M30, ENGL M02, and MATH M01		
Examines the study of financial accounting as an information system from both the user and preparer perspective, emphasizing public corporations. Explores what accounting is, Examines why it is important, how it is used by investors, creditors, and others to in making business decisions, and how to record and present information. Focuses on operating activities. Covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of general accepted accounting principles, the classified financial statements, information systems, internal control, and statement analysis ethical issues. Includes issues related to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics. (Formerly ACCTBUS M02A and ACCT M02B.) Applies to Associate Degree. Transfer credit: CSU; UC (ACCT M02A combined with ACCT M02B: maximum credit, one course)		

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor			X	Endorses.
President			X	Reviewed and recommend.

Executive Vice President			X	Reviewed and recommend.
Dean			X	Reviewed and recommend. Acct M110 is a one-semester, 4 unit Financial Accounting class. It replaces the two-semester, 6 unit Financial classes we currently offer (M02A + M02B).
Academic Senate President		X		Reviewed and recommend.
Legal Counsel	X			
Further Information	Jamillah Moore, Pam Eddinger			

COURSE I.D.: ENGR M04	Engineering Design/CAD	Units: 3 Units
Hours: 2 lecture, 3 lab		
Prerequisites: None		
<p>Introduces Develops engineering drawing skills through manual and as a profession by exploring systematic design techniques, written communication, and makeup of the various engineering programs. Requires extensive use of computer-aided drafting (CAD) in two- and three-dimensions. Improves three-dimensional spatial visualization skills. Utilizes principles of orthographic drawing, pictorial drawing, and descriptive geometry. Covers principles of orthographic projection; graphical presentation of normal, inclined, and oblique surfaces; auxiliary and sectional views; dimensioning; and tolerances. Builds an understanding for the engineering problem solving and design process through design projects. Applies to Associate Degree. Transfer credit: CSU; UC (DRFT M02A, DRFT M02B, and ENGR M04 combined: maximum one course for UC transfer credit)</p>		

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor			X	Endorses.
President			X	Reviewed and recommend.
Executive Vice President			X	Reviewed and recommend.
Dean			X	Reviewed and recommend.
Academic Senate President		X		Reviewed and recommend.
Legal Counsel	X			
Further Information	Jamillah Moore, Pam Eddinger			

COURSE I.D.: ENGR M12	Engineering Materials	Units: 3 Units
Hours: 3 lecture		
Prerequisites: PHYS M20A, and PHYS M20AL, and CHEM M12		
<p>Examines the interrelationships between processing, structure, and performance of various engineering materials such as metals, polymers, ceramics, composites, and semiconductors. Studies the effects of heat, stress, imperfections, and chemical environments upon material , applying basic principles of the atomic and crystal structure of solids to the study of properties, as well as to the selection and use of engineering materials and performance. Emphasizes developing an ability to select appropriate materials to meet engineering design criteria. Requires a design project on material</p>		

properties, selection, or application. Applies to Associate Degree. Transfer credit: CSU; UC

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor			X	Endorses.
President			X	Reviewed and recommend.
Executive Vice President			X	Reviewed and recommend.
Dean			X	Reviewed and recommend.
Academic Senate President		X		Reviewed and recommend.
Legal Counsel	X			
Further Information	Jamillah Moore, Pam Eddinger			

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	24. Consent Calendar: Student Learning
Subject	24.03 MOORPARK COLLEGE NEW DEGREES APPROVAL: This item presents for approval new degrees at Moorpark College
Access	Public
Type	Action (Consent)
Preferred Date	Oct 09, 2012
Absolute Date	Oct 09, 2012
Fiscal Impact	No
Budgeted	No
Budget Source	N/A
Recommended Action	The new degrees have been approved by the College Curriculum Committee and reviewed by the District Technical Workgroup. The new degrees meet the standards and requirements established by Title 5, the campus Curriculum Committee, and have been reviewed by the District Technical Review Workshop. The Chancellor endorses the recommendation of the faculty and college administration.

Public Content

<p>New Degree: Associate in Arts in Anthropology for Transfer (AA-T)</p> <p>Degree Description:</p> <p>Training in Anthropology will prepare students for any career that involves working on the interface between two cultures. Specialized preparation in this subject can lead to some of the world's most interesting work; the study of existing life ways, archaeological excavation and interpretation, primate behavior, and social research into economics, politics, law, religion, art, and music.</p> <p>The Associate in Arts in Anthropology for Transfer (AA-T in Anthropology) is intended for students who plan to transfer and complete a bachelor's degree in Anthropology, or a similar major at a CSU campus. Students completing this degree (AA-T) are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AA-T in Anthropology degree may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.</p> <p>To earn an AA-T in Anthropology degree, students must complete the following:</p> <ol style="list-style-type: none"> 1. Minimum of 60 CSU transferable semester units. 2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some transfer institutions and majors may require a higher GPA. 3. Completion of 18-19 specified major units. All courses in the major must be completed with a grade of C or better.

4. Certified completion of either the California State University General Education-Breadth (CSU GE-Breadth) pattern or the Intersegmental General Education Transfer Curriculum (IGETC for CSU) pattern.

Required Courses: 9 Units

Course I.D.:	Course Description:	Units
ANTH M01	Biological Anthropology	3.0
OR		
ANTH M01H	Honors: Biological Anthropology	3.0
ANTH M02	Cultural Anthropology	3.0
ANTH M03	Archaeology	3.0

List A: Complete 3 Units

Course I.D.:	Course Description:	Units
ANTH M08	Linguistic Anthropology	3.0

List B: Select and Complete 6-7 Units

Course I.D.:	Course Description:	Units
ANTH M01L	Biological Anthropology Lab	3.0
ANTH M05	Archaeological Field Methods	3.0
ANTH M06	Introduction to Native American Studies	3.0
ANTH M07	Peoples and Cultures of the World	3.0
ANTH M09	Anthropology of Women	3.0
ANTH M10	Archaeological Reconnaissance: Survey and Mapping	3.0
ANTH M11	The Anthropology of Magic, Witchcraft, and Religion	3.0
ANTH M12	Archaeological Laboratory Procedures	3.0
ANTH M13	The Chumash and Their Neighbors: Indians of California	3.0
ANTH M15	Egyptology: Archaeology of the Land of the Pharaohs	3.0
ANTH M16	Mysteries of the Ancient Maya	3.0
ANTH M17	Forensic Anthropology	3.0

TOTAL UNITS

18.0-19.0

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor			X	Endorses.
President			X	Reviewed and recommend.
Executive Vice President			X	Reviewed and recommend.
Dean			X	Reviewed and recommend. Anthropology according to the Moorpark College Fall 2011 Institutional Effectiveness document has between 93-114 students with declared majors in this discipline with approximately 9 degrees awarded in 2011. The AA-T degree in Anthropology reduces the required major units by 7 from 25-18 units and should promote increased number of degree completers.
Academic Senate President		X		Consistent with Board Goals & Objectives. Recommend Approval.

Legal Counsel	X		
Further Information	Jamillah Moore, Pam Eddinger		

New Degree: Associate in Science in Business Administration for Transfer (AS-T)

Degree Description:

The Associate in Science in Business Administration for Transfer (AS-T) program is designed to prepare students for CSU transfer to complete a bachelor's degree in General Business, Business Management, Finance, Management, Marketing, Human Resources, Economics, and other related business professions. Upon completion of the associate degree, students will be prepared for various entry-level positions within these same organizations.

Students completing this degree, AS-T in Business Administration are guaranteed admission to the CSU system, but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AS-T in Business Administration degree may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.

To earn an AS-T in Business Administration, students must complete the following:

1. Minimum of 60 CSU transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.
3. Completion of 26-27 specified major units. All courses in the major must be completed with a grade of C or better.
4. Certified completion of the California State University General Education-Breadth pattern or the Intersegmental General Education Transfer Curriculum (IGETC) pattern.

Required Core:

Course I.D.:	Course Description:	Units
ACCT M110	Financial Accounting	4.0
ACCT M02C	Managerial Accounting	3.0
ECON M01	Principles of Microeconomics	3.0
ECON M02	Principles of Macroeconomics	3.0
OR		
ECON M02H	Honors: Principles of Macroeconomics	3.0
BUS M33	Business Law	3.0
OR		
BUS M34	Legal Environment of Business	3.0

List A: Select One Course (3-4 Units)

Course I.D.:	Course Description:	Units
MATH M14	Finite Mathematics	3.0
MATH M15	Introductory Statistics	4.0
MATH M15H	Honors: Introductory Statistics	4.0
MATH M16	Applied Calculus I	3.0

List B: Select and Complete Two Courses (7 Units)

Course I.D.:	Course Description:	Units
CIS M16	Intro to Information Systems	4.0
AND		
BUS M30	Introduction to Business and Economics	3.0
OR		

BUS M39	Business Communications	3.0
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TOTAL UNITS

26.0-27.0

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor			X	Endorses.
President			X	Reviewed and recommend.
Executive Vice President			X	Reviewed and recommend.
Dean			X	Reviewed and recommend. The AS-T in Business is a new Business Transfer degree. It matches the state TMC and fits the transfer requirements of most 4-year university business programs, including CSUN and CSUCI.
Academic Senate President		X		Reviewed and recommend.
Legal Counsel	X			
Further Information	Jamillah Moore, Pam Eddinger			

New Degree: Associate in Science in Geology for Transfer (AS-T)

Degree Description:

The Associate in Science in Geology for Transfer (AS-T) is intended for students who plan to transfer and complete a Bachelor's degree in Geology, or a similar major at a CSU campus. Students completing the AS-T degree in Geology are guaranteed admission to the CSU system, but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AS-T in Geology degree may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.

To earn an AS-T in Geology, students must complete the following:

1. Minimum of 60 CSU transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.
3. Completion of 28 specified major units. All courses in the major must be completed with a grade of C or better.
4. Certified completion of the California State University General Education-Breadth pattern or the Intersegmental General Education Transfer Curriculum (IGETC) pattern.

Required Courses:

Course I.D.:	Course Description:	Units
GEOL M02	Physical Geology	3.0
GEOL M02L	Physical Geology Lab	1.0
GEOL M03	Earth History	3.0
GEOL M03L	Earth History Lab	1.0
CHEM M01A	General Chemistry I	5.0
CHEM M02B	General Chemistry II	5.0

Mathematics Requirement: One Year of Calculus (10 Units)

Course I.D.:	Course Description:	Units
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MATH M25A	Calculus with Analytic Geometry I	5.0
OR		
MATH M25AH	Honors: Calculus with Analytic Geometry I	5.0
AND		
MATH M25B	Calculus with Analytic Geometry II	5.0

Additional Recommended Preparation (Not Part of the TMC)

Course I.D.:	Course Description:	Units
GEOL M04	Mineralogy	4.0
BIOL M02A	General Biology I	5.0
PHYS M20A	Mechanics-Solids/Fluids	4.0
AND		
PHYS M20AL	Mechanics of Solids and Fluids Lab	1.0
PHYS M20B	Thermodynamics, Electricity, and Magnetism	4.0
AND		
PHYS M20BL	Thermodynamics, Electricity, and Magnetism Lab	1.0

TOTAL UNITS 28.0

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor			X	Endorses.
President			X	Reviewed and recommend.
Executive Vice President			X	Reviewed and recommend.
Dean			X	Reviewed and recommend.
Academic Senate President		X		Reviewed and recommend.
Legal Counsel	X			
Further Information	Jamillah Moore, Pam Eddinger			

New Degree: Associate in Science in Mathematics for Transfer (AS-T)

Degree Description:

The Mathematics Associate in Science Degree program offers training in both pure and applied mathematics, leading to careers in research, education, business, industry, and government, including such professions as educators, statisticians, actuaries, and operations research analysts. Many areas, such as the physical and social sciences, engineering, economics, and business, are dependent upon the use of applied mathematics in developing solutions to practical problems.

The Associate in Science Degree in Mathematics for Transfer (AS-T) is intended for students who plan to transfer and complete a Bachelor's degree in Mathematics, or a similar major at a CSU campus. Students completing this degree, AS-T in Mathematics are guaranteed admission to the CSU system, but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on university admission and transfer requirements as this AS-T in Mathematics degree may not be the best option for students intending to transfer to a particular CSU campus or to a college or university that is not part of the CSU system.

To earn an AS-T in Mathematics, students must complete the following:

1. Minimum of 60 CSU transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.

3. Completion of 21 - 22 specified major units. All courses in the major must be completed with a grade of C or better (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern or the Intersegmental General Education Transfer Curriculum (IGETC for CSU) pattern.

Required Courses:

Course I.D.:	Course Description:	Units
MATH M25A	Calculus with Analytic Geometry I	5.0
OR		
MATH M25AH	Honors: Calculus with Analytic Geometry I	5.0
MATH M25B	Calculus with Analytic Geometry II	5.0
MATH M25C	Calculus with Analytic Geometry III	5.0
MATH M31	Introduction to Linear Algebra	3.0

Recommended Options: Select One (1) Course from the Following List (3-4 Units)

Course I.D.:	Course Description:	Units
CS M10A	Introduction to Computer Programming Using Structured C++	4.0
MATH M15	Introductory Statistics	4.0
MATH M15H	Honors: Introductory Statistics	4.0
MATH M21	Discrete Mathematics	3.0
MATH M35	Applied Differential Equations	3.0
PHYS M20A	Mechanics – Solids/Fluids	4.0

TOTAL UNITS

21.0-22.0

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor			X	Endorses.
President			X	Reviewed and recommend.
Executive Vice President			X	Reviewed and recommend.
Dean			X	Reviewed and recommend.
Academic Senate President		X		Reviewed and recommend.
Legal Counsel	X			
Further Information	Jamillah Moore, Pam Eddinger			

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	24. Consent Calendar: Student Learning
Subject	24.04 OXNARD COLLEGE NEW PROGRAM APPROVAL: This item presents for approval a new program at Oxnard College
Access	Public
Type	Action
Preferred Date	Oct 09, 2012
Absolute Date	Oct 09, 2012
Fiscal Impact	No
Budgeted	No
Recommended Action	The Chancellor recommends that the Board of Trustees approve a new program at Oxnard College.

Public Content

Background

The new program has been approved by the Oxnard College Curriculum and reviewed by the District Technical Review Workgroup. The program meets the standards and requirements established by Title 5, the campus Curriculum Committee, and the District Technical Review Workgroup.

OXNARD COLLEGE: Associate of Science in Business Administration for Transfer

Course I.D:	Course Name:	Units
Required Core Courses (15 units):		
ACCT R101	Principles of Financial Accounting	3
ACCT R102	Principles of Managerial Accounting	3
ECON R101	Introduction to the Principles of Macroeconomics	3
ECON R102	Introduction to the Principles of Microeconomics	3
BUS R111A	Business Law I	3
List A - Select one of the following courses (4-5 units)		
MATH R105	Introductory Statistics	4
MATH R106	Mathematics for Business Applications	5
List B - Select two courses		
1. <u>Mathematics</u>		
- Any course from List A not already chosen		5
2. <u>Business Courses</u> (no more than one course from this category)		
BUS R102	Introduction to Business	3
OR		
BUS R140	Business Communications	3
3. <u>Business Information Systems</u> (no more than one course from this category)		

CIS R100	Introduction to Computer Information Systems	3
<i>OR</i>		
COAT R122	Microsoft Office	3
Total Required Units		25-27

Staff Position Review	N/A	Primary Recommendation	Advisory Recommendation	Comments
Chancellor	<input type="checkbox"/>		X	Reviewed and Recommended
President	<input type="checkbox"/>		X	Reviewed and Recommended
Executive Vice President	<input type="checkbox"/>		X	Reviewed and Recommended
Dean	<input type="checkbox"/>		X	Reviewed and Recommended
Academic Senate President	<input type="checkbox"/>	X		Reviewed and Recommended
Legal Counsel	X			
Further Information	Jamillah Moore, Erika Endrijonas			

Administrative Content



Agenda Item Details

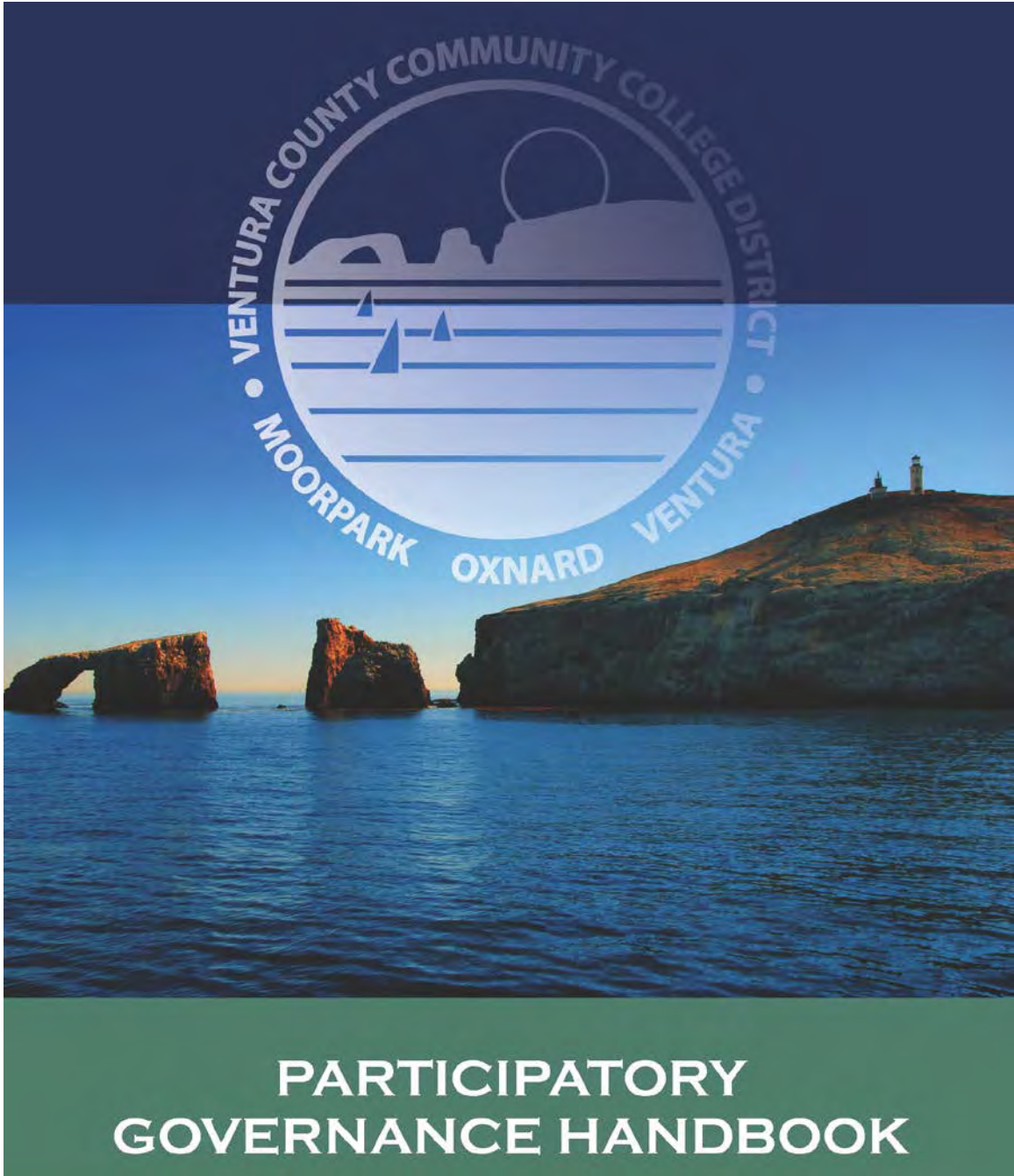
Meeting	Oct 09, 2012 - Board of Trustees
Category	25. Informational Items
Subject	25.01 Participatory Governance Handbook
Access	Public
Type	Information

Public Content

The Participatory Governance Handbook is presented for information only. No action is required.

[Participatory Governance Handbook rev 10.09.12.pdf \(380 KB\)](#)

Administrative Content



**PARTICIPATORY
GOVERNANCE HANDBOOK**

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT Participatory Governance Handbook

Introduction

Ventura County Community College Learning Community:

The purpose of this guide is to clarify for constituents the participatory governance process used within our District. The relationship of College committees to District committees is mapped and the respective role and authority of the various governing bodies are defined.

In addition, this document outlines how employees are involved in the processes that lead to recommendations in their respective areas of responsibility and the accountability they have in decision-making. The information contained in this guide enhances our decision-making processes, making it clear how proposals move from conception to Board adoption.

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How to Read This Document

The Ventura County Community College District (VCCCD or District) Participatory Governance Handbook (Handbook) is intended to be a useful, comprehensive guide to collaborative decision-making processes between and among faculty and staff assigned to the four sites of the District:

- District Administrative Center
- Moorpark College
- Oxnard College
- Ventura College

The Handbook begins with the statements of vision and values adopted by the Board of Trustees (Board) on March 13, 2007. An updated VCCCD mission statement was adopted by the Board on April 12, 2011.

The second section describes the laws that mandate participatory governance and the concomitant philosophical commitments shared by members of VCCCD.

The next three sections provide the charge and membership of District groups. These bodies are formed to:

- Provide efficient and effective communications among the Colleges and the District, and
- Ensure that recommendations from the Colleges' governance bodies are heard and acted upon in a timely manner.

The three categories of District groups reflect the origin of the group and membership. All District groups report to the Chancellor.

The appendices of this Handbook provide suggested group norms, functional mapping, applicable laws and regulations, and a glossary of acronyms and terms.

District Vision, Mission, and Values

Vision

The Ventura County Community College District will become the leader in the development of high quality, innovative educational programs and services.

Keeping in mind that students come first, we will model best practice in instructional and service delivery, student access, community involvement, and accountability.

Mission

The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges.

The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources.

Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources.

English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources.

Ventura County Community College District improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

Values

- We base our actions on what will best serve students and the community.
- We maintain high standards in our constant pursuit of excellence.

- We recognize and celebrate creativity, innovation, and entrepreneurship.
- We demonstrate integrity and honesty in action and word.
- We communicate openly and respectfully to students, colleagues, and members of the public.
- We hire and retain personnel who reflect the diversity of the communities we serve.
- We promote inclusiveness and openness to differing viewpoints.
- We use data, research, and open discussion to drive our plans and decisions.
- We demonstrate responsible stewardship for our human, financial, physical, and environmental resources.
- We seek and maintain long-term partnerships with the communities we serve.

Governance Principles Derived from Law and Accreditation Standards

This section describes the laws that mandate participatory governance and the accreditation standards that hold institutions accountable for creating and implementing effective processes in which faculty, staff, administrators, and students collaborate in decision-making.

The Law

Governance processes within VCCCD, designed in accordance with California Education Code 70901 and 70902 and Assembly Bill 1725, are intended to ensure that decisions are based on well-informed recommendations, support sound District functioning, and are made at the level and with the participation of those who can contribute to their effectiveness, efficiency, and implementation.

According to this Code, the Board of Governors of the California Community Colleges establishes minimum standards as required by law, including, but not limited to, the following:

- Minimum standards to govern student academic standards relating to graduation requirements and probation, dismissal, and readmission policies.
- Minimum standards for the employment of academic and administrative staff in community colleges.
- Minimum standards for the formation of community colleges and districts.
- Minimum standards for credit and noncredit classes.
- Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, administrators, and students the right to participate effectively in district and college governance, the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

The role of the local governing Board is to establish procedures in keeping with the minimum standards established by the Board of Governors of the California Community Colleges. In terms of governance, those procedures must ensure that:

- Faculty, staff, and students have the statutory right to participate effectively in District and College governance, and
- The Board retains its ability to be the final decision maker.

Accreditation Standards

Colleges in Ventura County Community College District are accredited by the Association of Community and Junior Colleges, the two-year higher education division of the Western Association of Schools and Colleges. Governance, as defined in these accreditation standards, supports institutional effectiveness by requiring processes in which ethical and broad-based leadership:

- Guide the accomplishment of the mission, and
- Promote ongoing dialogue focused on continuous improvement.

Governance is addressed in two components of the accreditation standards. Standard IV includes these statements most relevant to this Handbook:

- Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designed responsibilities of the governing board and chief administrator.
- The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

The Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems include these statements most relevant to this Handbook:

- The integrity of the district/system programs and services falls within the scope of the institution's accreditation.
- Institutions have the responsibility to describe and display clearly the particular way functions are distributed in their unique multi-college organization.
- When a team identifies serious inadequacies in the performance of a district/system function, such a deficiency could jeopardize the accreditation of one, some, or all of the district/system colleges.

In addition to laws cited in the previous section, these accreditation standards provide a mandate for collaborative decision making and ongoing cooperation in decision making among the components in a multi-college district.

Implementation of the Law in VCCCD

Ventura County Community College District and its Colleges' governance groups strive to put into practice the spirit and principles of participatory governance. Effective participatory governance is a partnership between and among those

who are charged with making recommendations and those who are held accountable for outcomes. VCCCD creates processes to foster just such a successful governance partnership. An inclusive governance structure enables members of the VCCCD community to participate in developing recommendations for consideration by the Board of Trustees.

The intent of AB 1725 and the accreditation standards is actualized at both College and District levels in such a spirit of collaboration. Functionally, the process includes a system of committee meetings and activities designed to solve challenges at levels closest to the staff and work units affected and to provide the District's Presidents and Chancellor with assistance in preparing plans, processes, and policies.

These processes work because members of the District groups and District administrative staff agree that shared responsibilities are important and are to be protected through adherence to the following mutual agreements:

1. All members of District governance, advisory, and operational groups agree to:
 - Work for the greater good of our students.
 - Use analytical skills, creativity, and expertise to further District long-range goals, effective day-to-day functioning, and students' well-being.
 - Fulfill group member responsibilities through:
 - Attendance at meetings
 - Clear articulation of constituent needs
 - Function as a team member with other members of the group
 - Follow-through on tasks
 - Report meeting outcomes back to constituent groups
 - Work toward common understanding and consensus in an atmosphere of respect.
 - Support the implementation of recommendations once group consensus is reached.
 - Welcome change and innovation.

2. In turn, the Chancellor agrees to support the work of District groups by making the commitment that members of District groups will have:
 - Flexibility and resources needed to accomplish assigned tasks.
 - Shared responsibility for outcomes.
 - Praise and recognition for their work.
 - Support for change and innovation.
 - Access to leadership opportunities.
 - Establishment of Tuesday/Wednesday college meetings and Thursday/Friday District meetings, unless necessitated by unusual circumstances.
 - The Board of Trustees set an annual calendar.

Relationship of College Groups and District Groups

As independently accredited institutions, each College complies with the accreditation standards, Education Code, and Title 5 regulations on governance by developing processes for collegial consultation on each campus.

The Colleges have developed autonomous and individualized processes to generate, review, and implement recommendations on the academic and professional matters defined in law and regulation. However, when the implementation of recommendations from a College will impact the other Colleges and/or District, these recommendations are presented at the District Consultation Council. After being reviewed and considered by this District group, recommendations flow to the Chancellor and Board of Trustees or return to the College group for clarification. This does not prevent any of the Academic Senates from communicating directly with the Board of Trustees.

In addition to governance bodies, each College has created advisory and operational groups as needed to maintain smooth routine functioning and to ensure that College constituencies are informed and involved. If recommendations from the Colleges' advisory and operational groups have District-wide implications, these are brought forward for consideration at the appropriate and parallel District operational or advisory group.

District Consultative Structure General Operating Agreements for District Groups

Operating agreements outline the rules of conduct, delegation of authority, and the roles and responsibilities of individuals who are committee members.

While some District groups may develop operating agreements specific to its tasks as detailed later in this Handbook, there are six overall operating agreements for VCCCD groups.

1. All members of District groups understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. The group formulates recommendations to the Chancellor through consultation and are responsible to serve as a conduit for 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.
2. Team members are committed to their group's charge and to agreed-upon norms for operating in District groups. In the first fall meeting, each governance group will:

- Distribute and discuss the group's charge and reporting structure to the group membership's understanding of the relationship between the Colleges' governance structures and the District groups
 - Review norms for working as a team (see Appendix I for suggestions)
 - Develop operating agreements for determining recommendations
 - Review or establish task-specific operating agreements, if needed
3. Team members are committed to regular attendance and understand that matters before District groups will be acted upon irrespective of absent members.
 4. District groups will meet on either Thursday or Friday. The schedule for groups is established for the coming academic year in the final meeting of the preceding spring semester. Once set, the schedule may be adjusted only by consensus of the group members. These District groups are not subject to the Ralph M. Brown Act and therefore are not public meetings.
 5. A record of each meeting is distributed to the Chancellor's Office, to committee members, and is posted on the District website.
 6. Recommendations from all District groups are forwarded to the Chancellor. The chairs are responsible for tracking the progress of those recommendations and providing feedback to the District group on the approval, rejection, or modification of the recommendations. All District consultative bodies are expected to conduct their work efficiently and provide recommendations to the Chancellor on a timely basis. Failure to provide recommendations in a reasonable period of time may result in the Chancellor exercising his/her delegated authority to act independently.

Roles

Critical to the integrity of the College and District governance structure is that each member of the District community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the District have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations, VCCCD Board Policy, District practices and procedures, and job descriptions.

Role of the Board of Trustees

The Board of Trustees are representatives of the broad community, elected to act as guardians of the public's trust. Although elected within subsections of Ventura County, Trustees serve and represent all county citizens. The Board's

primary responsibility is to establish District policies that align with the Minimum Standards set by the Board of Governors of the California Community Colleges. The Board ensures that the mission and vision will be accomplished by assigning responsibilities to District employees through job descriptions. In this way, the Board remains outside the operations of the District.

The following responsibilities are stated in Education Code Section, which authorizes and defines local boards. The section also authorizes local boards to delegate their power to the chief executive officer and other college staff and committees, unless specifically prohibited by law.

1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of this state.
2. Establish policies for and approve comprehensive, academic, and facilities plans.
3. Establish policies for and approve courses of instruction and educational programs.
4. Establish academic standards and graduation requirements.
5. Employ all personnel and establish employment practices.
6. Determine budgets within legal constraints and determine the needs for tax and bond elections.
7. Manage and control district property.
8. Establish procedures for effective involvement in the local decision-making process.
9. Establish rules for student conduct.
10. Establish fees as required by law.
11. Accept grants, gifts, and scholarships.
12. Provide auxiliary services, as necessary.
13. Determine the academic calendar.
14. Participate in the Board of Governors' state consultation process.

Boards of Trustees in California delegate significant authority to the CEO, as well as to the Academic Senate according to Title 5 regulations. Effective boards limit their role to developing broad policy and providing oversight in the areas listed above, and delegate the responsibility for administrative and professional duties to the professionals in the colleges.

As a legislative body, the VCCCD Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953, also known as the Ralph M. Brown Act. Minutes are prepared for all actions taken by the VCCCD Board of Trustees to serve as the District's public record.

Role of District Chancellor

The Chancellor is the chief executive officer of the District and administrative agent of the Board of Trustees and, as such, is the District's only employee reporting directly to the Board. The Chancellor is accountable for the operation of the District and for providing policy recommendations to the Board. Further definition of the Chancellor's responsibilities is provided in the following section on the Role of Administrators and further referred to in BP 2430 Delegated Authority to Chancellor.

Role of Faculty

Full-time and part-time faculty members at each College are represented in governance by an Academic Senate. The Academic Senate at each College assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725.

The VCCCD Board of Trustees agreed in Board Policy 2510 to function with the Colleges' Academic Senates in academic and professional matters under the mutual agreement option. When the Board elects to provide for mutual agreement with the Academic Senates, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Through the three Academic Senates and their College governance structure, recommendations are made to the administration of its College and the District on the following specific academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review; and
- Processes for institutional planning and budget development
- Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility.

Consultation is required on processes in program review, planning, and budgeting. Consultation is not required on the content of program review, planning, and budgeting.

Academic Senates appoint faculty members to District groups.

Role of Classified Staff

Classified staff members include College and District employees in a wide range of positions. Classified staff members are provided with opportunities to participate in the formulation and development of District and College recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

SEIU recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the Ventura County Community College District and Service Employees International Union Local 99.

Role of Administrators

Administrators are defined as college presidents, vice chancellors, college executive vice presidents, college vice presidents, deans, classified managers, and classified supervisors. The job descriptions for College and District administrators assign specific roles for administrators. Administrators are appointed to committees based on function or position or appointed by the College President or Chancellor. Administrators address issues of District-wide impact, including governance recommendations, operational matters to ensure alignment of practices, cross-District communication, uniform application of policies and procedures, progress on District goals, and Board support in District-wide planning processes.

Role of Students

Students at each College are represented by an Associated Student Government organization composed of elected officers. Each College's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on District councils. In their role representing all students, they offer opinions and make recommendations to the administration of the College and to the Board of Trustees with regard to District and College policies and procedures that have or will have a significant effect on students. Those areas are specifically defined as:

- Grading policies;
- Codes of student conduct;
- Academic disciplinary policies;
- Curriculum development;
- Courses or programs which should be initiated or discontinued;
- Processes for institutional planning and budget development;
- Standards and policies regarding student preparation and success;
- Student services planning and development;
- Students fees within the authority of the District to adopt; and
- Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students.

Generally, the Board of Trustees shall not take action on a matter having a significant effect on students unless they have been provided with an opportunity to participate in the recommendation process.

Administrative Decision-Making Bodies

Chancellor's Cabinet

The Chancellor's Cabinet discusses issues of District-wide impact, including governance recommendations, operational matters to ensure alignment of practices, cross-District communication, uniform application of policies and procedures, progress on District goals, and Board support in district-wide planning processes. Items that require consistent implementation that emerge from Chancellor's Cabinet discussions are communicated to the College and District Administrative Center personnel as appropriate.

Chair: District Chancellor

Members: College Presidents
 Vice Chancellor, Business and Administrative Services
 Vice Chancellor, Human Resources
 Director of Administrative Relations

Typically, Chancellor's Cabinet meets weekly, or as needed.

Chancellor's Presidents Council

The Presidents Council discusses issues specific to the coordination of activities that may impact all three colleges, and provides a venue to improve cross-district

communication. Items that require consistent implementation that emerge from President's Council discussions are communicated to the College and District Administrative Center personnel as appropriate.

Chair: District Chancellor

Members: College Presidents

Typically, Chancellor's Presidents Council meets monthly, or as needed.

Chancellor's Administrative Council

The Chancellor's Administrative Council complements the work of the Chancellor's Cabinet as a venue to improve cross-district communication through the inclusion of the perspectives of additional senior college administrators, especially on operational matters. The Council holds discussions specific to the coordination of activities that may impact all three Colleges and the District Administrative Center. Items that require consistent implementation that emerge from the Chancellor's Administrative Council are communicated to the College and District Administrative Center personnel as appropriate.

On a periodic basis, Chancellor's Cabinet meets with Chancellor's Administrative Council.

Chair: District Chancellor

Members: College Presidents
College Executive Vice Presidents
College Vice Presidents, Business Services
Vice Chancellor, Business and Administrative Services
Vice Chancellor, Human Resources
Director of Administrative Relations

Typically, Chancellor's Administrative Council meets monthly, or as needed.

District Advisory and Planning Body

District Consultation Council

The District Consultation Council is the representative body designed to facilitate cross-District communication, support the governance processes at each College, and assist in District governance as described in the accreditation standards.

The District Consultation Council facilitates and integrates communication across the four sites of the District by:

- Reviewing the Board agenda prior to action by the Trustees;
- Recommending appropriate participatory governance structures for the District, and monitoring and assessing effectiveness of the implementation of said governance structures;
- Receiving and analyzing recommendations from College governance bodies and determining the appropriate next step for such recommendation;
- Reviewing District-wide compliance with accreditation standards for the Accrediting Commission for Community and Junior College/Western Association of Schools and Colleges; and
- Serving as the District-wide strategic planning body of the District.

Constituent agreement/disagreement on Board items discussed in Consultation Council are noted as a Board informational item in the Chancellor's summary statement "Chancellor's Recommendations of Board of Trustees Agenda." Discrete agenda items presented to the Board in areas of senate primacy contain advisory recommendations and comments from Chancellor, President, Executive Vice President, and Dean.

The Chancellor has the right to accept, reject, or modify recommendations from the District Consultation Council. When the Chancellor rejects or modifies a recommendation from the District Consultation Council, he/she informs that group of the objections to their recommendation. The Academic Senates and Associated Student Governments (ASG) retain the right to present their comments on the Chancellor's recommendation directly to the Board of Trustees.

The authority of the District Consultation Council is limited by the scope of delegated Board authority to the Chancellor, collective bargaining agreements, and constituent group authority as provided by law. This council meets once per month, unless it is necessary to hold an additional meeting. The District Consultation Council engages in a formative assessment of its processes annually.

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 for 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 as defined in Appendix III of this Handbook.

Chair: District Chancellor

Members: Vice Chancellor, Business and Administrative Services
Vice Chancellor, Human Resources
Director of Administrative Relations
One Executive Vice President, (appointed by the Chancellor)
One District Classified Representative
One Classified Confidential Representative

From Each College:

College President
Academic Senate President or designee
Classified Senate President
Associated Student Government Representative

From the Collective Bargaining Units:

AFT President
SEIU President

Typically, the council meets monthly, or as needed.

District Advisory Bodies

Administrative Technology Advisory Committee

The Administrative Technology Advisory Committee (ATAC) advises the Chancellor on technology planning and priority setting for all technologies not used in the teaching/learning process, including Banner enhancements, with the exception of the distance learning platform. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources; setting priorities for fiscal and staff resources; and making recommendations to revise business processes and functionalities to improve procedures and productivity.

Ad hoc committees are assigned specific components of projects as needed.

Chair: Associate Vice Chancellor, Information Technology

Members: Vice Chancellor, Business and Administrative Services
Vice Chancellor, Human Resources
Director of Administrative Relations
District Information Technology Project Support Staff

From Each College:
Executive Vice President (or designee)
Vice President, Business Services

Typically, the committee meets bi-monthly, or as needed.

District Council on Accreditation and Planning

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 for 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.

Chair: Appointed by the Chancellor (currently Chancellor's Designee)

Members: District Administrative Center Representative
Student Trustee
Others as determined by the Chancellor

From Each College:
College President
Academic Senate President or designee

Typically, this committee meets monthly.

District Council on Human Resources

The District Council on Human Resources (DCHR) is advisory to the Chancellor on human resources policies and procedures. This charge includes:

- Develop the first draft of Board policies on human resources;
- Develop the first draft of District procedures to implement the related Board policies on human resources;
- Review implementation processes that accompany innovations in technology to support human resources; and
- Facilitate discussion on common interests among the three colleges with regard to human resources issues.

Chair: Vice Chancellor, Human Resources

Members: Human Resources Department Manager(s)
AFT Representative

From Each College:

Executive Vice President
Academic Senate President or designee
Classified Representative

Typically, the committee meets monthly during the academic year.

Institutional Research Advisory Committee

Research is conducted at the college using uniform Districtwide data elements sustained by the Information Technology department. Comprehensive research is not performed at the District; however, standardized data and reporting structures are agreed upon through the District's Institutional Research Advisory Committee (IRAC) [formally Institutional Research Committee]. IRAC is charged with supporting District and college decision-making in the areas of enrollment management, planning, academic program review, performance and outcomes assessment, accreditation, and organizational development. IRAC functions include coordination of research activities, developing, evaluating and regularly distributing basic community demographic information and performance indicators through the District-supported DataMart; and assisting to ensure correct and complete MIS data collection and submission to the California Community College System Office.

In addition, the Chancellor's appointed chair of the District Council of Accreditation and Planning (DCAP) is responsible for providing requests to IRAC in support of DCAP's authorized functions and activities.

The Colleges are responsible for the development and assessment of student learning outcomes and service unit outcomes in accordance with accreditation standards. Although each College has developed its own process and schedule for the development and the assessment of course, program and institution-level student learning outcomes, a common method for tracking data on the progress made is maintained. The Colleges are also responsible for developing and evaluating the data elements called for through their site-specific program review models.

Chair: Associate Vice Chancellor, Information Technology

Members: One Senior Programmer Analyst
One Data Analyst (DAC)
One College Technical Data Specialist
Others as determined by the Chancellor

From Each College:
College Institutional Researcher

Typically, the committee meets as needed.

Governance Recommending Bodies

District Council on Academic Affairs

The District Council on Academic Affairs (DCAA) advises the Chancellor through Cabinet and the District Consultation Council regarding instructional program development and related Board policies, administrative procedures, and standard operating practices; DCAA facilitates the coordination of District college programs and reviews institutional offerings for redundancy, growth and development, and discontinuance; and prepares the initial draft of the educational master plan as it relates to instruction and student services. The District Council on Academic Affairs is advised by two District workgroups on academic and professional matters (DTRW-I and DTRW-SS). The workgroups focus on instruction and student services in program development.

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 for 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.

Chair: Appointed by the Chancellor (currently one College Executive Vice President).

Co-Chair: One Faculty member selected by the DCAA Council

Members: One Vice President, Business Services (appointed by the
Chancellor)

From Each College:

Executive Vice President
Academic Senate President or designee

Faculty co-chair of campus planning committees or a college
faculty designee

Associated Student Government Representative
Additional college faculty member

Typically, this committee meets monthly.

District Technical Review Workgroup - Instructional

The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:

- To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantively revised courses and programs approved by each College's Curriculum Committee; and
- To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.

The DTRW-I is an advisory group to DCAA. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantively revised courses and programs prior to submission through DCAA to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum.

In addition to the general operating agreements for District groups included previously in this Handbook, DTRW-I follows these additional operating agreements:

- Membership in DTRW-I for the following academic year will be chosen in the spring to ensure:

- The members are prepared to meet as early as needed in the fall;
 - There is sufficient time for summer training on curriculum; and
 - There is sufficient time for members' schedules to be adjusted, if needed, to accommodate the DTRW-I meeting schedule.
- The Colleges' Curriculum Committees forward new and substantively revised courses, degrees, and certificates to the DTRW-I for review no later than 5:00 p.m. on the third Friday of each month. Each College will submit one packet via the DTRW-I email address. Revisions to this packet made after the submission date will be deferred to the following DTRW-I meeting.
 - Substantively revised courses are presented to the DTRW-I in conventional legislative format, with each College's current catalog as the foundational document. If there is a proposed revision to a course that is not yet published in the College catalog, the Executive Vice President from that College will bring the current course outline.
 - When the DTRW-I determines that element(s) of a new or substantively revised course or program do not comply with regulation or law, the DTRW-I, via the Colleges' representatives, shall advise the College Curriculum Committee of the variance, citing specific authority. The College Curriculum Committee shall duly consider the advice of the DTRW-I.
 - Should the College Curriculum Committee's determination vary from the advice of the DTRW-I, documentation articulating the varying interpretations of technical/legal point(s) in dispute are forwarded to DCAA.
 - New and substantively revised courses and programs will be placed on the Board Agenda only after approval by the originating College Curriculum Committee and review by DTRW-I and DCAA.
 - Course and program activity requiring DTRW-I and DCAA review and Board approval are:
 - Curricular matters involving international travel
 - All new degrees, certificates, and awards
 - Deleted degrees, certificates, and awards
 - Substantial revisions of degrees, certificates, and awards
 - All new courses
 - Substantial revisions of courses, including changes to:
 1. Title (if substantial)
 2. Units and/or Hours (if increased)

3. Description (if substantial)
4. Prerequisite(s) and/or Corequisite(s) (if substantial)
5. Fees required
6. Course repetition (added or increased)

Course and program activity requiring College Curriculum Committee review only are:

- Non-substantive revisions to degrees, certificates, and awards
- Deleted courses
- Experimental courses (offered for only one year)
- Reintroduced courses (deleted within past two years) with no substantial revisions
- Non-substantive revisions of courses including changes to:
 1. Course ID (discipline name or abbreviation plus alphanumeric designation)
 2. Title (if modest – *e.g.*, Black Literature to African American Literature)
 3. Units and/or Hours (if no increase)
 4. Prerequisite(s) and/or corequisite(s) (correction, reduction, elimination)
 5. Recommended preparation
 6. Description (if non-substantive)
 7. Fees (removed)
 8. Course repetition (reduced or removed)
 9. Field trips (required or may be required or removed)
 10. Former course ID (pro forma with revision of course ID)
 11. Co-designation (same as)
 12. Pass/No Pass only (no letter grade)
 13. Not applicable for degree credit
 14. Transfer credit
 15. Distance education
- The Board Agenda template for new and substantively revised courses and programs will include the notation “Reviewed by –District Council on Academic Affairs (DCAA).”

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 for 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 as defined in Appendix III of this Handbook.

Chair: The Chancellor appoints a member to serve as the administrative chair on this workgroup. This member co-chairs the workgroup with a faculty member.

Co-Chair: The home College for the faculty co-chair is rotated among the three Colleges, and the maximum term for a faculty co-chair is one year.

From Each College:
Executive Vice President
Faculty Co-Chair of the College Curriculum Committee
Articulation Officer

Typically, this workgroup meets monthly during the academic year.

District Technical Review Workgroup – Student Services

The District Technical Review Workgroup (DTRW-SS) is an advisory group to DCAA. It is responsible for the review and development of Board policies, administrative procedures and standard operating practices in the student support area prior to submission through DCAA to the Chancellor and Board of Trustees. It may also serve as a body providing operational and procedural advice to DCAA for issues that impact students district-wide.

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 for 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 as defined in Appendix III of this Handbook.

Chair: The Chancellor appoints an Executive Vice President as chair. This member co-chairs the workgroup with a faculty member.

Co-Chair: The Co-Chair position is rotated annually among the three Colleges. The maximum term for a co-chair selected by the group is one year.

From Each College:
Dean, (Student Services)
Associated Student Government Representative
Registrar
Articulation Officer or non-instructional designee

Typically, this workgroup meets monthly during the academic year.

District Council on Administrative Services

The District Council of Administrative Services (DCAS) recommends to the Chancellor through the Cabinet and the District Consultation Council on budget policy, development, and implementation, including, but not limited to, the District allocation model, business policies, and procedures.

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 for 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.

District budget office staff provides support to DCAS.

Chair: Vice Chancellor, Business and Administrative Services
Faculty Co-Chair

Members: One AFT Representative
One Executive Vice President (appointed by the Chancellor)

From Each College:

Vice President, Business Services
Academic Senate President or designee
Classified Representative
Student Representative, as appointed by Associated Student Government

Typically, this committee meets monthly.

Instructional Technology Advisory Committee

The Instructional Technology Advisory Committee (ITAC) advises the Chancellor on technology planning and priority setting for all technologies used in the teaching/learning process. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the prioritization of needed resources; and making recommendations to revise instructional technology processes and functionalities to improve student learning.

Ad hoc committees are assigned specific components of projects as needed for all instructional technology.

Chair: Associate Vice Chancellor, Information Technology

Co-Chair: The home College for the faculty co-chair is rotated among the three Colleges, and the maximum term for a faculty co-chair is one year.

Members: District Information Technology Project Support Staff, as needed

From Each College:

Executive Vice President (or designee)
Instructional Technologist
Two Faculty Members

Typically, the committee meets once per semester, or as necessary.

Appendix I

Suggested Norms for Group Interactions

The following are suggested norms for Ventura County Community College District governance groups. In the first fall meeting, each governance body will review this list, which the group will adopt or modify.

- Come prepared to present and participate;
- Listen to the contributions and reactions of fellow committee members;
- Avoid sidebar conversations;
- Refrain from interrupting;
- Commit to achieving the committee's purposes;
- Keep actions purposeful;
- Make sure the recorder expresses the intent of the committee members;
- Take responsibility for changing one's own non-constructive habits or negative attitudes;
- Present positions as clearly as possible and avoid blindly arguing for individual ideas;
- Avoid changing one's mind just to agree and avoid conflict. Support only ideas one can live with;
- Acknowledge and accept differences of opinion that improve committee chances of reaching the best solution;
- When the team reaches a stalemate, look for the next most acceptable alternative that all team members can live with;
- Value the unity of the committee; and
- Share meeting records and information with your constituency group(s).
- Maintain professional and respectful communication.

Appendix II



Ventura County Community College District Moorpark College • Oxnard College • Ventura College

Functional Mapping

This document describes and explains the areas of functional responsibility between District Administrative Center (District) and the colleges within Ventura County Community College District (VCCCD), including Moorpark College, Oxnard College and Ventura College. It also includes the District's cross-college communication and advisory structures in the form of committees, councils, and task forces.

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

ACADEMIC AFFAIRS/STUDENTS

District – District Council on Academic Affairs College – Executive Vice Presidents

Curriculum development, as well as provision of academic programs, is the responsibility of the colleges' Executive Vice Presidents. The District Council on Academic Affairs (DCAA): advises the Chancellor and administration through Cabinet and the District Consultation Council regarding instructional program development and related Board policies, administrative procedures, and standard operating practices; DCAA facilitates the coordination of District college programs and reviews institutional offerings for redundancy, growth and development, and discontinuance; and prepares the initial draft of the educational master plan as it relates to instruction and student services. The District Council on Academic Affairs is advised by two District workgroups on academic and professional matters (DTRW-I and DTRW-SS). The workgroups focus on instruction and student services in program development.

BOARD POLICY AND ADMINISTRATIVE REGULATIONS

Board of Trustees

VCCCD is governed by a five-member locally elected Board of Trustees (Board) and a student Board member. The five trustees are elected in even-numbered years to four-year terms by the voters of Ventura County. The Board is responsible for adopting policies that govern the business of the District and its colleges. The Chancellor, the District's Chief Executive Officer, is responsible for carrying out policies approved by the Board.

Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and regulations that affect academic matters, the Board relies primarily on the academic senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on staff recommendations with input from various constituencies in the development and review process. The general public may comment at public board meetings on any policy consideration before the Board.

The role of the Board is to establish policies and procedures in keeping with the minimum standards established by the Board of Governors of the California Community Colleges, the California Education Code, and Title 5 Regulations. Existing policies and procedures appear in the Ventura County Community College District Board Policy Manual. Operating under Brown Act rules, the Board conducts policy development and administrative oversight of the District through (1) public board meetings, and (2) the delegation of authority to the Chancellor. Through the Board's delegation of administrative authority, the Board holds the Chancellor accountable for the administration of policies adopted by the Board and the conduct of District business (Board Policy 2430). The Board supports District personnel in the completion of their duties and ensures they have the requisite responsibility, adequate resources, and necessary authority to perform their assigned work tasks effectively.

Chancellor

The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the district in accordance with the policies established by the Board. The execution of all decisions made by the Board requiring administrative action is the responsibility of the Chancellor.

As a multi-college district, the Chancellor, serving as the Board's Chief Executive Officer is the District's chief administrator. With broad discretionary powers, the Chancellor reports directly to the Board and is responsible for overall operations of the District, including all programs and services involving educational development, student learning, human resources, facilities planning, business services, fiscal

affairs, and legislative relations. The Chancellor is responsible for providing policy recommendations to the Board, strategic planning, establishing, and maintaining an effective and efficient organization, educational leadership to the colleges, and for supporting District policies with state and local constituencies.

Vice Chancellor, Business and Administrative Services

The Vice Chancellor, Business and Administrative Services reports directly to the Chancellor and is the Chief Financial Officer for the District. The Vice Chancellor provides leadership and accountability for fiscal management, business services, annual audits, legal and risk management, information technology systems, health and safety concerns, the coordination of federal and state reporting for fiscal and facility operations, and overseeing construction projects funded by the recent general obligation bond issue. The Vice Chancellor, Business and Administrative Services chairs and works with District-wide participatory governance groups and committees and serves as a member of Chancellor's Cabinet executive team and District Chancellor's Consultation Council.

Vice Chancellor, Human Resources

The Vice Chancellor, Human Resources reports directly to the Chancellor and is the Chief Human Resources Officer for the District. The Vice Chancellor, Human Resources provides leadership and accountability for human resources functions, including the development of human resources policies and procedures, labor relations, employee relations, contract administration, staff training and development, benefit administration, recruitment, hiring, classification, compensation, worker's compensation, records management and human resources information systems, and legal compliance. The Vice Chancellor, Human Resources works with and chairs District-wide participatory governance groups and committees, serves as a member of the Chancellor's Cabinet executive team and District Chancellor's Consultation Council, acts as liaison to the Personnel Commission, and serves as chief negotiator for the District, representing the Board.

Presidents

The Presidents are the chief executive officers of the colleges and report directly to the Chancellor. The Presidents are responsible for day-to-day operations of the total college programs and provide leadership and coordination for the college community. The three Presidents serve as members of the Chancellor's Cabinet executive team and District Chancellor's Consultation Council.

The Chancellor has delegated certain powers and duties to the college Presidents. In turn, each President provides leadership and advocacy for his or her campus at both the local and District level and is responsible and accountable for the institution's programs, services, and operations. The

Presidents are responsible to the Chancellor to ensure the appropriate implementation of District policies. Additionally, each college President represents his or her college in the communities served by the college and is responsible for maintaining effective communication among faculty, students, staff, and administration. The Presidents are responsible for working with constituent communities in the review of current District policies and administrative procedures.

Personnel Commission

The Personnel Commission prescribes, amends, and interprets rules and regulations to ensure the efficiency of the classified service, conducts recruitment and selection processes for classified employees, and maintains a classification plan, including conducting classification studies. The Personnel Commission also investigates and hears appeals of permanent classified employees who have been suspended, demoted, or dismissed.

Division of Responsibility

The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions requiring administrative action. The Chancellor may delegate authority and responsibility for specific functions to each college President. In a decentralized college district, and with the guiding principle that supports and maintains the philosophy of college autonomy, this District is basically structured in such a way that the colleges have primary authority over educational programs and student services functions while the District office has centralized certain functions related to human resources, fiscal and budgetary oversight, construction and capital outlay, and technological support. The relationships are symbiotic as opposed to duplicative. The goal is to provide communication and support collaboration between the colleges and the District. The colleges have broad oversight of instructional responsibilities while the District primarily ensures compliance with applicable statute and regulatory parameters.

BUDGET DEVELOPMENT AND REPORTING

District – Vice Chancellor, Business and Administrative Services Colleges – Vice Presidents of Business Services

The Board delegates budget development to the District under the leadership of the Vice Chancellor, Business and Administrative Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District is responsible for establishing and maintaining the budget, in consultation with the colleges.

The District develops the annual Budget Assumptions and establishes the revenue and District-wide fixed cost budgets. A formula for the distribution of funds to the colleges and other District operations has been established through a participatory process. This formula has been refined annually with input from the District-wide budget development committee comprised of faculty leaders, classified staff, and administrators throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the planning and budgeting of college priorities as well as the expenditure and monitoring of funds within the constraints of local, state, and federal laws.

The District budget office also maintains position control and provides state budget reporting, attendance accounting, Management Information Systems (MIS), and Integrated Postsecondary Education Data Systems (IPEDS) reporting.

Once funds are distributed, the colleges and administrative departments are responsible for the planning and budgeting of college priorities as well as the expenditure and monitoring of funds within the constraints of local, state, and federal laws. The Vice Presidents of Business Services allocate college discretionary funds to departments, disciplines, and programs and initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college discretionary fund.

CLASSIFICATION AND COMPENSATION

District – Vice Chancellor, Human Resources

Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor, Human Resources and the Personnel Commission, the Director of Employment Services/Personnel Commission oversees the functions of classification and compensation, including conducting position classification studies, establishing classifications, and recommending salaries. College administrators are responsible for assigning responsibilities to positions, which provides the basis for position classifications.

COMMUNITY INVOLVEMENT

Citizens Advisory Body

The Citizens Advisory Body provides community input and feedback to the Board of Trustees in the preparation of its Districtwide 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 Board of Trustees confers with the community body several times a year, typically in the preparation of its District plan and as a follow-up in evaluating its success in meeting Board goals and objectives.

College Foundations

The three college foundations are 501(c)(3) charitable organizations that support and advance the educational and student services provided by the colleges. At each college, the Foundation Board of Directors is the organizational authority for the Foundation and includes public members and institutional members. The Foundations raise and distribute funds for student scholarships and special projects.

Citizens Oversight Committee

The Citizens Oversight Committee (COC) was established in May 2002 as a result of the passage of Measure S, a \$356.3 million bond issue for construction and rehabilitation of facilities on the three college campuses and the Camarillo site. The COC has statutory responsibility to inform the public concerning VCCCD's expenditure of revenues received from the sale of Measure S bonds. The COC also is responsible for the preparation and presentation of an annual report to the Board related to the Measure S Bond program expenditures and activities. Seven members serve on the COC, representing groups such as student government, the business community, senior citizens' organization, a taxpayers' organization, and a foundation member affiliated with the VCCCD.

CONTRACT ADMINISTRATION AND LABOR RELATIONS

District – Vice Chancellor, Human Resources

Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

The Vice Chancellor, Human Resources serves as chief negotiator for the District, representing the Board. The Vice Chancellor, Human Resources has primary responsibility for contract administration and ensuring compliance. College managers are responsible for adhering to contract provisions and researching and responding to alleged contract violations. Representative

college managers also serve as members of the District's negotiation team and provide input regarding changes needed in contract language.

ECONOMIC AND WORKFORCE DEVELOPMENT

District – Dean of Economic Development

Colleges – Presidents, Executive Vice Presidents, Vice Presidents

Economic and Workforce Development is a District-wide operation under direction of the Chancellor. The District Dean of Economic Development has primary responsibility for developing and administering District-wide economic, not-for-credit career education, and workforce development programs that serve local workforce needs. Responsibilities include providing assessment, testing services, and customized, training; responding to mandated training requirements and new legislation; outreach to high schools, special populations, and the community; and creating and maintaining partnerships with various business and industry organizations to address local workforce education and training needs.

The District Dean and the colleges work collaboratively to implement strategies for achieving college goals and objectives related to career/occupational/workforce education. Input and request for Economic Development services are made through the President of each college within the Chancellor's Cabinet.

EMERGENCY PLANNING

District – Vice Chancellor, Business and Administrative Services

Colleges – Presidents, Incident Commander, Emergency Response Team

Under direction of the Vice Chancellor, Business and Administrative Services, the Chief of Police, with shared responsibility with the Director of General Services and Associate Vice Chancellor, Information Technology, implements and coordinates the District's emergency plan as mandated by the State of California, Office of Emergency Services. Responsibilities include updating the emergency plan, coordinating all training, maintaining emergency response teams, and maintaining inventory of emergency equipment and supplies.

The District maintains an Emergency Preparedness and Response Plan, with emergency response teams at each college and the District Administrative Center. The plan is designed to effectively coordinate the use of college and community resources to protect life and property immediately following a major natural, accidental disaster or emergency, and continuity of campus operations. The plan provides for multiple level emergency response organization and is

intended to structure and facilitate the flow of emergency information and resources within and between organizational levels: field response, local government, and operational areas and regions.

Each college Incident Commander provides management of the college Emergency Response Team and provides support to the college President during an emergency. The colleges' Incident Commanders also work with the District Administrative Center to provide training and technical expertise to faculty, staff, and administration in areas of safety, environmental health, and emergency services.

EMPLOYEE BENEFIT ADMINISTRATION

District – Vice Chancellor, Human Resources

The Vice Chancellor, Human Resources is responsible for benefit administration, including carrier negotiations and directing broker activities.

EMPLOYEE RELATIONS

District – Vice Chancellor, Human Resources

Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor, Human Resources, the District Director of Human Resources Operations administers the employee performance and evaluation function and provides counsel and direction to college managers and other District departments. College administrators are primarily responsible for employee performance management and evaluation.

FACILITIES

District – Vice Chancellor, Business and Administrative Services

Colleges – Vice Presidents of Business Services

The District has the responsibility for oversight and coordination of all procurement, construction, maintenance, and operations of all VCCCD facilities and construction projects. The Director of Facilities, Maintenance, and Operations under the leadership of the Vice President, Business Services, coordinates contracts, leases, facilities planning, construction, and maintenance and operations at each college. As a part of its overall academic planning process, each college develops a facilities master plan and scheduled maintenance priorities that reflect the integration of the educational and student

support needs of the institution. When combined, these plans form the basis for master planning and facilities development at VCCCD.

The District is also responsible for a major construction program as a result of the passage of a local bond initiative (Measure S) which includes the procurement and construction of several major facilities and significant upgrading of infrastructure throughout VCCCD. The District has elected to “outsource” this program utilizing the services of a consultant who, reporting to the Chancellor and the Board of Trustees, works very closely with college leadership in the design, planning, and build-out of each project and who in turn oversees the construction and delivery of the individual projects. As a part of this program, the District is also responsible for fulfilling its statutory responsibilities by reporting and responding to the Measure S Citizens’ Oversight Committee on all matters pertaining to bond projects.

FISCAL OVERSIGHT

District – Vice Chancellor, Business and Administrative Services Colleges – Vice Presidents of Business Services

The District has primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board, the colleges have autonomy in determining campus expenditures so they can fulfill the college missions. The District is responsible for the annual audit and works with the colleges to ensure that revenue and expenditure management conforms to appropriate accounting practices and statutes. The District provides for central coordination of purchasing, accounting, grants, and contract management, accounts payable, and payroll activities. The District is fiscally independent.

GRANTS ADMINISTRATION

District – Vice Chancellor, Business and Administrative Services Colleges – Presidents, Executive Vice Presidents, Vice Presidents

Grant development is a shared responsibility between the colleges and the District. The colleges identify grant funding/renewal opportunities and intent to participate. The District reviews grant funding/renewal requests for viability, fiscal compliance, and college mission alignment and advances requests for consideration and approval to the Chancellor’s Cabinet. If approved, the District submits grant proposals to the funding agencies. The colleges implement and manage their projects, including monitoring budgets and completing required reporting. The District provides ongoing technical assistance through project closeout.

INFORMATION TECHNOLOGY

District – Vice Chancellor, Business and Administrative Services College – Vice Presidents of Business Services

Information technology and computing services support are provided by the District's IT Department, with personnel located at the District Administrative Center and at each college. The District Information Technology organization provides support for the District's administrative computing, networking infrastructure, telecommunications, data center operations, web services, central Help Desk, and support and development for District-wide applications. Support for local campus applications and instructional labs and classrooms at the colleges are provided by IT personnel located at the college.

The Associate Vice Chancellor, Information Technology reports to the Vice Chancellor, Business and Administrative Services. At the colleges, the College Technology Services Supervisor reports to the Associate Vice Chancellor, Information Technology located at the District, with liaison responsibility to the College Vice President, Business Services. Operational responsibility for the Finance Systems and the Human Resources System resides with the respective Vice Chancellor for each functional area. Operational support for the Student Information System resides at the colleges under the respective Executive Vice President. Technology security is the responsibility of the District.

LEGAL SERVICES

District – Vice Chancellor, Business and Administrative Services and Vice Chancellor, Human Resources

The Vice Chancellor, Business and Administrative Services and the Vice Chancellor, Human Resources are responsible for legal compliance and mandates, managing current and potential litigation, investigations, and resolutions, and overseeing reporting, monitoring, and training.

PLANNING

District – Board of Trustees, Chancellor, Chancellor's Designee Colleges – Presidents

The Board of Trustees engage in in-depth strategic planning and goal setting activities on a six-year cycle, with an opportunity for mid-cycle adjustments at Year Three. Planning and goal setting result from dialogue with college and

District personnel, and the Board of Trustees' Community Advisory Body, which includes representatives from area agencies, businesses, professional organizations, and the educational community. The Board receives annual reports on the status of the strategic plan and goal implementation from the Chancellor and his/her Consultation Council. Periodic reports are provided to the Board regarding progress in meeting goals and objectives during Board meetings from the Chancellor's Cabinet.

The Consultation Council converts the goals created by the Board of Trustees into measurable objectives acceptable to the Board and presents periodic and annual summary progress reports on District-wide goals, objectives, and action steps to the Board of Trustees. The Consultation Council is supported in these efforts by the District Council on Accreditation and Planning (DCAP), which is chaired by the Chancellor's Designee and charged with training the District Councils on the preparation of action steps to meet the objectives and monitoring the progress made by the District Councils in the development and implementation of action steps to meet the objectives. DCAP also consolidates the reports of action step progress from the District Councils, the College Presidents (for any objectives that link directly to campus goals and objectives) and the Chancellor (for any objectives that link directly to District Administrative Center goals and objectives) into one report and presents this report to the Consultation Council.

Through the administrative chair of the District Council on Accreditation and Planning, direction is provided to the campus and district institutional researchers on the organizational effectiveness data elements needed to monitor progress toward Board goals.

Action steps to support the objectives developed by the Consultation Council are prepared and implemented by:

- DCAA (via DTRW-I and DTRW-SS) for instruction and student services objectives
- DCAS for budget and facilities objectives
- ATAC for technology objectives
- DCHR for personnel and professional development objectives
- DLTF for distance learning objectives

These Councils and Committees report their action steps and progress to DCAP, who (as described above) prepares the consolidated report and presents it to the Consultation Council for discussion and analysis.

Planning for the District Administrative Center is led by the Chancellor.

Planning for the Colleges is led by the Presidents, using processes developed at each College in concert with the Academic Senates and involving all campus constituent groups.

POLICE AND COLLEGE SAFETY

District – Chief of Police

**Colleges – Vice Presidents of Business Services and Police
Lieutenants/Sergeant**

Campus safety, traffic, and parking operations are the responsibility of the District. The College Police Department is a centralized operation reporting to the Chief of Police, who in turn reports to the Vice Chancellor, Business and Administrative Services. The Police Department includes P.O.S.T.-certified police officers and three campus Lieutenants, along with a contracted central dispatch for emergency operations. Resources are managed and deployed centrally, and the Lieutenants work with the Chief of Police to provide each college with coverage. Community College Police Lieutenants are the daily liaison with college administration through the Vice Presidents of Business Services to ensure safety of students, faculty, staff, and college physical assets.

PUBLIC RELATIONS/MARKETING DISTRICTWIDE

District – Director of Administrative Relations

Colleges – Presidents, Presidents' Designee(s)

External public relations and marketing are centralized functions of the District Administrative Center. The Director of Administrative Relations reports directly to the Chancellor and is responsible for promoting VCCCD internally and externally through a variety of communication initiatives, marketing District and college brands in print/electronic publications, and managing public relations/marketing District-wide. The Director of Administrative Relations has an informal reporting relationship with the college Presidents and collaborates with each President and/or his/her designee(s) to promote public relations related to the college and facilitate information electronically and in print regarding college programs, services, news, and events. At the college level, the Presidents and/or Presidents' designee(s) are responsible for internal college communications and content of the colleges' websites, employee portals, and student portals, with the exception of the news, events, and marketing-related areas of each website and portal. Content of the news, events, and marketing-related areas of the colleges' websites and portals are the responsibility of the Director of Administrative Relations.

Content management responsibilities for the District website and employee portal are a collaborative effort of IT, Director of Administrative Relations, and designated content publishers in District departments. IT collaborates with the

Director of Administrative Relations regarding functional or design changes to the District website and portals that impact content and branding.

PURCHASING AND CONTRACTS

District – Vice Chancellor, Business and Administrative Services Colleges – Vice Presidents of Business Services, Deans, and Other Administrators

Under direction of the Vice Chancellor, Business and Administrative Services, the Director of General Services handles all procurement and contract administration activities for the District. The Purchasing Department competitively purchases a wide variety of materials, supplies, equipment, and contracts for services through a centralized purchasing system.

All agreements, memorandums of understanding, and contracts are reviewed and processed through the Purchasing Department. The Vice Chancellor, Business and Administrative Services has approval authority for all District contracts and agreements. College administrative offices prepare purchase requisitions, identify specific products or services required, and forward the requisitions to District Purchasing for processing. The colleges notify District Accounting that a product or service has been satisfactorily received and payment can be made.

RECRUITMENT AND HIRING

District – Vice Chancellor, Human Resources Colleges – Presidents and Other College Administrators

Under direction of the Vice Chancellor, Human Resources and the Personnel Commission, the Director of Employment Services/Personnel Commission directs the activities and operations associated with the selection and hiring of Ventura County Community College District employees. The Director of Employment Services/Personnel Commission serves as the Director to the Commission, overseeing the personnel selection processes for the classified service.

College and District administrators submit requisitions through an online system to initiate the hiring process. Screening committees are established in accordance with hiring procedures, ensuring subject matter expertise, staff participation, and diversity. Classified employees, faculty, and managers participate in the screening process as prescribed by associated policy and procedures. The direct supervisor conducts reference checks for selected candidates.

For the selection of managers, college/District staff participates in developing screening materials, screening applicants, and conducting initial interviews. For academic management positions, screening committees recommend candidates to the college President and Chancellor for final consideration. For classified management positions, the Human Resources Department places candidates on eligibility lists based on their performance in the screening process. The college President/Vice Chancellor and the Chancellor conduct interviews for all management positions.

For the selection of non-managerial classified employees, college/District staff participates in developing screening materials, screening applicants, and conducting initial interviews. The Human Resources Department places candidates on eligibility lists based on performance in the screening process. College management recommends candidates to the Chancellor or designee for final approval.

For the selection of faculty, college staff participates in developing screening materials, screening applicants, and conducting initial interviews. College management recommends candidates to the Chancellor or designee for final approval.

RECORDS MANAGEMENT AND HUMAN RESOURCES INFORMATION SYSTEMS

District – Vice Chancellor, Human Resources

Under direction of the Vice Chancellor, Human Resources, the Director of Human Resources Operations oversees the manual and electronic records storage systems for all human resources files and data.

RESEARCH

District – Associate Vice Chancellor, Information Technology

Research is conducted at the college using uniform Districtwide data elements sustained by the Information Technology department. Comprehensive research is not performed at the District; however, standardized data and reporting structures are agreed upon through the District's Research Advisory Committee (IRAC) [formally Institutional Research Committee]. IRAC is charged with supporting District and college decision-making in the areas of enrollment management, planning, academic program review, performance and outcomes assessment, accreditation, and organizational development. IRAC functions include coordination of research activities, developing, evaluating and regularly

distributing basic community demographic information and performance indicators through the District-supported DataMart; and assisting to ensure correct and complete MIS data collection and submission to the California Community College System Office.

RISK MANAGEMENT

District – Vice Chancellor, Business and Administrative Services Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor, Business and Administrative Services, the Director of General Services implements and administers the loss prevention and risk management program of the District. The Risk Management Department, responsible for property and liability, protects students, the general public, employees, and District assets against adverse effects of accidental loss. The mission of risk management is to minimize or eliminate losses, cost effectively.

The Vice Presidents of Business Services are responsible for the review and implementation of the Student Insurance Plan, arranging for employee ergonomic evaluations to be conducted on an as-needed basis, and serving as the liaison between vendors and the District for the continuation of removal of hazardous materials from the colleges.

STAFF TRAINING AND DEVELOPMENT

District – Vice Chancellor, Human Resources Colleges – Presidents

Under direction of the Vice Chancellor, Human Resources, the District Director of Human Resources Operations is responsible for ensuring knowledge, skills, and abilities of District managers and staff are developed and enhanced to meet District performance goals. College Presidents are responsible for identifying training and development needs for their staff. College Presidents work within their college committee structure to develop local college-based professional development programs for faculty, staff, and managers.

STUDENT SERVICES

Colleges – Executive Vice Presidents

Student Services program development and operations are the responsibility of the colleges' Executive Vice Presidents. Policy review and development are

coordinated with the colleges' academic leadership and through DCAA and DTRW-SS.

WORKER'S COMPENSATION

District – Vice Chancellor, Human Resources

**Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans,
Directors**

Under direction of the Vice Chancellor, Human Resources, the Director of Human Resources Operations is responsible for managing worker's compensation claims via a third party worker's compensation claims administrator. College administrators are responsible for communicating and relaying information to human resources regarding potential and current employee claims. Human resources staff and college administrators collaborate to develop solutions for returning an injured employee to work.

Appendix III

Applicable Excerpts from Laws and Regulations

Education Code 70902

- (a) (1) Every community college district shall be under the control of a board of trustees, which is referred to herein as the "governing board." The governing board of each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the governing board may initiate and carry on any program or activity, or may otherwise act, in any manner that is not in conflict with, inconsistent with, or preempted by, any law, and that is not in conflict with the purposes for which community college districts are established.
- (2) The governing board of each community college district shall establish rules and regulations not inconsistent with the regulations of the board of governors and the laws of this state for the government and operation of one or more community colleges in the district.
- (b) In furtherance of subdivision (a), the governing board of each community college district shall do all of the following:
 - (1) Establish policies for, and approve, current and long-range academic and facilities plans and programs, and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.
 - (2) (A) Establish policies for and approve credit courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. A credit course of instruction that is not offered in an approved educational program may be offered without the approval of the board of governors only under conditions authorized by regulations adopted by the board of governors.
 - (B) The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors.

- (3) Establish academic standards, probation, dismissal, and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.
- (4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors, and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.
- (5) To the extent authorized by law, determine and control the district's operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures, and request that those elections be called.
- (6) Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.
- (7) Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
- (8) Establish rules and regulations governing student conduct.
- (9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.
- (10) In its discretion, receive and administer gifts, grants, and scholarships.
- (11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.
- (12) Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.
- (13) Hold and convey property for the use and benefit of the district. The governing board may acquire, by eminent domain, any property necessary to carry out the powers or functions of the district.
- (14) Participate in the consultation process established by the board of governors for the development and review of policy proposals.

- (c) In carrying out the powers and duties specified in subdivision or other provisions of statute, the governing board of each community college district shall have full authority to adopt rules and regulations, not inconsistent with the regulations of the board of governors and the laws of this state, that are necessary and proper to executing these prescribed functions.
- (d) Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate. However, the governing board shall not delegate any power that is expressly made non-delegable by statute. Any rule delegating authority shall prescribe the limits of the delegation.
- (e) This section shall remain in effect only until January 1, 2013.

Government Code 54950-54953: The Brown Act

54950.5. This chapter shall be known as the Ralph M. Brown Act.

54951. As used in this chapter, "local agency" means a county, city, whether general law or chartered, city and county, town, school district, municipal corporation, district, political subdivision, or any board, commission or agency thereof, or other local public agency.

54952. As used in this chapter, "legislative body" means:

- (a) The governing body of a local agency or any other local body created by state or federal statute.
- (b) A commission, committee, board, or other body of a local agency, whether permanent or temporary, decision-making or advisory, created by charter, ordinance, resolution, or formal action of a legislative body. However, advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies, except that standing committees of a legislative body, irrespective of their composition, which have a continuing subject matter jurisdiction, or a meeting schedule fixed by charter, ordinance, resolution, or formal action of a legislative body are legislative bodies for purposes of this chapter.

- (c) (1) A board, commission, committee, or other multimember body that governs a private corporation, limited liability company, or other entity that either:
 - (A) Is created by the elected legislative body in order to exercise authority that may lawfully be delegated by the elected governing body to a private corporation, limited liability company, or other entity.
 - (B) Receives funds from a local agency and the membership of whose governing body includes a member of the legislative body of the local agency appointed to that governing body as a full voting member by the legislative body of the local agency.
- (2) Notwithstanding subparagraph (B) of paragraph (1), no board, commission, committee, or other multimember body that governs a private corporation, limited liability company, or other entity that receives funds from a local agency and, as of February 9, 1996, has a member of the legislative body of the local agency as a full voting member of the governing body of that private corporation, limited liability company, or other entity shall be relieved from the public meeting requirements of this chapter by virtue of a change in status of the full voting member to a nonvoting member.
- (d) The lessee of any hospital the whole or part of which is first leased pursuant to subdivision (p) of Section 32121 of the Health and Safety Code after January 1, 1994, where the lessee exercises any material authority of a legislative body of a local agency delegated to it by that legislative body whether the lessee is organized and operated by the local agency or by a delegated authority.

54952.1. Any person elected to serve as a member of a legislative body who has not yet assumed the duties of office shall conform his or her conduct to the requirements of this chapter and shall be treated for purposes of enforcement of this chapter as if he or she has already assumed office.

54952.2. (a) As used in this chapter, "meeting" includes any congregation of a majority of the members of a legislative body at the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the legislative body or the local agency to which it pertains.

- (b) Except as authorized pursuant to Section 54953, any use of direct communication, personal intermediaries, or technological devices that is employed by a majority of the members of the legislative body to develop a collective concurrence as to action to be taken on an item by the members of the legislative body is prohibited.
- (c) Nothing in this section shall impose the requirements of this chapter upon any of the following:
 - (1) Individual contacts or conversations between a member of a legislative body and any other person.
 - (2) The attendance of a majority of the members of a legislative body at a conference or similar gathering open to the public that involves a discussion of issues of general interest to the public or to public agencies of the type represented by the legislative body, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the subject matter jurisdiction of the local agency. Nothing in this paragraph is intended to allow members of the public free admission to a conference or similar gathering at which the organizers have required other participants or registrants to pay fees or charges as a condition of attendance.
 - (3) The attendance of a majority of the members of a legislative body at an open and publicized meeting organized to address a topic of local community concern by a person or organization other than the local agency, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.
 - (4) The attendance of a majority of the members of a legislative body at an open and noticed meeting of another body of the local agency, or at an open and noticed meeting of a legislative body of another local agency, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled meeting, business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.
 - (5) The attendance of a majority of the members of a legislative body at a purely social or ceremonial occasion, provided that a majority of the members do not discuss among themselves

business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.

(6) The attendance of a majority of the members of a legislative body at an open and noticed meeting of a standing committee of that body, provided that the members of the legislative body who are not members of the standing committee attend only as observers.

54952.6. As used in this chapter, "action taken" means a collective decision made by a majority of the members of a legislative body, a collective commitment or promise by a majority of the members of a legislative body to make a positive or a negative decision, or an actual vote by a majority of the members of a legislative body when sitting as a body or entity, upon a motion, proposal, resolution, order or ordinance.

54952.7. A legislative body of a local agency may require that a copy of this chapter be given to each member of the legislative body and any person elected to serve as a member of the legislative body who has not assumed the duties of office. An elected legislative body of a local agency may require that a copy of this chapter be given to each member of each legislative body all or a majority of whose members are appointed by or under the authority of the elected legislative body.

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by roll call.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that

protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) No legislative body shall take action by secret ballot, whether preliminary or final.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), when a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and that number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31,

14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(4) This subdivision shall remain in effect only until January 1, 2009.

- 54953.1. The provisions of this chapter shall not be construed to prohibit the members of the legislative body of a local agency from giving testimony in private before a grand jury, either as individuals or as a body.
- 54953.2. All meetings of a legislative body of a local agency that are open and public shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.
- 54953.3. A member of the public shall not be required, as a condition to attendance at a meeting of a legislative body of a local agency, to register his or her name, to provide other information, to complete a questionnaire, or otherwise to fulfill any condition precedent to his or her attendance.

If an attendance list, register, questionnaire, or other similar document is posted at or near the entrance to the room where the meeting is to be held, or is circulated to the persons present during the meeting, it shall state clearly that the signing, registering, or completion of the document is voluntary, and that all persons may attend the meeting regardless of whether a person signs, registers, or completes the document.

- 54953.5. (a) Any person attending an open and public meeting of a legislative body of a local agency shall have the right to record the proceedings with an audio or video tape recorder or a still or motion picture camera in the absence of a reasonable finding by the legislative body of the local agency that the recording cannot continue without noise, illumination, or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

(b) Any tape or film record of an open and public meeting made for whatever purpose by or at the direction of the local agency shall be subject to inspection pursuant to the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), but, notwithstanding Section 34090, may be erased or destroyed 30 days after the taping or recording. Any inspection of a video or tape recording shall be provided without charge on a video or tape player made available by the local agency.

54953.6. No legislative body of a local agency shall prohibit or otherwise restrict the broadcast of its open and public meetings in the absence of a reasonable finding that the broadcast cannot be accomplished without noise, illumination, or obstruction of view that would constitute a persistent disruption of the proceedings.

Title 5

§ 53200. Definitions

For the purpose of this Subchapter:

- (a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- (b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."
- (c) "Academic and professional matters" means the following policy development and implementation matters:
 - (1) curriculum, including establishing prerequisites and placing courses within disciplines;
 - (2) degree and certificate requirements;
 - (3) grading policies;

- (4) educational program development;
 - (5) standards or policies regarding student preparation and success;
 - (6) district and college governance structures, as related to faculty roles;
 - (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
 - (8) policies for faculty professional development activities;
 - (9) processes for program review;
 - (10) processes for institutional planning and budget development; and
 - (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
- (d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
- (1) relying primarily upon the advice and judgment of the academic senate; or
 - (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

§ 51023.5. Staff

- (a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
- (1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
 - (2) Participation structures and procedures for the staff positions

defined or categorized.

- (3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
- (4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
- (5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
- (6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
- (7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
 - (A) The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.
 - (B) Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group

shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

(C) When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

(D) In all cases, representatives shall be selected from the category that they represent.

- (a) In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.
- (b) Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.
- (c) The governing board of a community college district shall comply substantially with the provisions of this section.

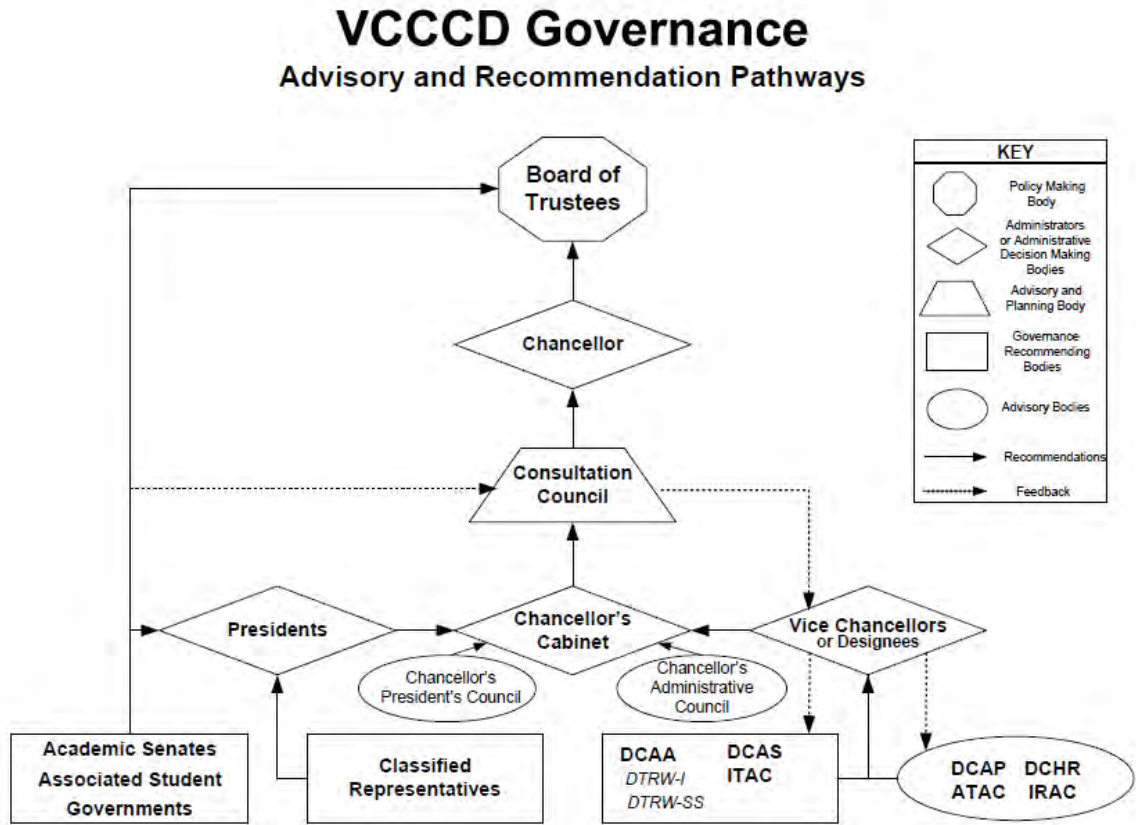
§ 51023.7. Students

- (a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:
- (1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
 - (2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
 - (3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
 - (4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.
- (b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

- (1) grading policies;
 - (2) codes of student conduct;
 - (3) academic disciplinary policies;
 - (4) curriculum development;
 - (5) courses or programs which should be initiated or discontinued;
 - (6) processes for institutional planning and budget development;
 - (7) standards and policies regarding student preparation and success;
 - (8) student services planning and development;
 - (9) student fees within the authority of the district to adopt; and
 - (10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
- (c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.
- (d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.
- (e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

Appendix IV

VCCCD Governance: Advisory and Recommendation Pathways



8/28/2012



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	26. Reports
Subject	26.01 Academic Senates
Access	Public
Type	Report

Public Content

- Moorpark College
- Oxnard College
- Ventura College

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	26. Reports
Subject	26.02 Trustees
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	26. Reports
Subject	26.03 Legislative Update
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees
Category	26. Reports
Subject	26.04 Chancellor
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees
Category 27. Adjournment 6:00 p.m.
Subject 27.01 Chair will adjourn the meeting at 6:00 p.m.
Access Public
Type

Public Content

Administrative Content



Agenda Item Details

Meeting Sep 28, 2012 - Chancellor's Consultation Council
Category 3. Board Meeting Agenda Review
Subject 3.02 Review and discuss Board of Trustees October 9, 2012 Citizens Advisory Body Meeting
Access Public
Type

Public Content

[10.09.12 BoT Citizens Advisory Body Meeting for 09.28.12 Consultation Council.pdf \(431 KB\)](#)

Administrative Content



Tuesday, October 9, 2012
Board of Trustees Citizens Advisory Body Meeting

Order of the Agenda
Ventura County Community College District
Oxnard College
CSSC-101
4000 South Rose Avenue
Oxnard, CA
6:30 p.m.

1. Ventura County Community College District

- 1.01 Ventura County Community College District Mission
- 1.02 District Strategic Planning Vision Statement, adopted October 11, 2011.
- 1.03 Ventura County Community College District Board Objectives, adopted September 11, 2012.
- 1.04 Association of Community College Trustees: Code of Ethics
- 1.05 Ventura County Community College Governance Roles

2. Open Session: Call to Order 6:30 p.m.

- 2.01 Call to order.

3. Pledge to the Flag

- 3.01 Pledge to the Flag

4. Changes to the Agenda

- 4.01 Changes to the Agenda

5. Public Comments

- 5.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.

6. Board Study Session: Citizens Advisory Body

- 6.01 Chair will open study session.
- 6.02 Introductions
- 6.03 Review of Citizens Advisory Body Survey Results - 2012
- 6.04 Budget Update
- 6.05 Accreditation Update
- 6.06 Review Progress in Meeting 2011-2012 Board Goals and Objectives

6.07 Review 2012-2013 Board Goals and Objectives

6.08 Discussion

6.09 Chair will close study session.

7. Adjournment

7.01 Chair will adjourn the meeting.



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	1. Ventura County Community College District
Subject	1.01 Ventura County Community College District Mission
Access	Public
Type	Information

Public Content

The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges.

The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources.

Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources.

English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources. Ventura County Community College District improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	1. Ventura County Community College District
Subject	1.02 District Strategic Planning Vision Statement, adopted October 11, 2011.
Access	Public
Type	Information

Public Content

VCCCD Board Strategic Planning is committed to optimal student access and degree and certificate completion through the effective and efficient use, assessment, and improvement of its fiscal, human, and technological resources.

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	1. Ventura County Community College District
Subject	1.03 Ventura County Community College District Board Objectives, adopted September 11, 2012.
Access	Public
Type	Information

Public Content

BOARD GOAL ONE: PROVIDE ACCESS AND STUDENT SUCCESS

- **Strategic Objective 1-A:** Students are served more efficiently by expedited movement through District Programs resulting associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Establish a Districtwide General Education subcommittee to develop ideas and strategies to improve commonality among courses at each college. Responsible Parties: District Council for Academic Affairs (DCAA)
- **Strategic Objective 1-B:** Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Science Faculty
- **Strategic Objective 1-C:** Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Mathematics Faculty
- **Strategic Objective 1-D:** Participate in the SB 1440 (TMC - Transfer Model Curriculum) and C-ID (Course Identification Number System) initiative to ensure college courses are comparable District-wide and within the California Community College system. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committees

BOARD GOAL TWO: MAINTAIN INSTRUCTIONAL QUALITY WITHIN BUDGETARY LIMITS

- **Strategic Objective 2-A:** Technical and vocational college courses and programs are aligned with employer and market needs. Responsible Parties: Local Curriculum Committees, Local Program Review Committees
- **Strategic Objective 2-B:** Professional development activities for faculty and staff promote organizational best practices and technological activities that empower employees to work smarter allowing greater time to be expended on activities linked to student access, persistence, and success. Responsible Party: Local Professional Development Committees, Human Resources Department

BOARD GOAL THREE: PRUDENT FISCAL STEWARDSHIP

- **Strategic Objective 3-A:** The link between discretionary budgeting and strategic planning is strengthened. Responsible Parties: District Committee for Accreditation and Planning (DCAP), Consultation Council
- **Strategic Objective 3-B:** Expenditures linked to District Planning are reviewed on an annual basis. Responsible Party: District Council for Administrative Services (DCAS)
- **Strategic Objective 3-C:** The effectiveness and efficiency of all District operations, programs, and services are improved and associated cost savings are redirected to student learning and support. Responsible

Parties: Program Review Committees, Management, All Constituencies

- Strategic Objective 3-D: District long-term retirement obligations (GASB45) are funded and adequate cash reserves are maintained to handle cash flow requirements, including state funding deferrals and unanticipated expenditures. Responsible Party: District Council for Administrative Services (DCAS)
- Strategic Objective 3-E: Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. are contained or reduced and cost savings are redirected to student learning and support. Responsible Parties: Employee Health Benefits Committees, Risk Management, Human Resources Department
- Strategic Objective 3-F: The state's financial condition is monitored and assessed to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs. Responsible Parties: Vice Chancellor of Finance, District Council for Administrative Services (DCAS)

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	1. Ventura County Community College District
Subject	1.04 Association of Community College Trustees: Code of Ethics
Access	Public
Type	Information

Public Content

The following model code of ethics was developed by the Association of Community College Trustees.

As a community college governing board member, I am responsible to:

1. Devote time, thought, and study to the duties and responsibilities of a community college board member so that I may render effective and creditable service;
2. Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates on issues;
3. Base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision of the board;
4. Remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact;
5. Resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district;
6. Recognize that it is as important for the board to understand and evaluate the educational program of the community college as well as to plan for the business of the college operations;
7. Bear in mind under all circumstances that the primary function of the board is to establish the policies by which the college is to be administered;
8. Welcome and encourage active participation of the community in helping to establish the policies guiding the operations of the college and proposed future developments;
9. Support the state and national community college organizations;
10. Finally, strive step by step toward ideal conditions for the most effective community college board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	1. Ventura County Community College District
Subject	1.05 Ventura County Community College Governance Roles
Access	Public
Type	Information

Public Content

Roles

Critical to the integrity of the College and District governance structure is that each member of the District community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the District have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations, VCCCD Board Policy, District practices and procedures, and job descriptions.

Role of the Board of Trustees

The Board of Trustees are representatives of the broad community, elected to act as guardians of the public's trust. Although elected within subsections of Ventura County, Trustees serve and represent all county citizens. The Board's primary responsibility is to establish District policies that align with the Minimum Standards set by the Board of Governors of the California Community Colleges. The Board ensures that the mission and vision will be accomplished by assigning responsibilities to District employees through job descriptions. In this way, the Board remains outside the operations of the District.

The following responsibilities are stated in Education Code Section, which authorizes and defines local boards. The section also authorizes local boards to delegate their power to the chief executive officer and other college staff and committees, unless specifically prohibited by law.

1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of this state.
2. Establish policies for and approve comprehensive, academic, and facilities plans.
3. Establish policies for and approve courses of instruction and educational programs.
4. Establish academic standards and graduation requirements.
5. Employ all personnel and establish employment practices.
6. Determine budgets within legal constraints and determine the needs for tax and bond elections.
7. Manage and control district property.
8. Establish procedures for effective involvement in the local decision-making process.
9. Establish rules for student conduct.
10. Establish fees as required by law.
11. Accept grants, gifts, and scholarships.

12. Provide auxiliary services, as necessary.
13. Determine the academic calendar.
14. Participate in the Board of Governors' state consultation process.

Boards of Trustees in California delegate significant authority to the CEO, as well as to the Academic Senate according to Title 5 regulations. Effective boards limit their role to developing broad policy and providing oversight in the areas listed above, and delegate the responsibility for administrative and professional duties to the professionals in the colleges.

As a legislative body, the VCCCD Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953, also known as the Ralph M. Brown Act. Minutes are prepared for all actions taken by the VCCCD Board of Trustees to serve as the District's public record.

Role of District Chancellor

The Chancellor is the chief executive officer of the District and administrative agent of the Board of Trustees and, as such, is the District's only employee reporting directly to the Board. The Chancellor is accountable for the operation of the District and for providing policy recommendations to the Board. Further definition of the Chancellor's responsibilities is provided in the following section on the Role of Administrators and further referred to in BP 2430 Delegated Authority to Chancellor.

Role of Faculty

Full-time and part-time faculty members at each College are represented in governance by an Academic Senate. The Academic Senate at each College assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725.

The VCCCD Board of Trustees agreed in Board Policy 2510 to function with the Colleges' Academic Senates in academic and professional matters under the mutual agreement option. When the Board elects to provide for mutual agreement with the Academic Senates, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Through the three Academic Senates and their College governance structure, recommendations are made to the administration of its College and the District on the following specific academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review; and
- Processes for institutional planning and budget development
- Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility.

Consultation is required on processes in program review, planning, and budgeting. Consultation is not required on the content of program review, planning, and budgeting.

Academic Senates appoint faculty members to District groups.

Role of Classified Staff

Classified staff members include College and District employees in a wide range of positions. Classified staff members are provided with opportunities to participate in the formulation and development of District and College recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

SEIU recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the Ventura County Community College District and Service Employees International Union Local 99.

Role of Administrators

Administrators are defined as college presidents, vice chancellors, college executive vice presidents, college vice presidents, deans, classified managers, and classified supervisors. The job descriptions for College and District administrators assign specific roles for administrators. Administrators are appointed to committees based on function or position or appointed by the College President or Chancellor. Administrators address issues of District-wide impact, including governance recommendations, operational matters to ensure alignment of practices, cross-District communication, uniform application of policies and procedures, progress on District goals, and Board support in District-wide planning processes.

Role of Students

Students at each College are represented by an Associated Student Government organization composed of elected officers. Each College's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on District councils. In their role representing all students, they offer opinions and make recommendations to the administration of the College and to the Board of Trustees with regard to District and College policies and procedures that have or will have a significant effect on students. Those areas are specifically defined as:

- Grading policies;
- Codes of student conduct;
- Academic disciplinary policies;
- Curriculum development;
- Courses or programs which should be initiated or discontinued;
- Processes for institutional planning and budget development;
- Standards and policies regarding student preparation and success;
- Student services planning and development;
- Students fees within the authority of the District to adopt; and
- Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students.

Generally, the Board of Trustees shall not take action on a matter having a significant effect on students unless they have been provided with an opportunity to participate in the recommendation process.

rev. 06.19.12

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	2. Open Session: Call to Order 6:30 p.m.
Subject	2.01 Call to order.
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	3. Pledge to the Flag
Subject	3.01 Pledge to the Flag
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	4. Changes to the Agenda
Subject	4.01 Changes to the Agenda
Access	Public
Type	Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	5. Public Comments
Subject	5.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.
Access	Public
Type	Report

Public Content

Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda shall be heard before an item is addressed and voted on.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board, or if remarks consist of personal attacks on others.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- Individuals wishing to address the Board shall complete a public speaker card that includes the individual's name, name of organization or group represented, if any, and a statement noting the agenda item or topic to be addressed. The individual can submit the completed public speaker card to the Board Clerk prior to the start of Closed Session, Open Session, or prior to the agenda item he/she has requested to address. A speaker can elect to speak during Public Comments or speak at the time the agenda item is addressed by the Board. Public speakers are required to address unagenda items during Public Comments.
- No member of the public may speak without being recognized by the Chair of the Board.
- Each speaker will be allowed a maximum of three (3) minutes per topic; thirty (30) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the Board, these time limits may be extended.
- Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before the Board, and to one (1) presentation per meeting on non-agenda matters.

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	6. Board Study Session: Citizens Advisory Body
Subject	6.01 Chair will open study session.
Access	Public
Type	Discussion

Public Content

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category 6. Board Study Session: Citizens Advisory Body
Subject 6.02 Introductions
Access Public
Type

Public Content

Administrative Content



Agenda Item Details






Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	6. Board Study Session: Citizens Advisory Body
Subject	6.03 Review of Citizens Advisory Body Survey Results - 2012
Access	Public
Type	Discussion

Public Content






[BOTCitizensAdvisoryBodySurveyResults2012.pdf \(43 KB\)](#)

Administrative Content






1. Provide optimal student access to academic, career, and support programs through effective, efficient, and accountable operations.

		Response Percent	Response Count
Excellent		12.5%	2
Good		25.0%	4
Average		18.8%	3
Poor		12.5%	2
Don't Know		31.3%	5
answered question			16
skipped question			0






2. Provide quality educational programs and services without barriers to ensure student course, degree or certificate completion and successful four-year college transfer or employment.

		Response Percent	Response Count
Excellent		13.3%	2
Good		40.0%	6
Average		26.7%	4
Poor		6.7%	1
Don't Know		13.3%	2
answered question			15
skipped question			1






3. Implement system-wide efficiencies to enhance institutional capacity to enroll students.

		Response Percent	Response Count
Excellent		6.7%	1
Good		13.3%	2
Average		33.3%	5
Poor		13.3%	2
Don't Know		33.3%	5
answered question			15
skipped question			1






4. Maximize student learning and success by allowing students to effectively achieve their educational goals.

		Response Percent	Response Count
Excellent		6.7%	1
Good		33.3%	5
Average		13.3%	2
Poor		13.3%	2
Don't Know		33.3%	5
answered question			15
skipped question			1






5. Utilize student, course and program outcome information to continuously improve programs and services and enhance educational success.

		Response Percent	Response Count
Excellent		6.7%	1
Good		13.3%	2
Average		13.3%	2
Poor		6.7%	1
Don't Know		60.0%	9
answered question			15
skipped question			1

6. Improve in student access, persistence, course completion, and degree/certificate completion will be emphasized as a benchmark for organizational effectiveness.

		Response Percent	Response Count
Excellent		6.7%	1
Good		20.0%	3
Average		20.0%	3
Poor		6.7%	1
Don't Know		46.7%	7
answered question			15
skipped question			1

7. Ensure the budget process provides the foundation for sound planning, fiscal management, stability, sustainability, and accountability.

		Response Percent	Response Count
Excellent		6.7%	1
Good		13.3%	2
Average		20.0%	3
Poor		13.3%	2
Don't Know		46.7%	7
answered question			15
skipped question			1









8. Please rate the following:

	Excellent	Good	Average	Poor	Don't Know	Rating Average	Response Count
Associate Degree/Transfer Program	35.7% (5)	50.0% (7)	0.0% (0)	0.0% (0)	14.3% (2)	2.07	14
Career Technical Education Certificate Program	14.3% (2)	28.6% (4)	21.4% (3)	7.1% (1)	28.6% (4)	3.07	14
Career, technical, and vocational students' preparation for employment	7.1% (1)	14.3% (2)	28.6% (4)	7.1% (1)	42.9% (6)	3.64	14
Pre-Collegiate Remedial English	0.0% (0)	21.4% (3)	21.4% (3)	0.0% (0)	57.1% (8)	3.93	14
Workforce Training and Economic Development	7.1% (1)	7.1% (1)	28.6% (4)	7.1% (1)	50.0% (7)	3.86	14
Reputation of the VCCCD and its colleges	13.3% (2)	33.3% (5)	26.7% (4)	20.0% (3)	6.7% (1)	2.73	15
Academic preparation of students for degree or transfer	28.6% (4)	28.6% (4)	28.6% (4)	0.0% (0)	14.3% (2)	2.43	14
Financial management of VCCCD	14.3% (2)	21.4% (3)	14.3% (2)	7.1% (1)	42.9% (6)	3.43	14
Bond Measure S Capital Construction	20.0% (3)	33.3% (5)	0.0% (0)	6.7% (1)	40.0% (6)	3.13	15
Service to all county constituents	13.3% (2)	33.3% (5)	40.0% (6)	0.0% (0)	13.3% (2)	2.67	15
					answered question		15
					skipped question		1





9. What are the major challenges facing the District's colleges?

	Response Count
	13
	answered question
	13
	skipped question
	3

10. Where do you get information about the VCCCD?

		Response Percent	Response Count
Family		20.0%	3
Friends		73.3%	11
Newspaper		60.0%	9
Radio		6.7%	1
District/College Websites		60.0%	9
College Campus		60.0%	9
Internet		46.7%	7
Participation in courses and programs		20.0%	3
Social Media		0.0%	0
answered question			15
skipped question			1

11. Which of the following areas do you represent?

		Response Percent	Response Count
Private Sector		33.3%	5
Public Agency		33.3%	5
Education		60.0%	9
Other		26.7%	4
	Other (please specify)		4
answered question			15
skipped question			1

12. Do you have any other comments or suggestions you would like to provide?

	Response Count
	8
answered question	8
skipped question	8

Q9. What are the major challenges facing the District's colleges?

1	The major challenges include the following: 1. Fiscal equity among the three colleges in light of the disproportionate needs of low income/racial/ethnic students. 2. Innovation to provide alternative resources and public/private partnerships to sustain academic/vocational/support programs. 3. More flexibility and collaboration with community organizations and other private partnerships to maximize use of facilities to create additional resources. 4. Ongoing assessment and redesign of curricula to increase transfers to higher education and vocational training to meet the demands of a changing employment environment. 5. Re-examine opportunities to secure grants and other resources to offset budget cuts.	Jun 19, 2012 10:03 AM
2	The budget continues to be the major, longstanding challenge faced by the district. The district has made reasonable efforts to reduce costs, but has failed in one major aspect: shared sacrifice. Among employee groups, full-time faculty have been largely insulated from the effects of budget reductions. Examples: (1) Full-time faculty have experienced no reductions in health and welfare benefits, despite unrelenting increases in insurance premiums. (2) Academic program and course reductions have been insufficient to reduce FTES to levels that are state-supported, and as the FY 12 draws to a close, the district may still generate almost 2,000 FTES above the state-funded level. This is shameful and unacceptable. Full-time faculty need to be included in the budget reductions if the district is to maintain its budgetary and fiscal stability.	Jun 19, 2012 7:15 AM
3	Need for adequate and consistent funding Need for alignment, integration, and leveraging of requirements and programs across the three campuses Need for greater flexibility and speed in responding to employer demand for relevant course content and certifications	Jun 18, 2012 10:54 PM
4	1. Continuing to offer a full academic program in all offered disciplines for students to complete in a timely manner. 2. Offering classes to students who do not qualify for college level classes. 3. Offering technical/vocational classes to students to help them find employment in local industries. 4. Keeping attendance to community colleges affordable. 5. Bringing the costs of books down to a more affordable price. 6. Helping students complete their studies through financial aid, tutoring, keeping track of their progress and encouraging them to continue.	Jun 16, 2012 10:34 AM
5	Reality check of primary purpose, insuring funding supports that mission, and staffing to those core items rather than featherbedding instructors/staff. The enrolling student should expect to get her necessary instruction to pursue her next degree or vocational certificate. How a class in astro marine empathy studies correlates to that mission must be eliminated.	Jun 15, 2012 9:35 AM
6	Adequate funding and an improved team approach by the Board of Trustees	Jun 14, 2012 10:07 PM
7	The District is challenged by its historic existence as three separate entities with three separate sets of rules. This seriously hampers the students in utilizing multiple course locations in order to complete their degrees in a timely manner. Seamless integration of curriculum, course numbers, course topics, course exams, and alignment of course methods would go a long way to helping this issue. The second biggest issue is the fact that 60 % of incoming students are not college ready. This is a problem that requires county wide scrutiny because while in the past adult schools were able to help with the remedial portion of the equation they are facing reduction in funding that endangers their ability to plan	Jun 12, 2012 3:21 PM

Q9. What are the major challenges facing the District's colleges?

to provide needed services for adults who are not college ready.

8	Getting off accreditation probation and restoring faith in Board and administrative leadership Given budget limitation, defining and focusing the core mission of the colleges and then pursuing it. In this budget environment, you cannot be all things to all people. Personally, I believe the focus should be, in this order: 1) Preparing high performing students for transfer to the UC/CSU System. 2) Career and vocational preparation 3) Remedial and support classes for high school grads or GED who have decided to pursue post-secondary education after some years away from formal education	Jun 11, 2012 11:27 AM
9	Quality instruction in view of diminishing resources.	Jun 8, 2012 9:35 PM
10	Budget cuts and unfunded mandates to increase student enrollment and courses.	Jun 8, 2012 3:15 PM
11	budget	Jun 7, 2012 11:23 PM
12	Maintaining access of coursework for students in a time of increasing budget cuts.	Jun 7, 2012 8:54 PM
13	Providing access to high quality instruction in a climate of ongoing budget shortfalls. Communication with area high schools / districts regarding adequate preparation for successful college work especially in disadvantaged student groups. Tracking and verifying student success and/or failure Image management in local newspapers - start writing your own "good news"	Jun 7, 2012 8:28 PM

Q11. Which of the following areas do you represent?

1	Community Organization, racial/ethnic populations	Jun 19, 2012 10:03 AM
2	retired educator	Jun 16, 2012 10:34 AM
3	college foundation, community service group	Jun 15, 2012 9:35 AM
4	Senior concerns. Helping the underserved in the community	Jun 14, 2012 10:07 PM

Q12. Do you have any other comments or suggestions you would like to provide?

1	I recommend that with the new Chancellor coming on board that this position and the Presidents of the three colleges form a public/private/community-based team to assess, brainstorm, plan, and collaborate to implement new strategies that will help bring in more resources for students to achieve their dreams (transfer, vocational training, employment, etc....). This requires leadership being out in the community much more.....at ground zero!	Jun 19, 2012 10:03 AM
2	The Citizens Advisory Body should meet several times each year, not just one or two, since the issues the district faces are multidimensional and sufficiently complex as to justify additional thoughtful deliberation. Thank you.	Jun 19, 2012 7:15 AM
3	Moorpark College, Oxnard College and Ventura College continue to provide a vital access to higher education to mostly local residents. These colleges are the means by which a majority of our local students can gain access to careers in professions and employment in all sectors, and they require and deserve the continuing support of the community.	Jun 16, 2012 10:34 AM
4	A new chancellor at \$225,000 a year? Could not half of that plus other sources provide adequate classroom support for the Oxnard dental program rather than its elimination? It is the perception of things like this that damage the credibility.	Jun 15, 2012 9:35 AM
5	I will strive to better familiarize myself with the subjects raised by the 8 questions at the start of this survey...I did not want to venture an answer without proper information.	Jun 14, 2012 10:07 PM
6	Putting more money into student services such as counseling has been shown to have a great affect on the outcome of community college students potential to graduate. Better coordination of service delivery between colleges would also achieve that same goal.	Jun 12, 2012 3:21 PM
7	I look forward to our meetings	Jun 11, 2012 11:27 AM
8	Serious attention needs to be paid to fixing leadership at the top, including the Board and senior management. The VCCCD has enjoyed a reputation for quality which is rapidly declining.	Jun 8, 2012 9:35 PM



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	6. Board Study Session: Citizens Advisory Body
Subject	6.04 Budget Update
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	6. Board Study Session: Citizens Advisory Body
Subject	6.05 Accreditation Update
Access	Public
Type	Report

Public Content

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	6. Board Study Session: Citizens Advisory Body
Subject	6.06 Review Progress in Meeting 2011-2012 Board Goals and Objectives
Access	Public
Type	Discussion

Public Content

During the June 26, 2012 Board Planning Session, a progress report on the Board Goals and Objectives was presented. The following is final summary of progress to date. The summary offers:

- An assessment of completion
- A recommendation on future action, and
- A recommendation on the responsible parties for action

Board Goal One: Provide Access and Student Success

Strategic Objective 1-A:

Students are served more efficiently by expedited movement through District programs resulting in associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Associate degree programs contain no more than 60 units with an appropriate mix of general education, core discipline, and exploratory elective courses.

Summary:

The District has adopted DegreeWorks for student self-service in degree planning. Enrollment priority registration is in place to incentivize completion. Degree and certificate programs have been streamlined; regular cycles of review are established.

Assessment: Strategic Objective substantially completed.

Recommendation: Revise Strategic Objective 1-A

Students are served more efficiently by expedited movement through District Programs resulting associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Establish a Districtwide General Education subcommittee to develop ideas to improve commonality among courses at each college. Responsible Party: District Council for Academic Affairs (DCAA)

Strategic Objective 1-B:

Uniform collegiate level English, Mathematics and Science course units and learning objectives are established across the District consistent with equivalent courses at four-year California state universities or the transfer model curriculum (TMC).

Summary:

Mathematics faculty of the District colleges reviewed student success and course content data, to ensure there is alignment with state norm. English and Science faculty have initiated similar reviews and are

encouraged to continue.

Assessment: Strategic Objective partially completed.

Recommendation: Revise Strategic Objective 1-B

Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum.

Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Mathematics Faculty

Strategic Objective 1-C:

Uniform English[and] Mathematics objectives for pre-collegiate courses are established and uniform student assessment and placement in such for both pre-collegiate and collegiate courses in these subject areas are implemented.

Summary:

Learning objectives in Math and English are comparable at each level among the Colleges. English and Math faculty have initiated similar reviews and are encouraged to continue. The State Chancellor's Office is planning for AB743 – Uniform Assessment. The District colleges will follow uniform assessment implementation directives as they become available from the CCCCCO.

Assessment: Strategic Objective partially completed.

Recommendation: Revise Strategic Objective 1-C

Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges.

Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Mathematics Faculty

Strategic Objective 1-D:

Basic skills, ESL and all pre-collegiate programs are set no lower than two levels below collegiate level.

Summary:

Effective Fall 2012, courses lower than two levels below collegiate will not be offered.

Assessment: Strategic Objective completed.

Recommendation: Remove Strategic Objective 1-D

Strategic Objective 1-E:

Efficient and effective course coring and core sequences for academic programs and services are established and maintained and college catalogs accurately reflect curriculum and program offerings.

Summary:

The colleges have completed the coring of their curriculum. The 2013 catalogs reflect updates.

Assessment: Strategic Objective completed.

Recommendation: Remove Strategic Objective 1-E

Strategic Objective 1-F:

District-wide common course numbering is established.

Summary:

The colleges are articulating their courses through the SB1440 (Transfer Model Curriculum) process, and the C-ID (Statewide Course Identification) system. The District colleges are ensuring their courses are comparable both within the District and statewide.

Assessment: Methodology to achieve this Strategic Objective is established. The Strategic Objective is substantially completed.

Recommendation: Revise Strategic Objective 1-F

Participate in the SB1440 and C-ID initiative to ensure college courses are comparable District-wide and within the California Community College system.

Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committees

Board Goal Two: Maintain Instructional Quality within Budgetary Limits

Strategic Objective 2-A:

Technical and vocational college courses and programs are aligned with employer and market needs.

Summary:

The Colleges will use the software *Burning Glass* to assess on employer needs in Ventura, Santa Barbara and Los Angeles counties. The Colleges will continue to leverage SB70 grant funds to develop CTE pathways and early career education with K-12 partners.

Assessment: Strategic Objective is being institutionalized and is substantially completed .

Recommendation: Retain Strategic Objective 2-A

Responsible Parties: Local Curriculum Committees, Local Program Review Committees

Strategic Objective 2-B:

Professional development activities for faculty and staff promote organizational best practices and technological activities that empower employees to work smarter allowing greater time to be expended on activities linked to student access, persistence, and success.

Summary:

Professional development is embedded in the institutional and contractual processes of each District college, and evident in both the governance structure and the activities conducted.

Assessment: Strategic Objective is ongoing.

Recommendation: Retain Strategic Objective 2-B

Responsible Party: Local Professional Development Committees, Human Resources Department

Strategic Objective 2-C:

Uniform policy and procedure for college program assessment, improvement, and discontinuance are established.

Summary:

AP 4021 Program Discontinuance was reviewed at the March 2012 Board Meeting, and is in practice.

Assessment: Strategic Objective is completed.

Recommendation: Remove Strategic Objective 2-C

BOARD GOAL THREE: PRUDENT FISCAL STEWARDSHIP

Strategic Objective 3-A:

The link between discretionary budgeting and strategic planning is strengthened.

Summary:

Position Control has been strengthened. Rationale and financial impact are part of the Board agenda, linking budget and planning. The District Council for Administrative Services (DCAS) developed, and the Board of Trustees approved, an Infrastructure Funding Model (IFM) that addresses Total Cost of Ownership (TCO).

Assessment: Strategic Objective is ongoing.

Recommendation: Retain Strategic Objective 3-A

Responsible Parties: District Committee for Accreditation and Planning (DCAP), Consultation Council

Strategic Objective 3-B:

Expenditures linked to District Planning are reviewed on an annual basis.

Summary:

The need to link District Planning to expenditures is acknowledged. A methodology will be identified to make the linkage explicit.

Assessment: Strategic Objective is ongoing.

Recommendation: Retain Strategic Objective 3-B

Responsible Party: District Council for Administrative Services (DCAS)

Strategic Objective 3-C:

The effectiveness and efficiency of all District operations, programs, and services are improved and associated cost savings are redirected to student learning and support.

Summary:

As part of the FY12 and FY13 budget, the Board approved a number of re-organizations to streamline operations. The Human Resources Department continues to review individual positions, classification series, and departments to ensure effectiveness and efficiencies.

Assessment: Strategic Objective is ongoing.

Recommendation: Retain Strategic Objective 3-C

Responsible Parties: Program Review Committees, Management, All Constituencies

Strategic Objective 3-D:

District long-term retirement obligations (GASB45) are funded and adequate cash reserves are maintained to handle cash flow requirements, including state funding deferrals and unanticipated expenditures.

Summary:

The District established an irrevocable trust to fund post-employment retiree health benefits. The Board-adopted budget ensured adequate cash reserves without district borrowing (TRANS).

Assessment: Strategic Objective is ongoing.

Recommendation: Retain Strategic Objective 3-D

Responsible Party: District Council for Administrative Services (DCAS)

Strategic Objective 3-E:

Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. are contained or reduced and cost savings are redirected to student learning and support.

Summary:

The District established of two Health Benefits committees and a wellness group to plan initiative for District employees. The Board approved the Infrastructure Funding Model (IFM), which will help fund maintenance schedule and reduces overall cost.

Assessment: Strategic Objective is ongoing.

Recommendation: Retain Strategic Objective 3-E

Responsible Parties: Employee Health Benefits Committees, Risk Management, Human Resources Department

Strategic Objective 3-F:

The state's financial condition is monitored and assessed to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs.

Summary:

The budget includes several contingencies to ensure continuity; they are: current projections of the state's financial status, reductions to expenditure, reserves for revenue shortfall, and a plan and estimate for use of reserves to avoid mid-year operating budget reductions.

Assessment: Strategic Objective is ongoing.

Recommendation: Retain Strategic Objective 3-F

Responsible Parties: Vice Chancellor of Finance, District Council for Administrative Services (DCAS)

Strategic Objective 3-G:

A plan to fund budgetary structural deficits is developed and maintained.

Summary:

The Board approved an Infrastructure Funding Model (IFM) that will provide foundational funding for capital structural deficits such as equipment replacement, scheduled maintenance.

Assessment: Strategic Objective is completed.

Recommendation: Remove Strategic Objective 3-G

Administrative Content



Agenda Item Details

Meeting	Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category	6. Board Study Session: Citizens Advisory Body
Subject	6.07 Review 2012-2013 Board Goals and Objectives
Access	Public
Type	Discussion

Public Content

BOARD GOAL ONE: PROVIDE ACCESS AND STUDENT SUCCESS

- Strategic Objective 1-A: Students are served more efficiently by expedited movement through District Programs resulting associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Establish a Districtwide General Education subcommittee to develop ideas and strategies to improve commonality among courses at each college. Responsible Parties: District Council for Academic Affairs (DCAA)
- Strategic Objective 1-B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Science Faculty
- Strategic Objective 1-C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Mathematics Faculty
- Strategic Objective 1-D: Participate in the SB 1440 (TMC - Transfer Model Curriculum) and C-ID (Course Identification Number System) initiative to ensure college courses are comparable District-wide and within the California Community College system. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committees

BOARD GOAL TWO: MAINTAIN INSTRUCTIONAL QUALITY WITHIN BUDGETARY LIMITS

- Strategic Objective 2-A: Technical and vocational college courses and programs are aligned with employer and market needs. Responsible Parties: Local Curriculum Committees, Local Program Review Committees
- Strategic Objective 2-B: Professional development activities for faculty and staff promote organizational best practices and technological activities that empower employees to work smarter allowing greater time to be expended on activities linked to student access, persistence, and success. Responsible Party: Local Professional Development Committees, Human Resources Department

BOARD GOAL THREE: PRUDENT FISCAL STEWARDSHIP

- Strategic Objective 3-A: The link between discretionary budgeting and strategic planning is strengthened. Responsible Parties: District Committee for Accreditation and Planning (DCAP), Consultation Council
- Strategic Objective 3-B: Expenditures linked to District Planning are reviewed on an annual basis. Responsible Party: District Council for Administrative Services (DCAS)
- Strategic Objective 3-C: The effectiveness and efficiency of all District operations, programs, and services are improved and associated cost savings are redirected to student learning and support. Responsible Parties: Program Review Committees, Management, All Constituencies

- Strategic Objective 3-D: District long-term retirement obligations (GASB45) are funded and adequate cash reserves are maintained to handle cash flow requirements, including state funding deferrals and unanticipated expenditures. Responsible Party: District Council for Administrative Services (DCAS)
- Strategic Objective 3-E: Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. are contained or reduced and cost savings are redirected to student learning and support. Responsible Parties: Employee Health Benefits Committees, Risk Management, Human Resources Department
- Strategic Objective 3-F: The state's financial condition is monitored and assessed to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs. Responsible Parties: Vice Chancellor of Finance, District Council for Administrative Services (DCAS)

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category 6. Board Study Session: Citizens Advisory Body
Subject 6.08 Discussion
Access Public
Type

Public Content

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category 6. Board Study Session: Citizens Advisory Body
Subject 6.09 Chair will close study session.
Access Public
Type

Public Content

Administrative Content



Agenda Item Details

Meeting Oct 09, 2012 - Board of Trustees Citizens Advisory Body Meeting
Category 7. Adjournment
Subject 7.01 Chair will adjourn the meeting.
Access Public
Type Information

Public Content

Administrative Content



Agenda Item Details

Meeting	Sep 28, 2012 - Chancellor's Consultation Council
Category	4. Other Items
Subject	4.01 Review of 2012-2013 Strategic Objectives Template, Charge to Appropriate Governance Groups, and Local Committees to Begin Creation of Action Steps.
Access	Public
Type	

Public Content

[Districtwide Board Goals and Strategic Objectives 2013 Board Final 11sep2012.docx \(15 KB\)](#)

[Districtwide Annual Strategic Objectives Implementation Plan 2012-13.docx \(28 KB\)](#)

Administrative Content

**Ventura Community College District Strategic Plan
Annual Implementation Plan 2012-2013**

1) Access and Success; 2) Quality within Budgetary Limits; 3) Prudent Fiscal Stewardship

Strategic Goal 1: Provide Access and Student Success

Objective 1-A: Establish a Districtwide General Education subcommittee to develop ideas to improve commonality among courses at each college.

#	Action Steps	Responsible Party	Timeline	Progress
1.A.1	<u>Sample Action Step:</u> Draft charge and proposed membership for District General Education Subcommittee	<u>Sample:</u> District Council for Academic Affairs (DCAA)	<u>Sample:</u> September 2012	
1.A.2		DCAA		
1.A.3				

Objective 1B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum.

#	Action Steps	Responsible Party	Timeline	Progress
1.B.1		DCAA, Local Curriculum Committee, Local English and Science Faculty		
1.B.2				

Objective 1C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges.

#	Action Steps	Responsible Party	Timeline	Progress
1.C.1		DCAA, Local Curriculum Committee, Local English and Mathematics Faculty		
1.C.2				

Objective 1D: Participate in the SB1440 and C-ID initiative to ensure college courses are comparable Districtwide and within the California Community College System.

#	Action Steps	Responsible Party	Timeline	Progress
1.D.1		DCAA, Local		

		Curriculum Committees		
1.D.2				

Strategic Goal 2: Maintain Instructional Quality within Budgetary Limits

Objective 2-A: Align technical and vocational courses and programs with employer and market needs.

#	Action Steps	Responsible Party	Timeline	Progress
2.A.1		Local Curriculum Committees, Local Program Review Committees		
2.A.2				

Objective 2B: Develop professional development activities for faculty and staff to promote best practices and technological activities that empower employees to work smarter, allowing greater time to be expended on activities linked to student access, persistence, and success.

#	Action Steps	Responsible Party	Timeline	Progress
2.B.1		Local Professional Development Committees, Human Resources Department		
2.B.2				

Strategic Goal 3: Prudent Fiscal Stewardship

Objective 3-A: Strengthen the link between discretionary budgeting and strategic planning.

#	Action Steps	Responsible Party	Timeline	Progress
3.A.1		District Council for Accreditation and Planning (DACP), District Consultation Council		
3.A.2				

Objective 3-B: Annually review and ensure that expenditures are linked to District Planning..

#	Action Steps	Responsible Party	Timeline	Progress
3.B.1		District Council for Administrative		

		Services (DCAS)		
3.B.2				

Objective 3-C: Improve the effectiveness and efficiency of all District operations, programs, and services and redirect associated cost savings to student learning and support.

#	Action Steps	Responsible Party	Timeline	Progress
3.C.1		Local Program Review Committees, Management, All Constituencies		
3.C.2				

Objective 3-D: Fund District Long-term retirement obligations (GASB45) and maintain adequate cash reserves to handle cash flow requirements, including state funding deferrals and unanticipated expenditures.

#	Action Steps	Responsible Party	Timeline	Progress
3.D.1		DCAS		
3.D.2				

Objective 3-E: Contain or reduce costs in areas such as healthcare, work-related injuries, facilities and operations, etc., to enable cost savings to be redirected to student learning and support.

#	Action Steps	Responsible Party	Timeline	Progress
3.E.1		Employee Health Benefits Committees, Risk Management, Human Resources Department		
3.E.2				

Objective 3-F: Monitor and assess the state's financial condition to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs.

#	Action Steps	Responsible Party	Timeline	Progress
3.F.1		Vice Chancellor of Finance, DCAS		
3.F.2				

Ventura County Community College District

District Strategic Planning Goals and Objectives 2012-2013

Presented for Board Action September 11, 2012

BOARD GOAL ONE: PROVIDE ACCESS AND STUDENT SUCCESS

Strategic Objective 1-A: Students are served more efficiently by expedited movement through District Programs resulting associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Establish a Districtwide General Education subcommittee to develop ideas and strategies to improve commonality among courses at each college. Responsible Parties: District Council for Academic Affairs (DCAA)

Strategic Objective 1-B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Science Faculty

Strategic Objective 1-C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Mathematics Faculty

Strategic Objective 1-D: Participate in the SB 1440 (TMC - Transfer Model Curriculum) and C-ID (Course Identification Number System) initiative to ensure college courses are comparable District-wide and within the California Community College system. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committees

BOARD GOAL TWO: MAINTAIN INSTRUCTIONAL QUALITY WITHIN BUDGETARY LIMITS

Strategic Objective 2-A: Technical and vocational college courses and programs are aligned with employer and market needs. Responsible Parties: Local Curriculum Committees, Local Program Review Committees

Strategic Objective 2-B: Professional development activities for faculty and staff promote organizational best practices and technological activities that empower employees to work smarter allowing greater time to be expended on activities linked to student access, persistence, and success. Responsible Party: Local Professional Development Committees, Human Resources Department

BOARD GOAL THREE: PRUDENT FISCAL STEWARDSHIP

Strategic Objective 3-A: The link between discretionary budgeting and strategic planning is strengthened. Responsible Parties: District Committee for Accreditation and Planning (DCAP), Consultation Council

Strategic Objective 3-B: Expenditures linked to District Planning are reviewed on an annual basis.
Responsible Party: District Council for Administrative Services (DCAS)

Strategic Objective 3-C: The effectiveness and efficiency of all District operations, programs, and services are improved and associated cost savings are redirected to student learning and support.
Responsible Parties: Program Review Committees, Management, All Constituencies

Strategic Objective 3-D: District long-term retirement obligations (GASB45) are funded and adequate cash reserves are maintained to handle cash flow requirements, including state funding deferrals and unanticipated expenditures. Responsible Party: District Council for Administrative Services (DCAS)

Strategic Objective 3-E: Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. are contained or reduced and cost savings are redirected to student learning and support. Responsible Parties: Employee Health Benefits Committees, Risk Management, Human Resources Department

Strategic Objective 3-F: The state's financial condition is monitored and assessed to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs. Responsible Parties: Vice Chancellor of Finance, District Council for Administrative Services (DCAS)



Agenda Item Details

Meeting Sep 28, 2012 - Chancellor's Consultation Council
Category 4. Other Items
Subject 4.02 Future Agenda Items
Access Public
Type

Public Content

Administrative Content



Agenda Item Details

Meeting	Sep 28, 2012 - Chancellor's Consultation Council
Category	4. Other Items
Subject	4.03 Future Meetings
Access	Public
Type	Information

Public Content

Future Meetings

November 2 Agenda Review
November 30 Agenda Review

Administrative Content



Agenda Item Details

Meeting	Sep 28, 2012 - Chancellor's Consultation Council
Category	5. Adjourn Meeting
Subject	5.01 Adjourn meeting
Access	Public
Type	Information

Public Content

Administrative Content
