OXNARD COLLEGE

FOLLOW-UP REPORT

October 15, 2012

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MISSION STATEMENT

Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multicultural, comprehensive institution of higher learning, Oxnard College empowers and inspires students to succeed in their personal and educational goals.

As a unique and accessible community resource, our mission is to provide and promote student learning through:

- Transfer, occupational, and general education, second language acquisition, and basic skills development
- Student services and programs
- Educational partnerships and economic development
- Opportunities for lifelong learning

COLLEGE GOALS

Oxnard College Goal #1: *Instructional Programs and Student Services*

Provide instructional programs and student services that meet the current and future needs of students so that they may excel in a positive learning environment.

Oxnard College Goal #2: *Professional Development Needs*

Provide faculty and staff with continuous improvement through professional development opportunities that will allow them to excel in the current and future work environment.

Oxnard College Goal #3: *Technology Needs*

Provide students, faculty and staff with appropriate technology in the classroom and work environment that supports student learning outcomes and productivity.

Oxnard College Goal #4: *Facility Needs*

Provide a campus environment that enhances student learning.

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:

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Stephen P. Blum, Esq., Chair, Ventura County Community College Board of Trustees
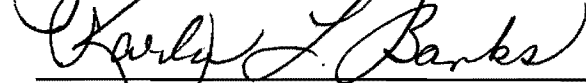
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Jamillah Moore, Ed.D., Chancellor, Ventura County Community College District

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

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Linda Kama'ila, Ph.D., Academic Senate President, Oxnard College

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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).

<u>Campus Impact Statement</u>

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.

<u>List of Evidence for District Recommendation #2:</u>

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):

<u>Transition Plan:</u>

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

<u>Revised District wide Integrated Planning Cycle Timeline:</u>

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).

<u>Campus Impact Statement</u>

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.

<u>List of Evidence for District Recommendation #3:</u>

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

<u>Recommendation:</u>

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)

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

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.

<u>Update:</u>

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

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

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

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

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

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

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

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

  o District Consultation Council discussion resulted in consideration of using technology to eliminate the need to travel to the District Administrative Center for Consultation Council meetings, adding a standing item of "future agenda items" to Consultation Council agendas, expanding membership of the District Council on Planning and Accreditation (DCAP), and receiving meeting summary reports from DCAP.

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

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

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

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

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

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

> *The Citizens Advisory Body provides community input and feedback to the Board of Trustees in the preparation of its 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

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

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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

<u>Commission Concern as stated in Commission Action Letter dated July 2, 2012:</u>

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.

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

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.

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- 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.

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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