



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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MEMO TO: Dr. Richard Duran
President
Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033

FROM: Barbara A. Beno, President *Barbara A. Beno*

DATE: December 8, 2011

SUBJECT: Enclosed Report of the Evaluation Team

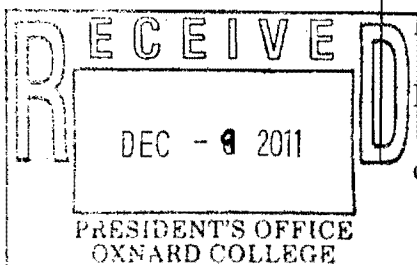
Previously, the chairperson of the evaluation team sent you a draft report affording you the opportunity to correct errors of fact. We assume you have responded to the team chair. The Commission now has the final version of the report.

The Accrediting Commission for Community and Junior Colleges follows a policy of providing a copy of the final evaluation visit report to the chief executive officer of the visited institution prior to consideration by the Commission. Please examine the enclosed report.

- If you believe that the report contains inaccuracies, you are invited to call them to the attention of the Commission. To do so, you should submit a letter stating recommended corrections to the ACCJC President. The letter should arrive at the Commission office by end of day **December 12, 2011**, in order to be included in Commission materials. The letter should also be sent electronically in Word.
- ACCJC policy provides that, if desired, the chief administrator may request an appearance before the Commission to discuss the evaluation report. The Commission requires that the institution notify the Commission office by **December 12, 2011**, or earlier, of its intent to attend the meeting. This enables the Commission to invite the team chair to attend. The next meeting of the Accrediting Commission will be held on **January 10-12, 2012**, at The Hyatt Regency Hotel, San Francisco Airport, 1333 Bayshore Highway, Burlingame, California. The enclosure, "Appearing before the Commission," addresses the protocol of such appearances.

Please note that the Commission will not consider the institution as being indifferent if its chief administrator does not choose to appear before the Commission. If the institution does request to be heard at the Commission meeting, the chairperson of the evaluation team will also be asked to be present to explain the reasons for statements in the team report. Both parties will be allowed brief testimony before the Commission deliberates in private.

The enclosed report should be considered confidential and not given general distribution until it has been acted upon by the Accrediting Commission and you have been notified by letter of the action taken.



BAB/tl

Enclosure

cc: Ms. Erika Endrijonas, Accreditation Liaison Officer (w/o enclosure)



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Appearing before the Commission

ACCJC policy provides that, if desired, the Chief Executive Officer (CEO) of an institution may request an appearance before the Commission to discuss the evaluation report. The opportunity is provided when the Commission is deliberating or acting upon matters that affect the institution.

The Commission meets in January and June. An institution must send written notification to the ACCJC office at least 15 days before the scheduled meeting if the CEO wishes to attend. If the institution also wishes to submit additional material to the Commission, it should exercise care, keeping in mind the Commission cannot read and absorb large amounts of material on short notice. Material should arrive at the ACCJC office with the written notification that the CEO has accepted the invitation to address the Commission.

The Chief Executive Officer is expected to be the presenter, and should consult with Commission staff if there are plans to invite other representatives to join the CEO. On the day of the Commission meeting, ACCJC staff will escort the CEO (and additional representatives) to and from the designated waiting area to the meeting at the appropriate time.

An institution's presentation should not exceed five (5) minutes. The Chair of the external evaluation team or designee will also be invited to attend. The Commissioners may ask questions of the CEO or representatives, and the chair of the evaluation team after college representatives have exited. The Commission will then continue its deliberations in closed session. The CEO will be notified in writing of the subsequent action taken by the Commission.

The Commission considers this opportunity beneficial to the process of accreditation and values the occasion to learn new information from the institution.

Policies that are relative to this process are the *Policy on Access to Commission Meetings*, *Policy on Commission Actions on Institutions*, *Policy on Commission Good Practice in Relations with Member Institutions*, and *Policy on the Rights and Responsibilities of ACCJC and Member Institutions in the Accrediting Process*.

DEC 07 2011

Follow-Up Visit Report

Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033

A Confidential Report Prepared

for the

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

This report represents the findings of the evaluation team that visited
Oxnard College/Ventura County Community College District

on

October 31 – November 1, 2011

<u>Dr. Jack Daniels</u>	<u>President</u>	<u>Los Angeles Southwest College</u>
Team Chair	Title	Institution
<u>Dr. Andrew LaManque</u>	<u>Vice-Chancellor</u>	<u>Foothill-DeAnza CC District</u>
Team Member	Title	Institution

December 5, 2011

TO: Accrediting Commission for Community and Junior Colleges

FROM: Jack E. Daniels, III, PhD
Team Chair

SUBJECT: Report of Follow-Up Visit Team to Oxnard College, October 31 – November 1, 2011

Introduction:

A comprehensive visit was conducted to Oxnard College in October, 2010. At its Meeting of January 11-13, 2011, the Commission acted to require Oxnard College to submit a Follow-Up Report followed by a visit. The visiting team, Dr. Jack Daniels and Dr. Andrew LaManque, conducted the visit on October 31 – November 1, 2011. The purpose of the team visit was to verify that the Follow-Up Report prepared by the college was accurate through examination of evidence, to determine if sustained, continuous, and positive improvements had been made at the institution, and that the institution resolved the recommendations made by the comprehensive evaluation team and now meets the Eligibility Requirements, Accreditation Standards, and Commission policies.

In general, the team found that the college had prepared well for the visit by arranging for meetings with the individual and groups agreed upon earlier with the team chair and by assembling appropriate documents in the meeting room used by the team. Over the course of the two day visit, the team met with the following college personnel: President, Executive Vice President, Vice President of Business Services, Academic Senate President, AFT Faculty Union President, Classified Senate President, Institutional Research Analyst, Curriculum Committee co-chairs, Learning Outcomes Team co-chairs, Student Services Leadership Team Co-chair and the Associated Student Governance President. The team also interviewed District personnel including: Chancellor, Chancellor's Cabinet, Board of Trustees, Chair Board Policy Committee, Citizen's Advisory Board, Director of Administrative Relations, Director, Human Resources, and the Director, Employment Services,

The Follow-Up Report and visit were expected to document resolution of the following recommendations:

Oxnard College Recommendation 1: The college further integrate long-range strategic planning inclusive of Educational Master Plan, Facilities Master Plan, Technology Plan and District/College Goals and use an institutional outcomes assessment process that leads to improved institutional effectiveness.

Oxnard College Recommendation 3: The college accelerate its schedule for development and assessment of course, program, and institutional SLOs in order to reach proficiency by Fall, 2012.

Oxnard College Recommendation 4: The college enhance its program review process by implementing a multi-year approach which includes the documentation of completing a comprehensive analysis of relevant data, identifying measurable outcomes, conducting periodic assessments, and making improvements based on those assessments.

Oxnard College Recommendation 5: The college's capital planning and resource allocation processes include total cost of ownership principles.

Oxnard College Recommendation 6: The college evaluate all personnel systematically and within intervals established by district policies.

College Responses to the Team Recommendations:

Oxnard College Recommendation 1: The team recommends, in order to meet Standards and reach sustainable continuous quality improvement for institutional planning, that the college further integrate long-range strategic planning inclusive of the Educational Master Plan, Facilities Master Plan, Technology Plan and District/College goals and use an institutional outcomes assessment process that leads to improved institutional effectiveness (Standards I.A.1, I.B.3, II.B.3, II.B.4, II.C.2, III.A.6, III.B.2, II.C.1, III.C.2, III.D.3, IV.A.1, IV.A.5, IV.B.2.b).

Findings and Evidence: Oxnard College completed its Educational Master Plan (EMP) for 2010-2015 in Fall 2009. Included in the EMP were descriptions of environmental scans that assessed local community needs, individual descriptions of programs and their vision for the next five years, with the final chapter of the EMP devoted to articulating the goals for the next five years. Discussion of the college's goals was only occurring within the context of how the college was currently meeting the strategic goals of the district, which are set each year during the Board's annual planning session in June. The College has now articulated its goals it had identified in the EMP as a separate document. The goals and objectives have been put into a matrix with columns that specified Action Steps, Responsible Party, Timeline, Status/Outcomes, and Evidence that will allow the college to assess progress in meeting its goals.

The College Goals are aligned with and supported by the Facilities and Technology Plans. The College Goals are now more widely recognized by the college community and are in alignment with the District / Board Strategic Goals. The President's All College Day presentation in August 2011 discussed each of the four College goals, the progress made thus far, and how these goals will be evaluated.

An institutional outcomes assessment process has been put in place, starting with the training of shared governance groups in continuous quality improvement principles. The Student Success committee has approved the Voluntary Framework of Accountability (VFA) metrics to measure institutional effectiveness. The committee will also be asked to analyze the data and to make recommendations to the President's Cabinet for institutional improvement.

Evidence Reviewed:

- Oxnard College Strategic Plan 2010-2015, Draft Proposal, March 11, 2011
- Oxnard College Strategic Goals 2010-2015, Matrices with Responsibilities, April 15, 2011
- VCCCD Board Strategic Plan – Oxnard College Annual Implementation Plan 2010-2011, June 28, 2011
- All College Day presentation, August 19, 2011

Conclusion: Oxnard College has defined its college-level goals, articulated the ways in which they are embedded within the district's goals. The college has move to explicitly link the major planning processes and documents together. Included in this linkage will be greater coordination between the Program Effectiveness and Planning Committee and the Planning and Budgeting Council, two key participatory governance committees in Oxnard College's strategic planning effort. The college has identified goals and evidence in which progress towards institutional outcomes will be assessed. The team recommends that this be completed by spring 2012.

The team believes that the college has fully met the expectations of the recommendation and is now in compliance with the Standards and policies.

Oxnard College Recommendation 3: The team recommends that the college accelerate its schedule for the development and assessment of course, program, and institutional SLOs in order to reach proficiency by fall of 2012. The process should be faculty driven (Standards I.B.3, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.g, II.B.4, II.C.2).

Findings and Evidence: The Learning Outcomes Team (LOT) has implemented a four-semester process for a cycle of course assessment and feedback. In spring 2011, LOT facilitated the revision and/or reaffirmation of Program Level Student Learning Outcomes (PSLOs). After review by LOT, the Executive Vice President distributed a template for Department Chairs to use at the January Department Chairs meeting to revise or reaffirm their Program-level SLOs. These forms also included a list of the Institutional Student Learning Outcomes (ISLOs) and it required programs to map their PSLOs to the ISLOs. All forms were submitted by March 11th 2011.

Approximately 50 people at the College attended one or more of the six eLumen training sessions that were facilitated by the eLumen trainer in spring 2011. While the implementation has not been fully completed, the key pieces of the SLO process at all levels are in place. For courses included in the fall 2011 schedule, all course-level SLOs have been completed.

The Student Services areas also revised and/or reaffirmed their PSLOs in the spring. One of the eLumen training sessions held in late April focused on the Student Services areas. Assessment benchmarks were identified for key student service areas by the Student Services Leadership Team (SSLT). The Library also completed and submitted PSLOs which were mapped to the relevant ISLOs.

The Co-Chairs of LOT and the Instructional Deans, along with the Instructional Technologist, have been charged with monitoring eLumen to ensure that programs are assessing their classes as indicated on the Program Assessment Cycle Calendars. Department Chairs and Deans are also charged with monitoring eLumen to ensure that faculty teaching courses scheduled for assessment are regularly uploading assessment data.

Each program will be required to assess their newly developed PSLOs during the 2011-2012 academic year. At the October LOT and Department Chairs' meetings, faculty will be asked to develop rubrics for their PSLOs (if they haven't already) including measurable objectives and to identify which PSLOs will be assessed by the end of the academic year. Programs will be asked to assess remaining PSLOs in subsequent years.

The connection between assessment of Institutional Effectiveness and ISLOs will be discussed throughout the coming year as well. Previous discussions of institutional effectiveness have focused mostly on Accountability Report for Community Colleges (ARCC) data reports rather than on a comprehensive assessment of whether the college is meeting its ISLOs. All ten ISLOs have established rubrics. The college's Research Analyst will be charged with providing committees and/or faculty and managers with the relevant data to facilitate this evaluation.

Evidence Reviewed:

- Learning Outcomes Team (LOT) Meeting Minutes. September 21, 2010.
- Program Learning Outcomes Map to ISLOs. March 11, 2011.
- eLumen training handouts and sign in sheet. April 28, 2011.
- Program Assessment Calendar

Conclusion: The college has revised and/or completed SLOs at all three levels and is scheduled to begin another assessment process in the 2011-2012 academic year in order to reach Proficiency by Fall 2012. Each program has completed a Program Assessment Calendar and the LOT along with the Office of Student Learning is monitoring progress. Faculty members, with leadership from

the Academic Senate, are leading the process with the administration facilitating progress.

The institution has fully addressed the recommendation, corrected the deficiencies, and is now in compliance with the Standards and policies.

Oxnard College Recommendation 4: In order to meet Standards, the team recommends that the college enhance its program review process by implementing a multi-year approach which includes the documentation of completing a comprehensive analysis of relevant data, identifying measurable outcomes, conducting periodic assessments, and making improvements based on those assessments (Standards I.B.3, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.i, II.B.3, II.B.4, II.C.2).

Findings and Evidence: During the Spring 2011 a multi-year Program Effectiveness Planning Committee (PEPC) process was discussed with 8 departments selected to complete the new process for the 2011-2012 academic year. The other departments are to complete shorter unit plan that includes resource requests. The college now utilizes a more comprehensive "long form" requirement for multi-year evaluations and an abbreviated "short form" for unit plans. All program review forms (long or short), will be sent to PEPC by the beginning of November to ensure that resource requests are considered and ranked by PEPC and submitted to the Planning and Budgeting Council (PBC) by its January meeting.

In Spring 2011 the PBC reviewed and revised the college Planning and Budgeting Handbook to reflect the current resource allocation process, and to incorporate changes to the resource allocation review criteria, including the use of Total Cost of Ownership principles. The college also developed a resource allocation request form that was reviewed by the participatory governance groups for input and refinement.

In Summer 2011, the Dean of Students held a retreat to review the Student Services Division-wide program review process and to identify future program effectiveness components and metrics. As a result, the program review template was updated. The template requires the use and analysis of data, asking such questions as "who do you serve" (student demographics). Program reviews are now scheduled on a three-year rotation.

The Business Services area, will transition to a multi-year program review process in the 2011-2012 academic year, with plans to be submitted by designated units every three years. The units will continue to utilize annual survey data to assist them with their program planning and improvement.

In Spring 2011, all Instructional and Student Services Programs revised their Program-level Student Learning Outcomes. Program-level SLOs were assessed in 2008-2009. Included in the revision of both levels of SLOs was the development of rubrics to assess the SLOs. Faculty attended trainings in April

2011 to learn how to access their course-level SLOs, and how to map their courses to the program-level SLOs and to the Institution-level SLOs. Rubrics were created at all three levels and assessments will be the focus of the 2011-2012 academic year.

Evidence Reviewed:

- PEPC Meeting Minutes. 8/30/2011, 5/18/2011
- PEPC Instructional Programs – Multi-Year Review Form 2011-2012; August 2011
- Oxnard College Budget Allocation Planning and Development Process Fiscal Year 2011-12; May 4, 2011
- Oxnard College FY 2012-13 Resource Request Form
- Student Services Program Review Action Plan – Summer 2011
- Student Services Program Review Template, September 21, 2011
- Memo: 2010-11 Program Review and Augmentation requests for the 2011-12 fiscal year; April 19, 2011

Conclusion: The College has developed program review and resource allocation timelines that reflect the state and district/college budgeting cycle and make more explicit the integration of program review data in resource allocation decisions. The program review process has been strengthened to include a more rigorous evaluation of programs using data analysis and a multi-year approach.

The institution has fully addressed the recommendation, corrected the deficiencies, and is now in compliance with the Standards and policies.

Oxnard College Recommendation 5: In order to meet standards, the team recommends that capital planning and resource allocation processes include total cost of ownership principles. (Standards II.C.1.c, III.A.6, III.B.2.b, III.D.1.c, III.D.2.a).

Findings and Evidence: The College has implemented a planning and resource allocation process that includes the total cost of ownership principles. These principles included maintenance and operations costs inclusive of staffing. The determination of staffing needs was determined on the basis of assignable square feet added, utility costs, program needs and current staffing levels. A resource allocation request form was developed to link the budget requests to source of funding. During the last planning cycle, Spring, 2011, total costs of ownership were considered in the planning and budget process after the divisions had submitted their plans to the Planning and Budget Committee (PBC) and was reported in the recommendations to the president.

The PBC assessed the process used for creation of the 2011-12 budget and modified the process for each of the planning entities, Business Services

Council, Student Services Leadership Team, and Program Effectiveness and Planning Committee (PEPC), for planning the 2012-13 budget. The process was refined to have the total cost of ownership principles considered by each planning entity during their initial planning phase which would include requests for appropriate staffing, additional utility costs due to new construction and renovation and program needs. These plans are reviewed by the Deans' Council and forwarded to the Planning and Budget Committee (PBC) for review and linking of requests to applicable budgets. The PBC forwards its recommendation to the President for his approval and submission to the district for approval.

The College has also made it an internal policy to include cost of ownership principles in planning of new construction or remodel. This is in evidence in the planning stages of the new Learning Resource Center and the renovation of the Dental Assisting building.

Evidence Reviewed:

- Planning and Budgeting Committee (PBC) minutes, 2/16/11
- FY2011-12 Resource Request Form
- Budget Allocation, Planning and Development Process, FY 2011-12

Conclusion: The process, as modified for the 2012-13 budget development, is well thought out and includes broad college participation in developing requests that includes cost of ownership principles. The team believes that the college has fully met the expectations of the recommendation and is now in compliance with the Standards and policies.

Oxnard College Recommendation 6: In order to meet Standards, the team recommends that the college evaluate all personnel systematically and within intervals established by district policies (Standard III.A.1.b).

Findings and Evidence: The College has developed matrices for each of their organizational area inclusive of instruction, student services, business services, maintenance and operations and senior administration. These matrices track who is to be evaluated, when they are to be evaluated, the status of the evaluation and notes the next evaluation period. A schedule of evaluation within a multi-year context has been developed for the evaluation of faculty. An annual schedule for classified evaluations also been implemented. Managers are responsible for maintaining the matrices and reporting the status of evaluations to the Executive Vice President.

The team found that during the 2010-11 academic year and subsequent to the comprehensive accreditation visit of October, 2011, all classified staff were evaluated and the matrices updated. All faculty evaluations that were scheduled during the 2010-11 academic year based on the multi-year schedule were completed.

Evidence Reviewed:

- Evaluation Schedule Matrix

Conclusion: The College has made substantial progress in developing a process of systematically evaluating its faculty and staff and has followed through on implementing the process. Continued compliance with the schedule and follow-up should result in a sustainable, effective, and systematic evaluation process. The team believes that the college would benefit from the district's development of an electronic follow-up process to better ensure compliance. The team concludes that this recommendation has been addressed and is now in compliance with the Standards and policies.

The Follow-Up Report and visit were expected to document resolution of the following seven (7) District recommendations and one (1) Commission Concern:

District Recommendation 1:

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)

District Recommendation 2:

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)

District Recommendation 3:

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)

District Recommendation 4:

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)

District Recommendation 5:

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)

District Recommendation 6:

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

District Recommendation 7:

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)

Commission Concern: The Commission noted that a recent HR audit revealed a lack of minimum qualifications and/or equivalencies for a total of 110 full- and part-time faculty district-wide. The District reported it is currently engaged in the formal review and verification of degrees for all new hires and for those who lack an equivalency review at each of the Colleges. The Commission requires the results of that review be included in the October 2011 Follow-Up Report from all three Colleges. (Standard III.A.2)

College Responses to the Team Recommendations**General Observations and Comments:**

The team found that the Ventura CCD had initiated specific actions to respond to the seven recommendations and the Commission concern provided in the College's October 2010 Comprehensive Evaluation Report. Evidence of such activities reflected considerable effort over the past year focused on resolving the issues and bringing the College into compliance with Accreditation Standards. The evidentiary CD provided documentation of such activities (received by the

follow-up team while on-site) and direct interviews affirmed the scope and chronology of District and College data gathering, dialogue, and policy development work.

However, the follow-up team also assessed the College and District levels of effort and progress in dealing with the multiple concerns cited in the recommendations as variable and disparate. Team members noted that certain recommendations had been addressed thoroughly and nearly resolved, while other recommendations remained in varying, and even preliminary, stages of discussion and intended for future resolution. Specific findings regarding the resolution and/or progress on the recommendations are provided in the following sections of this report. The follow-up team found the limited momentum and partial resolution of the issues cited in the recommendations to be of fundamental concern, particularly in light of the two-year requirement for compliance with Accreditation Standards.

District Recommendation 1:

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)

Findings and Evidence:

Through the coordination of the Ventura CCCD, Moorpark College, Oxnard College, and Ventura College engaged in a systematic approach to addressing District Recommendation 1. Initially, the Chancellor, the Board Policy Committee, and the Board of Trustees reviewed existing policies concerning the delineation of systems and functions (Board Policy 2205) for adequacy and alignment with District and College responsibilities. A revised policy was adopted in April 2011 to provide clarity on primary and secondary responsibilities. The amended policy was reviewed as evidence and affirmed through team member interviews.

Additionally, the Chancellor, College presidents, and appropriate District and College staff members met on numerous occasions to gather/review effective organizational mapping models and to develop a corresponding administrative procedure to Board Policy 2205 designed to include a Functional Mapping Narrative, a Functional Mapping for Decision-Making document, and a Governance Process Chart. To date, draft documents have been prepared and presented to the Chancellor's Cabinet for feedback and for review/discussion at the Colleges. The team assessed and affirmed statements within the Follow-Up Report that specify the work on Recommendation 1 is in progress and not complete.

While the Follow-Up Report indicates a completion date of Fall 2011 for these organizational mapping documents, the team's onsite evidentiary review and interviews with appropriate staff clearly indicate an extended timeline for the needed input and finalization of the documentation. This evaluative finding is based on the previously stated draft nature of the currently available documents. Interviews between the team members and the Senate president yielded a consistent appraisal that intentional, amplified conversations with College constituencies will be necessary to fully address organizational mapping and delineate College and District relationships in order to "assure the integrity of activities related to areas of budget, research, planning and curriculum" cited in Recommendation 1.

Conclusion:

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.

District Recommendation 2:

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)

Findings and Evidence:

During the follow-up visit, team members reviewed documentary evidence and conducted interviews to affirm intentional District and College efforts focused on addressing District Recommendation 2. Specifically, the team evaluated activity on the three elements of the recommendation, including; 1) the development of a calendar/timeline for policy review, 2) the review of policies and procedures that might impede operations, and 3) the appropriate modifications of identified policies or procedures to facilitate effectiveness.

The Chancellor's Administrative Council provided the initial structure and venue for discussing and addressing District Recommendation 2. Through this body, the Board Policy Committee received and recommended to the full Board of Trustees the adoption of a two-year policy and procedure review cycle to systematically identify criteria and evaluate impacts of same on District and College operational effectiveness. Team members confirmed the Board's adoption of the two-year cycle on March 8, 2011 and reviewed as evidence the Board of Trustees Policy/Procedure Review Calendar. The team found this component of Recommendation 2 to be adequately addressed and suggests the District regularly monitor the sequence, origination points, and appropriate constituency involvement of this new policy/procedure review system.

At the Administrative Council's February 14, 2011 meeting, the College presidents were charged with gathering and summarizing input on policies and procedures that might be impediments to effective College operations. On April 1, 2011, feedback summary statements from all three College presidents were presented to the Consultation Council and a consensus determination made that no specific policies/procedures were impediments but rather that inconsistent operating practices needed attention and/or modification. The team confirmed this review process through meeting notes and staff interviews. In addition, the team found evidence that certain operating practices had been modified to establish consistency across the District, particularly with respect to human resources forms, notices, and access to informational documents.

However, while validating the data-gathering policy/procedure review process and the modifications to certain operating practices, the team also assessed the breadth and context of the data included in the summary statements as recorded in the Oxnard College Follow-Up Report. Through an evaluation of interview responses, from the Academic Senate and college administration, the team members determined the summarizing of the College's input on policy/procedure impediments may not have sufficiently conveyed potential barriers and thus constrained opportunities to enhance operational effectiveness.

Conclusion:

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.

District Recommendation 3:

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)

Findings and Evidence:

Through a review of the evidence and multiple interviews with Board and staff members, the team found the Ventura CCCD had responded to Recommendation 3 by organizing and conducting an in-depth Board planning session on June 28, 2011. Team interviews with the District's Planning Consultant and others verified information contained in the Oxnard College Follow-Up Report, indicating the planning session included a progress update on Board goals and consisted of presentations from District and College staff. The Board discussed revising its goals at this planning session, and ultimately a revised set of three overarching goals was approved by the Board in October 2011. The revised goals are multi-year goals, and while the Board does not intend to revise them on an annual basis, Board members expressed their intent to conduct regular updates of progress on its new goals. The team found there is some concern at the College level that faculty did not have sufficient opportunity to comment on the Board goals; however, the Board's focus on its planning process has not affected College-level planning. Board objectives related to the revised goals appear to be focused on the completion of activities (e.g., adopting a common course numbering system) rather than outcome measures (e.g., retention rate, transfer rate).

The team affirmed the planning session also included a discussion of outcome measures and deadlines, but it could find no evidence of specific outcomes or timelines being incorporated into the plan to date. Interviews with College/District representative and constituency leaders indicate the absence of outcome measures in the planning process may be at least partly due to the academic purview related to certain Board goals/activities and the absence of deadlines may be at least partly due to College planning processes/cycles that are ahead of Ventura CCC District efforts in specific areas. After the Board planning session, the Board conducted a meeting with the district's Citizens Advisory Committee to get input from the external community. The team confirmed, through interviews with committee members, that the group went through the goals in detail with the Board and provided advisory input.

Team members found that all five District Board members attended the planning session but only two responded to the assessment cited in the Follow-Up Report. According to the Board members interviewed, the assessment was a standard Board meeting evaluation used by the District and not a specifically-developed tool to gather information on participants' satisfaction with the planning session which might have been more relevant and useful. Indicative of work still in

progress, the team verified the next step in responding to District Recommendation 3 will be the formation of district-wide task forces that will develop the implementation plans and action steps to address the revised Board goals.

Conclusion:

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

District Recommendation 4:

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)

Findings and Evidence:

To assess the effectiveness of its formal communications, the Ventura CCC District initiated data gathering activities to collect feedback from Moorpark, Oxnard and Ventura Colleges about communication challenges and issues. Feedback was summarized by the College presidents at a Chancellor's Consultation Council meeting in April 2011 and the Office of Administrative Relations was charged with developing a communications improvement strategy to address identified concerns and gaps. As noted in the Follow-Up Report and documented by the team, the communications improvement strategy included:

- Complete migration to portal by all Colleges and the District Administrative Center (DAC);
- Dissemination of periodic communication updates via technology from the DAC;
- Creation of new administrative advisory bodies: District Administrative Council and District Presidents Council;
- Formation of a new operating committee, Human Resources Operating Committee (HROC);
- Development of the HR Talk program with monthly interactive, information

- sessions; and
- Expansion of the Citizens Advisory Committee to 21 members to ensure community input.

In addition to the expanded communication efforts, the team verified the District has identified at least two means of potentially assessing the effectiveness of formal communications on a potentially regular basis. The first method is a committee self-appraisal survey, traditionally conducted in November although the District is reviewing the timing of survey administration due to its proximity to the beginning of the academic year. The second method is a district-wide employee survey, which the District's now-eliminated Institutional Research Office conducted. While the team could discern no concrete plans to use either to assess the effectiveness of communications in 2011-2012, team members believe these assessment tools may support the District and Colleges efforts to improve communications and more fully address Recommendation 4.

Through its interview process, the team found that some staff members feel that communication between the District and the Colleges has improved, while others believe it has worsened particularly with respect to centralized functions such as Information Technology. However, there was common acknowledgement that District communications need to be more formal and less direct than internal College communication patterns. The team found that email communications from the District to the Colleges may be less effective and other forms of communications need to be considered.

While District Recommendation 4 from the Comprehensive Evaluation Visit in October 2010 focused on District/College communications, the team found that only some District and College staff members believe communication is an issue. Others believe that communication is not an issue but rather the real problem stems from the unclear and inadequate delineation of authority between the District and the Colleges.

Conclusion:

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.

District Recommendation 5:

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)

Findings and Evidence:

The team verified the Ventura CCCD had amended its policy statement (BP 2745) regarding Board of Trustees self-evaluation for the purpose of strengthening both policy and procedures to align with this recommendation. District policy BP 2745, and Administrative Procedure AP 2745 were amended to include language that specified performance goals and assessment as an outcome of the evaluation.

In addition, the team reviewed evidence and confirmed through interviews that the Board annual self-evaluation took place during May 2011. However, because an assessment instrument and written objectives were not established in 2010, it was impossible to have an analysis of the accomplishment of those objectives. The team affirmed that the Board developed objectives and eleven measurable activities for the 2011-2012 academic year, and an evaluation and analysis of achievement of these outcomes will occur at a similar Board session in May/June 2012.

Conclusion:

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.

District Recommendation 6:

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

Findings and Evidence:

In conjunction with its efforts to respond to other accreditation recommendations, the District utilized an information gathering process conducted by the College presidents to collect data on policy and procedure issues impacting equitable decision-making. A list of campus concerns was prepared by each College president, returned to the Chancellor, and discussed in Chancellor's Cabinet session for potential action. The team found that these concerns and significant inconsistencies included:

- Inconsistencies between Colleges regarding the application/granting of early tenure;
- Inconsistencies regarding the allocation model and budget allocations;
- Inconsistencies regarding grant application and student field trip approval processes;
- Concerns regarding academic calendar and late registration activities; and
- Concerns regarding hours of operation/schedules, particularly Friday operational hours.

Evidence of multiple discussions of the identified concerns was reviewed by team members and specific actions focused on addressing/resolving them were documented. These actions include the Board adoption of a two-year review cycle for policies and procedures, with an explicit assessment by the Board Policy Committee of impacts on campus/District operations, an in-depth review and clarification of the budget allocation model at the District Council on Administrative Services (DCAS), a scheduled review of existing District/College grants for alignment with goals and uniform administrative practice, and in-service trainings on operational procedures for grant procedures. The team found that some concerns and inconsistencies remained to be addressed and believed they stemmed from incomplete or unclear District/College communications.

Conclusion:

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.

District Recommendation 7:

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)

Findings and Evidence:

The team reviewed Board documentation and conducted interviews with the Chancellor and Board members, confirming the revisions of BP 2740 and AP 2740 which strengthen and emphasize the Board's policy-making role and calls for Board attendance at trustee workshops and conferences. Since the Comprehensive Evaluation Visit in October 2010, members of the Board of Trustees have participated in several professional development workshops designed to support the Board's governance and policy-making responsibilities, including a New Trustee Orientation, the League's New Trustee Training, and the Association of Governing Boards conference.

The team reviewed the Board's Professional Development Calendar for the upcoming year that is utilized for planning purposes and confirmed the Board's new practice of sharing ideas and specific suggestions with the full membership upon return from a professional development event. The team observed collegiality, positive energy and enhanced understanding of the Board member role in its interviews regarding the activities focused on addressing District Recommendation 7 and believes the Board and District are headed in the right direction. However, there is still a concern and finding at the District and College levels that some Board members periodically advocate for and/or request actions specific to Colleges and/or programs rather than adhering to a policy-making role and speaking with a commonality of voice.

Conclusion:

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 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.

Commission Concern: The Commission noted that a recent HR audit revealed a lack of minimum qualifications and/or equivalencies for a total of 110 full- and part-time faculty district-wide. The District reported it is currently engaged in the formal review and verification of degrees for all new hires and for those who lack

an equivalency review at each of the Colleges. The Commission requires the results of that review be included in the October 2011 Follow-Up Report from all three Colleges. (Standard III.A.2)

Findings and Evidence:

Through a systematic audit of personnel files and a multi-tiered follow-up process with affected faculty members, the District and Colleges identified potential deficiencies and ultimately affirmed the minimum qualifications for nearly 100 instructors. Team members verified the thoroughness of the process and the full remediation of personnel files which now include appropriate academic transcripts and/or approved equivalencies for all teaching faculty. The team also confirmed the establishment of a new district-wide equivalency process which will be instrumental as a safeguard against future problems of this nature.

Conclusion:

The team finds District and Colleges have adequately responded to the Commission Concern and have fully addressed the human resources issue regarding the lack of minimum qualifications of specific instructors. The team recommends the District continues its vigilance and rigor in its faculty hiring practices and encourages the implementation of the technology-based system for recording and monitoring HR qualifications currently under consideration.