

OXNARD COLLEGE

FOLLOW-UP REPORT

October 15, 2011



TABLE OF CONTENTS

Mission and College Goals	3
Statement of Report Preparation	4
Certification Page	6
Follow-Up Report	7
Oxnard College Recommendation 1	7
Oxnard College Recommendation 3	10
Oxnard College Recommendation 4	13
Oxnard College Recommendation 5	17
Oxnard College Recommendation 6	18
Commission Concern	19
Ventura County Community College District Recommendation 1	20
Ventura County Community College District Recommendation 2	22
Ventura County Community College District Recommendation 3	25
Ventura County Community College District Recommendation 4	28
Ventura County Community College District Recommendation 5	31
Ventura County Community College District Recommendation 6	32
Ventura County Community College District Recommendation 7	34
List of Appendices	35

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



From the President
Richard Durán, Ed.D.

Dear Commissioners:

The attached report describes the progress Oxnard College has made towards addressing 5 out of the 7 recommendations it received after its last comprehensive review in October 2010. In addition, the College was required to describe the results of the District's minimum qualifications audit of all faculty members currently teaching. Also included in the report are the District's responses to its 7 recommendations.

The college has progressed significantly since the Commission's findings in January 2011. The recommendations from the Visiting Team were not entirely a surprise, as many of the issues they identified had already been included as Planning Agendas in the self-study. However, these recommendations provided an important framework to help the college make changes to existing processes and/or to put into place processes that would facilitate the college's alignment with the Accreditation standards. As the report reveals, matrices were developed to help the college identify gaps, and more importantly, to identify individuals and/or committees responsible for addressing these gaps along with establishing reasonable timelines.

The Accreditation Committee, which is a standing committee in the Participatory Governance structure of Oxnard College, met throughout Spring 2011 to discuss, among other items, the Commission's recommendations and the College's initial steps needed to address the recommendations. Continuous Quality Improvement (CQI) concepts and processes were also reviewed to ensure that members, many of whom are also Department Chairs, understood the role of faculty in addressing the Commission's concerns.

The Follow-Up Report was drafted by the Executive Vice President, who also serves as the Accreditation Liaison Officer. It was reviewed by the President's Cabinet for feedback. At "All College Day," which was the Friday before Fall classes began, the Executive Vice President reviewed the status of progress made on each of the 7 recommendations as part of a general update to the campus community. The following week, a draft of this report was sent to all faculty and staff on the campus, as well as to the Associated Student Government (ASG) for review and comment.

What follows are a few key highlights from the Follow-Up Report:

- Four main goals have been identified for the college, all of which were contained within the College's 2010-2015 Educational Master Plan but not specifically articulated as such until Spring 2011.
- New Institution-level SLOs and Program-level SLOs have been established and all courses currently being offered in the Fall schedule have Course-level SLOs.
- All three areas of the college – Instruction, Student Services, and Business Services – have established multi-year cycles and more data-driven models for program review.

- Total Cost of Ownership Principles have been incorporated into the budgeting and resource allocation process at the college
- All evaluations of Managers and Classified staff are currently up-to-date and a schedule is in place to ensure that all full-time and part-time faculty will be evaluated in a timely manner.

Oxnard College is proud of the progress it has made thus far, but the College is also cognizant of the work that is yet to be done. Faculty, staff, and managers have worked hard together to address the Commission's concerns, and that work will continue until the College is returned to full accreditation status and beyond. This process has certainly helped the college to focus its energies on creating a culture of "continuous quality improvement" for all areas of the College.

I would like to take this opportunity to thank the Commission, in advance, for receiving this report, and I look forward to hosting a return site visit of selected members from the original Visiting Team.

Sincerely,

Richard Durán, Ed.D.
President

CERTIFICATION OF THE INSTITUTIONAL FOLLOW-UP REPORT

DATE: October 15, 2011


TO: Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges

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

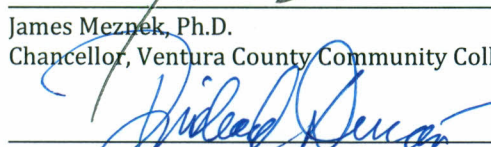
This Follow-up Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

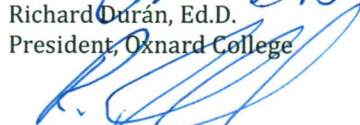
We certify that there was broad participation by the campus community and we believe that the Follow-up Report accurately reflects the nature and substance of this institution.

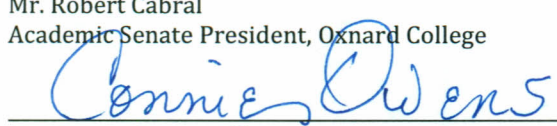
SIGNED:


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


James Meznick, Ph.D.
Chancellor, Ventura County Community College District


Richard Durán, Ed.D.
President, Oxnard College


Mr. Robert Cabral
Academic Senate President, Oxnard College


Ms. Connie Owens
Classified Senate President, Oxnard College


Mr. Carlos Gonzalez
Associated Student Government President, Oxnard College

DATE:

10/11/2011

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RESPONSE TO TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER

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).

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 at the time 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. Upon receiving Recommendation 1, the college realized the need to better articulate the goals it had identified in the EMP as a separate document. In order to accomplish this important planning task, the President called a "Goals Taskforce" together on March 11th. He invited the college community in an email and 28 individuals participated. (*Appendix A-1; A-2; A-3*)

The Taskforce met for two hours and fleshed out each of the four college goal areas identified in the EMP: Instructional Programs and Student Services, Professional Development Needs, Technology Needs, and Facility Needs. Participants broke into small work groups and then identified objectives within each of the four areas. Some of the objectives were already articulated in the EMP; however, some pertinent objectives were missing. The goals and objectives were then put into a matrix and reviewed by the President's Cabinet in preparation for a follow up meeting on April 15, 2011. (*Appendix A-4; A-5; A-6*)

The goals and objectives identified in the first Taskforce meeting were reviewed by the group as a whole, and then as with the first meeting, the group broke into goal-specific small groups to further refine the goals and objectives. Again, the results were put into a matrix and reviewed by the President's Cabinet; however, additional columns that specified Action Steps, Responsible Party, Timeline, Status/Outcomes, and Evidence were added to help assess the college's progress in meeting these goals. (*Appendix A-7*)

These activities were extremely useful because they helped the college to recognize its own goals as separate from, but in support of, the District goals. It also gave the management team a good framework in which to report the college's progress on meeting the Board's Strategic Goals, which is a standard expectation of every annual Board Strategic Planning session. As with

the college goals, a matrix was created to identify the same elements from Action Steps to Evidence for the Board's Strategic Goals. (*Appendix A-8*)

Another matrix developed this past year was related to the outcome of the Accreditation self study visit. Entitled "2011 Accreditation Evaluation Team Visit Recommendations Response Matrix," this document serves two purposes: it articulates all seven college recommendations from the Team Visit in addition to identifying all Planning Agendas from the self-study. As with the other two matrices, this is a living document designed to track the College's progress on addressing the issues identified by the visiting team in addition to those that were self-identified in the Accreditation self-study. (*Appendix A-9*)

The backdrop to all of this work was the recognition that few on campus understood what Continuous Quality Improvement means. Given its central role in the accreditation process and standards, it was clear that the management team had to incorporate CQI principles into all levels of the college in order to address the Institutional Effectiveness aspects of Standard IB.

This process began with college and committee presentations on the CQI process. The Spring Budget and Accreditation forums, held on February 23 and 24, 2011, included a brief overview of the CQI process. This introduction to CQI was timely because the ACCJC had just placed the college on Warning in early February 2011. Similar discussions of CQI were held during the Accreditation Committee, Planning and Budget Council and Program Effectiveness and Planning Committee meetings in the Spring. College-specific graphical representations were created depicting how the existing committee structure and the work of each committee was part of this CQI process. (*Appendix A-10, A-11, A-12, A-13*)

With three matrices developed, the next step is to ensure progress is being made on each goal according to the timeline established in each matrix. Because there is overlap among the three matrices, as the College addresses each of the Planning Agendas and Visiting Team recommendations, it is, in most instances, also meeting college and/or district goals. The President's Cabinet regularly reviews and updates all three matrices.

Finally, the President's All College Day presentation during Flex Week in August 2011 was dedicated to discussing each of the four College goals, the progress made thus far, and how these goals will be evaluated as part of the overall evaluation of the college's institutional effectiveness to the current set of goals set by the Board as well as those established by the college. (*Appendix A-14*)

The next step of identifying and evaluating appropriate measures of institutional effectiveness within the CQI environment needs to be developed. To this end, the Student Success committee will be charged with building on the existing data available from the research office to identify a specific set of metrics upon which the institution as a whole will self-evaluate how we are doing. Once the metrics are delineated, the committee will also be asked to analyze the data and to make recommendations to the President's Cabinet to improve institutional effectiveness measures. In addition, the committee will create a workflow chart to accomplish this along with the process to provide feedback to the college as a whole. Specific

recommendations for improvement will be directed to the appropriate entity within the college for follow up and reporting.

In sum, Oxnard College has defined its college-level goals, articulated the ways in which they are embedded within the district's goals, and has begun to address the very issues that prompted being put on Warning by the ACCJC. While many of the component parts existed prior to the Visiting Team's comprehensive evaluation, the college has made great strides in linking 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 is now poised to develop the next level of measures so as to provide a comprehensive assessment of institutional effectiveness based upon goals and metrics identified by the district and the college.

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).

Prior to Fall 2010, the Student Learning Outcomes effort at Oxnard College was led by one or two full-time faculty with some release time. These faculty worked with their colleagues to develop course-level SLOs and program-level SLOs. It was a paper-based process, where faculty first submitted SLOs to the Curriculum Committee for approval on one form and then reported their assessment results on a different colored form. The process was similar for the program-level SLOs, although the reporting form specifically asked the faculty to describe the program or department dialogue that had occurred regarding the PSLO assessment results.

Beginning in Fall 2010, the Learning Outcomes Team (LOT), which had previously been an ad hoc committee designed to support the part-time SLO coordinators, became a participatory governance committee. The LOT Committee is co-chaired by the Academic Senate President or designee and the Executive Vice President. It meets twice per month, and its membership includes representatives from each instructional department, the Library, Counseling, one manager, the Research Analyst and one student; all of the Deans serve as ex-officio members as well. (*Appendix B-1*)

As a participatory governance committee, LOT had much greater faculty participation and support in its first year than it did as an ad hoc committee. In addition to drafting the new institutional-level SLOs which were affirmed by the Academic Senate, Classified Senate and by Management in Fall 2010, LOT also created and fine-tuned the Program Assessment Cycle Calendar form, which each department was required to submit in fall. This form was part of the transition to a four-semester assessment cycle for each class in all programs across the college. In prior years, faculty had been urged to assess every class every semester; few faculty heeded this request. Because course assessments should be cyclical with ample time devoted to evaluating the results and modifications based on results, a four-semester process was introduced to help faculty schedule all courses in their programs for assessment and to establish a realistic timeframe in which to conduct the assessment and to incorporate the results. (*Appendix B-2; B-3*) The Fall 2010 Department Chair meetings also included explanation of this task because not all members of LOT are department chairs and because deciding when particular courses should be assessed is a department-wide function. (*Appendix B-4*)

LOT also helped to facilitate the revision and/or reaffirmation of Program-level SLOs in the Spring 2011 term. 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 ISLOs and it required programs to map their PSLOs to the ISLOs. The Department Chairs were given until the March 11th Department Chairs meeting to complete this task and all were submitted on time. (*Appendix B-5*)

The goal of finalizing the ISLOs in Fall 2010 and the PSLOs in Spring 2011 was to gather this information so that it could be loaded into eLumen, a database system designed to house SLOs and to facilitate SLO assessments, prior to the training sessions held on April 28-29, 2011. For those programs who did not want to enter all of their course SLOs, the Office of Student Learning took responsibility for inputting all of them into eLumen in advance of this training so that when faculty were doing hands-on training, they would be working on their own courses. Thus, when the training occurred during the last week of April, faculty were able to map their course SLOs to their PSLOs and to the ISLOs. Approximately 50 people at the college attended one or more of the six eLumen training sessions that were facilitated by the eLumen trainer. While the implementation has not been fully completed, the key pieces of the SLO process at all levels are in place. LOT helped to shape the eLumen implementation and training by devoting some of its meeting time in the Spring to phone/web conferences with the eLumen trainer. *(Appendix B-6; B-7; B-8)*

Lastly, in January 2011, the Executive Vice President set April 15th as the deadline by which all courses appearing in the Fall schedule of classes had to have course-level SLOs or they would be deleted from the schedule. Upon review by the Office of Student Learning, these course-level SLOs were completed and no classes in the Fall 2011 schedule had to be pulled.

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). SSLT members participated in eLumen training to introduce the process. More eLumen training for Student Services will be provided in Fall 2011 so identified data can be documented, collected and interpreted for analysis. *(Appendix B-9)*

The Library also completed and submitted PSLOs which were mapped to the relevant ISLOs. Connecting the PSLOs and ISLOs to course-level SLOs will be more challenging because Library instruction and orientation are not course-specific and occur within the context of other classes.

Overall, the LOT Committee has demonstrated that the SLO process is faculty-driven at Oxnard College. While the Executive Vice President and the Office of Student Learning have provided structure, and one of the instructional Deans and the Instructional Technologist worked to make the eLumen implementation happen, it was the faculty development of ISLOs, PSLOs and missing course SLOs that made the difference this past year.

In the coming year, the focus will shift towards assessment of all three levels of SLOs. During Flex Week, prior to the beginning of the Fall semester, the Executive Vice President conducted a workshop on Rubrics and Assessment. The Instructional Technologist and one of the faculty department chairs offered eLumen training during Flex Week for faculty who either needed to enhance their skills or who were not able to attend the April trainings. *(Appendix B-10)* The LOT Committee will also focus on rubrics and assessments throughout the 2011-2012 year.

As well, the Executive Vice President, the Instructional Deans and faculty in key leadership roles will also attend Fall 2011 WASC workshops which are focused on Assessment and Student

Success. The Co-Chairs of LOT and the Instructional Deans, along with the Instructional Technologist, will monitor eLumen to ensure that programs are assessing their classes as indicated on the Program Assessment Cycle Calendars. Department Chairs and Deans will also monitor 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. (*Appendix B-11*)

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 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.

In sum, the college has made great strides in its SLO efforts. In less than a year, the college has revised and/or completed SLOs at all three levels and is poised to begin the assessment process in the 2011-2012 academic year in order to reach Proficiency by Fall 2012. Faculty are at the center of this process and most understand that this is primarily their responsibility.

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).

The instructional program review process at Oxnard College is conducted by the Program Effectiveness and Planning Committee (PEPC), which is a participatory governance committee. PEPC is co-chaired by the Academic Senate President and the Executive Vice President, with membership that includes all of the instructional deans and the department chairs. The committee meets once per month during the academic year, and since its inception after the 2004 accreditation visit, it has overseen the program review process for all instructional programs. (*Appendix C-1*)

Each Fall, the Institutional Researcher and/or Research Analyst has provided basic data for each department, including several years' enrollment numbers, success and retention rates, and productivity ratios. PEPC also reviews its reporting form, known as the Program Effectiveness and Planning Report (PEPR), and makes alterations as necessary to provide a structured program review document. Department Chairs are then given the Fall semester to analyze the data, to reflect upon their program, and then to address the various elements of the PEPR. Attached to the PEPR are the program's Resource Request form(s) with requests that are linked to the identified needs or gaps in the PEPR. (*Appendix C-2; C-3*)

Once submitted, the Department Chair and area Dean meet with the Academic Senate President and the Executive Vice President to review the PEPR and to make suggestions for edits. This process is designed to conclude by February of each year to allow PEPC to have sufficient time to rank all resource requests to be forwarded to the Planning and Budgeting Committee (PBC) for final ranking at its March or April meetings.

This process is a vast improvement over the program review process that was in place at the beginning of the last accreditation cycle. However, it was clear in practice and based on the visiting team's report that this process was insufficiently analytical. Faculty were left to interpret "raw" data and the PEPR did not delve deeply enough to produce the results one would anticipate from a Continuous Quality Improvement-driven process. For example, faculty were asked to report their progress on the development of Student Learning Outcomes at the course and program levels, but the questions did not push for deeper analysis of progress on SLOs nor did it require a thoughtful discussion of how the assessment of SLOs was being accomplished or how changes were being made based on the assessment results. In other words, the PEPC process was designed to be more of a unit plan than a process that prompted departments to really evaluate their program effectiveness. It also did not sufficiently require programs to engage in planning as the name of the committee might suggest.

Another related issue was the poor timing of the entire PEPC process. By the time each department was finalizing its PEPRs and Resource request forms, the Governor had already

announced the initial budget recommendations for the next fiscal year. This is significant because the District expects the colleges to have finalized their budgeting for the following year in March, sometimes April. Therefore, in addition to recognizing that the PEPC process did not assess effectiveness sufficiently, there was recognition that the timeline needed to change to reflect the budgeting and resource allocation process timeline.

Moving to a more in-depth and multi-year process for program review is helping to resolve both of these issues. During the Spring 2011 PEPC meetings, the move to a new, multi-year PEPC process was discussed and 8 departments volunteered to go through the new process in the 2011-2012 academic year. (*Appendix C-4*) It was agreed that those 8 departments would be given their data at the first PEPC meeting in August. The other departments will complete a brief, less rigorous “unit plan” but one that includes resource requests so as not to lose the connection between program review and allocation of resources. This will, in essence, return the college to a more comprehensive “long form” requirement for multi-year evaluations and an abbreviated “short form” for unit plans. Long or short, each program will have completed their analysis and reporting out to PEPC by the beginning of November so as to ensure that resource requests may be considered and ranked by PEPC and submitted to the Planning and Budgeting Council (PBC) by its January meeting to bring it into alignment with the state and district/college budgeting processes. (*Appendix C-5*)

At its May meeting, the PBC recommended that the college Deans’ Council evaluate and review PEPC resource requests prior to submission to the PBC as there was confusion as to whether the requests submitted by PEPC were ranked according to the actual priorities of the various academic areas. There was also a concern that the PEPC review did not group all of its requests in priority and ranked order in the same manner as the Student Services and Business Services review processes. This additional review by the Deans’ Council would then ensure that all three processes for Instruction, Student Services, and Business Services were reviewed by one body and that recommendations submitted to the PBC were consistent with each other, and provided in ranked order for consideration and discussion. The PBC did not want to be placed in a position where they would have to rank requests from program areas without sufficient information or review time, nor did they wish to duplicate the program review processes already in place within the respective units. (*Appendix C-6*)

Additionally, the PBC also 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, such as the inclusion of Total Cost of Ownership principles, which ensures that the college addresses Total Cost of Ownership with the construction of new buildings. (*Appendix C-7*) To facilitate the review of resource requests, the college developed a resource allocation request form that was reviewed by several college participatory governance groups for input and refinement. This form assisted the PBC with determining resource rankings and priority, as well as helped to identify the necessary source of funding for the request to assist units and the college with budget planning. This form will be updated as necessary to reflect needed changes as determined by the PBC. (*Appendix C-8*)

PEPC originally began as a committee that also addressed Student Services program reviews. However, there was a disconnect between the format needed for instructional programs and

those components most appropriate for evaluating the effectiveness of the Student Services areas. In the 2009-2010 academic year, PEPC was directed solely towards instructional programs, and the Student Services areas embarked on an area-based program review process. In the 2010-2011 academic year, the Dean of Student Services and the Executive Vice President met with each Student Services area lead faculty or supervisor to discuss their program review documents. In some cases, the program review documents were primarily formulated two years ago under the previous Vice President of Student Services with a brief update of information. It was clear through these individual meetings that the Student Services program review structure was insufficiently rigorous, and the lack of metrics and/or feedback or data left little room for in-depth analysis of each area.

In response to this lack of analysis, the Dean of Students embarked on a Student Services Division-wide program review process in Summer 2011 to identify future program effectiveness components and metrics to provide data for analysis. The program review template was updated, and will be used by all student service areas to include more data, rigorous analysis, and quality improvement plans. Program reviews are now scheduled on a three-year rotation, allowing sufficient time for in-depth analysis and review across the division. (*Appendix C-9; C-10*)

The Student Services areas utilized the Student Services Leadership Team, the student services equivalent to PEPC, to review and rank resource requests. Their list of resource requests were then forwarded to PBC for consideration and overall ranking in April 2011. (*Appendix C-11*) The Student Services program review and resource ranking processes will be completed by January of each year to be in alignment with the state and district/college budgeting process and timeline.

The Business Services area utilizes its Business Services Council for the annual review and ranking of its resource requests. The Council consists of members from each operational area, and, after ample discussion of each proposed request, group consensus is obtained for the ranking or removal of any proposed request. Upon agreement, the final list of resource requests are then sent to the college PBC for their consideration and ranking at their April and/or May meetings. (*Appendix C-12*)

The Business Services area, consistent with the other two college units, 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, however, to utilize annual survey data to assist them with their program planning and improvement, consistent with continuous quality improvement, and will complete their program reviews by no later than December of each academic year. Program reviews will then be discussed, with any appropriate resource requests in January of each academic year, with approved requests submitted from the Council to the PBC. This process will keep the area in line with the state budget review process and with the timelines stated in the college Planning and Budgeting Manual.

As noted above, in Fall 2010, Oxnard College revised its Institution-level Student Learning Outcomes. In Spring 2011, all instructional and Student Services Programs revised their

Program-level Student Learning Outcomes. Included in the revision of both levels of SLOs was the development of rubrics to assess the SLOs. This revision was also in preparation for the college's implementation of eLumen software as the database for all levels of student learning outcomes and assessment data. Many faculty attended eLumen 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 also to the Institution-level SLOs. While rubrics were created at all three levels, those assessments will be the focus of the 2011-2012 academic year. The last time program-level SLOs were assessed in 2008-2009, the evaluation was largely narrative in nature with little, if any, statistical analysis. The development and use of rubrics will help each program and the institution complete the assessment process as part of an ongoing effort to establish a Continuous Quality Improvement culture and assessment cycle.

In sum, the program review process has been greatly strengthened over the past two academic years, and especially in the last year since the October 2010 Team Visit. Greater, more rigorous evaluation of programs will result from more focused attention on data analysis. The development of program review and resource allocation timelines that reflect the state and district/college budgeting cycle will further the college's efforts to engage in regular assessment of institutional effectiveness and to make changes based on data analysis.

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.2, III.A.6, III.B.2.a, III.B.2.b, III.D.1.c, III.D.2.a).

Since the implementation of the Measure “S” bond, the college has worked with the District Capital Planning and Facilities Committee to identify its capital planning needs and construct needed facilities within the resources allocated from the bond measure. However, at the time of the October 2010 site visit, the college had not formalized, through its various participatory governance groups, the review of new facility operational needs, which included personnel, utilities and other related costs. Since that site visit the college has, through the use of the college Planning and Budgeting Council (PBC), incorporated total cost of ownership principles in its review of facility needs and resource allocation requests.

As evidenced in the college PBC meeting on February 16, 2011, in its review of the resource allocation request process, “Total Cost of Ownership” is a criterion that is used in college planning to ensure that we have accounted for all anticipated costs of new building construction and that these types of requests are included in the resource allocation model in order to ensure that they are accounted for and funded. For example, for the 2011-2012 fiscal year, anticipated utility costs for the new Performing Arts Building have been incorporated into the projected utility budget for the year. These costs are part of the District/college allocation model, are determined annually, and are a fixed cost that is set aside to ensure that we have the appropriate funding to meet our estimated facility operating costs. (*Appendix D-1*)

Any related costs for personnel are being currently funded through rental fees assessed on groups for their usage of the facility. This ensures that the staffing necessary for maintenance and oversight of use of the building is provided. The college will use baseline staffing data for the next two fiscal years in order to determine the appropriate ongoing staffing required and will then create whatever positions are necessary to provided ongoing program/building staff.

In sum, the college has made ample strides to address the costs of new construction to ensure that utilities, staffing, and other costs such as scheduled maintenance, are included within existing resources. We will continue to assess required funding needs, and make changes as appropriate.

In order to meet Standards, the team recommends that the college ensure the effectiveness of its human resources by evaluating all personnel systematically and within intervals established by district policy (Standard III.A.1.b).

Already identified as a Planning Agenda for Standard III.A.1.b in the Fall 2010 comprehensive self study, all managers were required to create an Evaluation Matrix to map out when evaluations would be completed in their respective areas. (*Appendix E-1*) The President created a matrix for his direct reports, and the Vice President of Business and the Director of Facilities, Maintenance and Operations created matrices within their respective areas of Business Services.

Within the instructional and student services programs, the Executive Vice President created a matrix for the Deans, Directors, Library and direct report classified staff. Each Dean and Director also created a matrix of classified staff and faculty to be completed. While the classified staff evaluations are completed on an annual basis, faculty evaluations vary depending upon tenure dates and/or full-time/part-time status. Because the faculty evaluation process is labor- and meeting-intensive, especially for tenure-track faculty, it has been difficult for the Deans to bring their faculty evaluations up to date in a single year. Therefore, the Deans have created an annual schedule for classified evaluations, and a multi-semester/multi-year plan for completing all regular and outstanding faculty evaluations in their areas.

All managers are then required to post their Evaluation Matrices in a dedicated but protected folder in the SharePoint 2016 website. All managers not only conducted their evaluations as scheduled in the 2010-2011 academic year, each manager also updated their evaluation matrix as evaluations were completed. They then indicated the date for the next evaluation, thereby creating a systematic approach to meeting this accreditation standard. As the Accreditation Liaison Officer, the Executive Vice President is responsible for monitoring the Evaluation Matrices folder in SharePoint and working with any manager or director whose evaluations have not been completed as scheduled to ensure compliance to this Standard.

In sum, Oxnard College has addressed this recommendation and put systems into place to ensure that evaluations for all employee groups are conducted as required and in a timely manner.

COMMISSION CONCERN

The Commission noted that a recent Human Resources 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).

The Human Resources Department audited all personnel files for current full and part-time faculty members to determine if the files contained evidence that the faculty members meet the minimum qualifications for the disciplines in which they were hired. The Human Resources Department identified 40 faculty members at Oxnard College whose files did not demonstrate they possess the required minimum qualifications either through possession of appropriate degree(s) or through possession of equivalent qualifications (equivalency). The Human Resources Department sent letters to these faculty members requesting that they either provide documentation that demonstrates they meet minimum qualifications or that they request an equivalency.

Twelve faculty members requested an equivalency, 10 faculty members submitted credentials or transcripts verifying completion of the required degree(s), and 18 members did not respond to Human Resource's request for information. Of the 12 faculty members who requested equivalency, two were denied equivalency. The 18 part-time faculty members who did not respond to the initial request for information have not taught in several semesters and will remain ineligible for assignment unless they demonstrate they meet minimum qualifications. *(Appendix F-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. (Standards IV.B.3.a-b, IV.B.3.g)

On December 6, 2010, Chancellor's Cabinet reviewed preliminary District Recommendation 1. Following discussion, it was determined that successful delineation of functions models should be identified and reviewed as background for more clearly defined organizational mappings. The Director of Administrative Relations was charged with bringing forward other District mapping documents for review. On February 22, 2011, Chancellor's Cabinet reviewed successful mapping models. District mapping documents from the Los Rios Community College District and Kern Community College District were selected for the purpose of updating systemwide organizational functions and responsibilities. A discussion of the District's current organizational mapping documents took place in the Chancellor's Cabinet on March 21, 2011. Following review and discussion, it was agreed the existing District organizational mapping would be modified using aspects of the Los Rios and Kern models.

The Chancellor reviewed Board Policy 2205 Delineation of Systems and Board Functions for its adequacy and determined that language for the policy should closely correspond to District Recommendation 1. The administrative procedure for the policy will consist of a completed Functional Mapping narrative, Functional Mapping for Decision-Making document, and Governance Process Chart.

A revised Board Policy 2205 Delineation of Systems and Board Functions was reviewed and endorsed by the Board Policy Committee on March 10, 2011. The Board adopted a revised Delineation of Systems and Board Functions policy on April 12, 2011. The policy calls for clarity regarding District and college primary and secondary responsibilities, including organizational divisions and committee structures.

Following the April 12, 2011 Board meeting, the Chancellor requested college presidents and vice chancellors prepare cross-college and District mapping narratives with associated responsibilities in preparation for Chancellor's Cabinet on April 25, 2011. Cabinet members were to also review the existing District Participatory Governance Manual and Functional Mapping narrative online. Cabinet members provided feedback during the week of April 25, 2011. The Chancellor's Administrative Council incorporated the information into a draft version of the mapping documents. This draft was distributed to Chancellor's Cabinet on May 13, 2011 for additional review and discussion.

On June 6, 2011, Chancellor's Cabinet reviewed and discussed the revised Governance Process Chart and Functional Mapping for Decision-Making document. Presidents were to provide any additional changes following review and discussion at the campuses.

The Director of Administrative Relations reviewed the draft documents and existing Functional Mapping materials and indicated the documents are in need of uniform terminology and additional clarification of various functions. Work on District and college committee responsibilities and functions are not complete. Due to summer break, further work on the functional mapping will continue in fall 2011. Additional work is necessary and will require broad-based collegial input in Chancellor's Consultation Council. Any necessary modifications will be made prior to Board action. It is anticipated the functional mapping documents will be completed by the end of fall 2011 semester. (*Appendix G*)

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. (Standard IV.B.1.e)

District Recommendation 2 was agendaized in Chancellor's Administrative Council on February 14, 2011. As an outcome of the discussion, presidents were charged focused campus information gathering regarding policies and/or procedures that may impede effective college operations.

The Administrative Council discussed the role of the Board's Policy Committee in meeting District Recommendation 2. Administrative Council recommended that a two-year approach to reviewing and revising all policies and procedures be established. The Council also believed that the Policy Committee should assess each policy and procedure for its impact on campus and District operations.

The Chancellor and Board Policy Committee concurred with Administrative Council's recommendation and acknowledged the need to review the impact of policy and procedure on operations as part of the policy criteria for recommending regulation to the full Board. The Policy Committee met on February 10, 2011 and recommended a two-year policy review cycle for full policy and procedure review. The two-year review cycle was adopted by the Board of Trustees during the March 8, 2011 Board meeting. The Policy Committee now reviews policies and procedures to ensure uniform practice and avoid impeding college operational effectiveness.

Districtwide feedback from constituents regarding policies and procedures did not identify specific regulations that impeded the timely and effective operations of the colleges. Findings suggested a wide variety of concerns related to organizational practice at the District Administrative Center and campuses. Each college prepared a formal list of concerns that was agendaized for discussion at the March 28, 2011 Chancellor's Cabinet meeting. Working from campus feedback, the presidents were charged with summarizing the most important campus concerns raised regarding District Recommendation 2. The list of concerns from the colleges and the presidents' corresponding summaries were presented at the April 1, 2011 Chancellor's Consultation Council meeting for discussion. Consultation Council concurred with the summary statements regarding issues that may impede the timely and effective operations of colleges. Summary recommendations were as follows:

Moorpark College

Feedback returned via survey did not point to specific policies or procedures as being problematic. Comments and references described issues with the implementation of

procedures, rather than the goals of the policies and procedures themselves. Among the comments, the following are prevalent:

- Request to shorten and simplify practices, either via electronic or other means.
- Request for District staff to come on campus for regular training or information exchange sessions.
- Request for periodic or cyclical review of standard operating practices that implement policies and procedures.
- Request for dialogue with District staff at the operational level as operating practices are crafted.

Oxnard College

While no policies or administrative procedures were specifically cited, comments seemed to reflect operational procedures. Basic operations are impeded by seemingly lengthy workflow processes related to business processes such as purchasing and completing memorandum of understandings (MOUs) and grant renewals on a timely basis. This indicates a need for clarity of processes related to college/District roles and processes. Comments indicate that while centralized services may be cost-saving, efficiency should also be considered.

Ventura College

Those who are able to access procedural information through Board Docs believe that being able to search by keyword would improve their ability to locate information. It was also suggested that converting paper forms to electronic forms with the ability to track through an electronic queue would reduce the sense that paperwork is being lost as it moves from office to office.

On April 12, 2011, the concerns from campus constituents regarding District Recommendation 2 were presented to Board of Trustees, along with summary statements, during a study session of the Board. College presidents noted that specific Board policies and procedures were not identified as impediments in the timely and effective operations of the colleges. Concern was identified with District and campus standard operating practices. In addition, however, the Board recognized that some campus practices should be extinguished as inconsistent with Board policy intent.

In response to campus feedback, the District has implemented the following activities:

- Greater online business office and human resources accessibility of forms and commitment of further enhancement of paperless processes.
- Streamlined campus standard operating practice pertaining to student field trip authorization and approval.
- The scheduling of BoardDocs training for policy and procedure searches during the October 31, 2011, Administrative Council meeting.

- Human resources developed “HR Talk,” an employee forum for enhanced communication Districtwide.
- Greater online business office and human resources accessibility of forms and commitment of further enhancement of paperless processes. The Human Resources Department announced the release of a new and improved “HR Tools.” This enhanced system allows faculty, classified and supervisory/management employees’ online access to a variety of Human Resources Department forms, procedures, and answers to commonly asked questions. Staff can set alerts to receive notices when information is added or modified.
- The Human Resources Department gave an educational presentation at all three colleges during the fall 2011 Flex Week concerning “Disability Accommodations for Staff and Students.”
- Chancellor’s Cabinet level review and clarification of District and college roles and responsibilities related to memorandums of understanding, grant preparation, approval, implementation, and accountability processes. (*Appendix H*)

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. (Standard IV.B.3)

The Board of Trustees reviewed and revised Board Policy 2425 Board/District Planning and Administrative Procedure 2425 on April 12, 2011. The policy was modified to include language which required annual assessment of strategic planning outcomes.

During the April 12, 2011 Board meeting, at the request of the Chancellor, the Board Chair formed an Ad-Hoc Board Planning Session Committee to begin activities for Districtwide strategic planning. The Ad-Hoc Committee consisted of Chair Blum and Trustee McKay. The committee proposed that it address three issues:

- ensuring that strategic planning and decision making processes were periodically reviewed
- assessing the adequacy of existing District goals and objectives
- articulating a planning process to be implemented in June 2011

In preparation for the Board's May 10, 2011 meeting, the Chancellor conferred with the Ad-Hoc Committee. Members suggested that the membership charge for the Trustees' Citizens Advisory Body be updated and expanded to better meet the District's strategic planning needs. In addition, that the Citizens Advisory Body be surveyed regarding the adequacy of the District's existing goals and objectives. The Ad-Hoc Committee suggested that the charge of the Citizens Advisory Body be established "to obtain community input for institutional planning purposes."

The Ad-Hoc Committee brought forward recommendations to May 10, 2011 Board of Trustees meeting. During an agendaized study session, the Ad-Hoc Committee proposed that the planning process be formally assessed annually and that the existing six Districtwide goals be reduced in number and more focused on student access, timely completion of coursework, and graduation or certificate completion. The general consensus of Trustees was that the number of goals should be reduced to provide greater clarity to District constituents. The Ad-Hoc Committee also recommended that the Board Chair facilitate the strategic planning session. Trustees were not in concurrence with this approach and requested the Ad-Hoc Committee hire an experienced facilitator to lead the District's planning activities.

The Ad-Hoc Committee met on May 13, 2011 to prepare a preliminary agenda and discuss potential facilitators. The Ad-Hoc Committee decided to seek a facilitator through the District's law firm, Liebert Cassidy & Whitmore. The Chancellor verified the availability and standing of the facilitator with the full Board.

On May 25, 2011, the Ad-Hoc Committee met with Melanie Poturica from Liebert Cassidy & Whitmore and reviewed the District's planning needs. The consultant confirmed with the Ad-Hoc Committee that the Board should have fewer goals with clearly worded measurable objectives that align with accreditation recommendations, assess the effectiveness of its planning through an evaluation of the progress it is making in meeting its goals and objectives, and assess the degree to which District planning is integrated into college planning. The consultant further recommended that the Board review its six existing planning goals as they relate to student success and organizational effectiveness, the District mission statement, and organizational efficiency.

The facilitator noted that Board actions pertaining to a revised mission statement, instructional productivity, programs and services coring, desire to modify possible unnecessary student credit requirements, increased student access, and emphasis on degree completion clearly speaks to a strong Trustee vision regarding the future of the District. The Board should clearly articulate this vision in a strategic planning statement in addition to its goals and objectives. Trustees were in agreement that such a statement should be an outcome of the Board's planning process.

The facilitator also suggested that during the Board's planning meeting, new or revised goals and objectives should be vetted with external college district stakeholders prior to Board adoption. External constituents should be involved in the process of assessing the adequacy of the District and its colleges in meeting its planning activities. The Ad-Hoc Committee endorsed the recommendations of the consultant and prepared a tentative planning agenda for June 28, 2011.

In preparation for the June Board strategic planning meeting, members of the Ad-Hoc Committee sought input from college presidents, senate presidents, and union officials. The committee met on June 15, 2011 to prepare the Board's planning agenda for the Board Strategic Planning Session, a special meeting scheduled on June 28, 2011.

During the June 28, 2011 Board of Trustees Strategic Planning Session, the Board reviewed its six objectives adopted at the July 2010 Board meeting. To increase effectiveness in support of student learning and organizational operations, the Board, working through the facilitator, revised their 2010 objectives and created three goals to ensure sustainable continuous quality improvement.

Trustees received written and oral reports from District and college staff pertaining to the progress made on previous Board objectives. This was followed by a prolonged discussion of those objectives which will be most central to ensuring student success and organizational effectiveness in an environment of diminished state resources. Trustees reached general agreement on the establishment of three Districtwide goals:

Board Goal One: Provide Access and Student Success

Board Goal Two: Maintain Instructional Quality with Declining Budget

Board Goal Three: Prudent Fiscal Stewardship

The Board discussed a variety of objectives that it wished to have established for each of its goals. The facilitator worked with Trustees in an attempt to clarify their varied opinions regarding measurable objectives that would be most important in attaining District goals. Approximately two dozen overlapping objectives were recorded by the facilitator. Comments from Trustees and constituents stressed the need to further provide additional clarity regarding the Board's objectives. Trustees acknowledged that additional work would be necessary to provide precision and clarity without relying on broad sweeping jargon. At the conclusion of the planning session, the Board charged the Chancellor with reviewing the Board's goals and objectives, reducing redundancy, and drafting statements that represent the Board's thinking in clear and concise terminology.

A post-Board meeting assessment was conducted with Trustees regarding their satisfaction with the Board Strategic Planning Session. Forty percent of the Board completed the survey. Of the two Trustees who participated, there was consensus that "...the meeting was led in a timely, organized manner" and "a balance was maintained among open exploration of opinions, running the meeting efficiently, and reaching closure on agenda items." Comments from Trustees included accolades for the facilitator and "the meeting was long but helpful in assisting the Board in refining its goals."

The Chancellor drafted summary objectives and provided the work to the Board's Ad-Hoc Committee and Trustees for input in preparation for a formal review of the Board's goals and objectives. On July 27, 2011, the Ad-Hoc Committee met to review a preliminary draft of the Board's goals and objectives. Some language modification was suggested by Trustees. The Ad-Hoc Committee also considered the removal of Districtwide common course numbering, based on testimony from the Ventura College Academic Senate President. Although the Ad-Hoc Committee agreed, the Chancellor sought broader Board input pertaining to the elimination of the objective based on previously stated intent by Board members. On July 28, 2011, a preliminary draft of the Board's goals and objectives was distributed to the Chancellor's Consultation Council for general informational purposes. The Chancellor noted that the statements would change based on additional Trustee input.

Work on the planning vision statement requires completion. The vision statement will be drafted prior to the September 13, 2011 Board meeting and reviewed with the Citizens Advisory Body on September 15, 2011.

The planning vision statement, three Board goals, and 15-16 objectives will be brought forward to the Board during the September 13, 2011 Board of Trustees meeting. Trustees will review the adequacy of the vision statement, goals, and objectives. On September 15, 2011, the District planning vision statement, goals, and objectives, as reviewed by the Board, will be presented to the Citizens Advisory Body. This body consisting of business, agency, and county educational leaders will be asked for input regarding the Board's work. The Board's planning vision statement, goals, and objectives will be formally adopted by Trustees during their October 11, 2011 Board meeting. (*Appendix I*)

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. (Standards III.A.3, IV.B.3)

On December 6, 2010, Chancellor Meznek distributed preliminary District accreditation recommendations to Chancellor's Cabinet for review and discussion. Cabinet determined that data gathering activities related to improving formal communications and assessing policies and procedures that possibly impede effective campus operations should be instituted in preparation for anticipated return visits by accreditation representatives.

On February 14, 2011, District Recommendation 4 was discussed in the Chancellor's Administrative Council. Presidents were directed to conduct information gathering activities to identify sources of formal communication challenges. A list of concerns raised by the campuses was prepared by each college president and returned to Chancellor's Cabinet for discussion on March 28, 2011.

The Chancellor requested the presidents summarize campus comments gathered for discussion during the April 1, 2011 Consultation Council meeting. Accreditation Recommendation 4 was agendaized with other recommendations at the Chancellor's Consultation Council on April 1, 2011. Drs. Calote, Duran, and Eddinger presented college summaries on District Accreditation Recommendations 2, 4, and 6. Campus comments provided by Presidents and Consultation Council generated general and specific ideas for improvement in the areas of communication, technology, policies and procedures, portal communication, and movement of information to ensure accreditation recommendations will be met. Based on findings from the colleges, the office of Administrative Relations was charged with developing a strategy to improve formal communications in the upcoming academic year.

On April 12, 2011, the Board was provided an accreditation update that included presentations by District college presidents on their findings related to formal communications. A summary and detailed feedback was provided to Trustees. The Chancellor presented an oral report on activities that would be undertaken to improve formal communication, including clearer communication from executive Cabinet members to the campuses, improving constituent information sharing as a responsibility of each member of Chancellor's Consultation Council, complete migration to the portal on the part of all campuses and District Administrative Center (DAC), and providing ongoing communication updates from DAC divisions through technology. The Director of Administrative Relations discussed planned improvements in the use of technology pertaining to communications. Trustees commented on limited staffing available to address the recommendation. The Chancellor indicated further adjustments in responsibilities will be made in marketing and promotional activities to more pressing communication needs. The Chancellor also reported he broadened the administrative advisory bodies to include a District Administrative Council and a District Presidents Council to further strengthen formal

communications and ensure open and timely information is communicated back to the campuses. One additional classified representative was added to Chancellor's Consultation Council, and campus executive vice presidents will attend academic senate meetings to answer questions and serve as a resource next year. District Administrative Center staff will attend meetings upon request.

Self-Appraisal surveys for various District and College committees were developed and implemented in November 2009. Upon the position elimination of the District Director of Institutional Research, the surveys were not completed in 2010. The Chancellor has requested that the Director of Administrative Relations reestablish the self-appraisal survey process will be re-implemented in November 2011. The survey instrument will be expanded to gather and evaluate data from the District and colleges related to formal communications within committee structures. In addition, a review and update of the current Participatory Governance Manual will be conducted during the 2011-12 academic year to address formal channels of communication Districtwide.

The Chancellor had incorporated the following of formal communication channels as a component of the Board's ethics policy for all employees. Following a two-year discussion of this item, Trustees removed the requirement from the policy on August 9, 2011. Testimony from the Academic Senates and American Federation of Teachers leadership suggested a preference to one of three approaches to ensure that employees follow formal channels of communication:

- Strengthen language in the existing District Participatory Governance Manual related to communication
- Include the language in the Board of Trustees ethics policy pertaining to Trustee behavior
- Establish a stand-alone communication policy for employees

The Chancellor will revisit the issue of employee use of formal channels of communication within the District during the 2011/2012 academic year.

The Human Resources Department developed the "HR Talk" program. This program consists of monthly interactive and informative sessions presented by Human Resources Department staff in a live forum at the District Office and transmitted simultaneously via videoconference to all three colleges. The HR Talk program also includes a SharePoint site on the employee portal where commonly asked questions by group members and answers by Human Resources Staff can be posted.

The Human Resources Department has formed a new operating committee called "HROC." The composition of HROC consists of the three Vice Presidents of Business Services, a dean representative from each college and is co-chaired by the Director of Human Resources Operations and the Director of Employment Services. The committee provides a forum to discuss human resources issues prior to implementing change.

The Board of Trustees established a Citizens Advisory Committee on March 9, 2010, for the purpose of reviewing Board budget assumptions and to provide general recommendations related to educational programs and services impacting VCCCD students during a time of severe state budget reductions. The Citizens Advisory Committee consisted of nine community members, one member from each Trustee's area and four members from Trustee nominations to serve as members-at-large. The members represented diverse interests and constituents throughout Ventura County.

Accreditation recommendations advised the District to utilize constituency and community input/feedback to ensure open and timely communications in the areas of continued educational excellence, planning, and integrity. The Board took action on May 10, 2011 to update the Citizens Advisory Committee title, charge, and to expand membership. The renamed Citizens Advisory Body will meet annually, and as necessary.

Based on Trustee recommendations, the Citizens Advisory Body membership was expanded to 21 community representatives. To seek input for the Board's June 2011 strategic planning process, a survey with Citizens Advisory Body members was conducted. Opinions regarding the adequacy of the Board's 2010-2011 goals, objectives, mission statement, and breadth of functions was secured to better inform Trustees in their deliberations. In addition, information was collected regarding the adequacy of the District in providing its programs and services. The Director of Administrative Relations presented the Citizens Advisory Body survey findings to the Board as an agenda item during the June 28, 2011 Strategic Planning Session. Trustees commented that the findings confirm the importance of the Board's revised District mission statement. Associate degree completion, with successful transfer to four-year colleges, certificate and career technical education, and certificate completion should remain the colleges' primary focus. Several Trustees requested that college presidents ensure non-collegiate ESL instruction and adult education providers in Ventura County are made aware of the fact that these opportunities will be severely restricted in the District due to financial constraints.

An agenda Board meeting with the Citizens Advisory Body is scheduled for September 15, 2011. The Board will review District accomplishments in meeting its previous goals and objectives and seek input to the establishment of its revised goals and objectives prior to taking action to adopt them on October 11, 2011. It is anticipated the Board will report on accomplishments pertaining to these revised goals and objectives following the close of the 2011/2012 academic year. (*Appendix J*)

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. (Standard IV.B.1.g)

The Board Policy Committee, in conjunction with the Chancellor and Director of Administrative Relations, reviewed Board Policy 2745 Board Self Evaluation in April 2011. The Director of Administrative Relations provided recommendations for strengthening the policy and procedure to align with District Recommendation 5. The policy was amended to include language that specified performance goals and assessment as an outcome of self evaluation. A revised self evaluation procedure and instrument was prepared and implemented electronically. Trustees discussed and adopted the policy and procedure during the Board of Trustees meeting on May 10, 2011.

The full Board participates in their annual self evaluation activity during the month of May. Findings of the 2011 self evaluation were prepared and presented by the Director of Administrative Relations to Trustees during the June 28, 2011 Board Strategic Planning Meeting. A facilitated discussion of survey findings was conducted and Trustee suggestions for improvements were recorded. The Board requested that these recommendations be consolidated to reduce redundancy and returned to the full Board for further review in September and action in October 2011. The tentative Board improvement plan incorporates 11 measurable activities designed to strengthen Board performance. The Board will review its performance success in June 2012. *(Appendix K)*

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. (Standards III.A.3.a, III.A.4.c, IV.B.1.b-c)

On December 6, 2010, the Chancellor distributed preliminary District accreditation recommendations to Chancellor's Cabinet for review and discussion. Cabinet determined that data gathering activities related to establishing clearly written policies and procedures was needed to ensure that decision-making is administered by staff in an equitable and consistent manner across and within the three colleges.

On February 14, 2011, District Recommendation 6 was discussed in the Chancellor's Administrative Council. Presidents were directed to conduct information gathering activities to identify policy and procedure barriers. A list of concerns raised by the campuses was prepared by each college president and returned to Chancellor's Cabinet for discussion on March 28, 2011.

Chancellor's Cabinet concluded that many of the concerns expressed regarding District Accreditation Recommendation 6 were related to unclear communications, both at the District and campus level. A lack of understanding on the part of constituents related to Board policies and procedures exist, and employees require additional training related to Board regulation. The need for an administrative procedure to Board Policy 3280 Grants was identified. Feedback from one campus indicated a lack of training necessary to utilize the search functions of the BoardDocs policy/procedure online database. Campus employees reported a lack of trust in the District Human Resources division pertaining to hiring and selection. In addition, varying hours of operation at the three campuses and District office are perceived as inequitable. A broad array of manual Business Services forms slow transactions as exemplified in the student field trip approval processes. Limited responses identified specific Board regulations that were being administered by staff in an inconsistent manner at the three colleges, specifically, the activities pertaining to Cabinet approval for grant applications and the adoption implementation of the District's resource allocation model.

The Administrative Council discussed the role of the Board's Policy Committee in meeting District Recommendation 6. Administrative Council recommended the establishment of a two-year approach to review and revise all policies and procedures. The Council also believed that the Policy Committee should assess each policy and procedure for its impact on campus and District operations.

The Board Policy Committee concurred with this recommendation and reviews both policy and procedure to ensure uniform practice. The two-year review cycle was adopted by the Board of Trustees during the March 8, 2011 Board meeting. Vice Chancellor, Business Services will expedite the development of an administrative procedure for Board Policy 3280 Grants to be reviewed by the Board no later than the close of fall 2011 academic semester. In-service

training related to the procedure will be provided by the Vice Chancellor, Business Services to Administrative Council and other staff, as necessary.

The District apportions revenue to its three colleges through a formula agreed to through a consultative process within the District Council on Administrative Services (DCAS). The formula is used to distribute revenue to the District's colleges following tentative and final budget adoption by the Board. Although not a Board policy, the action of apportionment of revenue to its colleges has the force of the Board.

The issue of inequitable implementation of the allocation model was returned to the District Council on Administrative Services (DCAS) on April 7, 2011 for review and clarification. A review of the process of allocating revenue through the model was undertaken. All agreed that the computations of the model were handled accurately and when asked individually if any member of the council believed there was inequity in the model, each member responded that they believed the model was an equitable distribution of the resources. In addition, the Vice Chancellor, Business and Administrative Services visited the Oxnard College Academic Senate and discussed the current budget situation as well as the elements of the model and how particular actions of a college affect the distribution of resources. The apportionment approach is reviewed annually by the DCAS as part of the District's budget process. The Chancellor will review the responsibilities of constituents to communicate clearly with their membership as outlined in the District Governance Manual. This will occur early in the 2011 academic year. *(Appendix L)*

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. (Standards IV.A.3, VI.B.1. e-g)

In response to District Recommendation 7, the Board Policy Committee reviewed Board Policy 2740 Board Education and Administrative Procedure 2740 Board Education on April 14, 2011. The policy and procedure were revised to emphasize strengthened performance in the Board's policy-making role. Specifically, Administrative Procedure 2740 calls for Board attendance at Trustee workshops and conferences. In addition, the Board will annually assess its effectiveness in fulfilling its policy role in contrast to its actions. As part of its Board assessment process, the Board will establish and monitor goals for deficiencies, when identified. The procedure also requires Trustees to identify areas in which they perceive a need for additional training. Trustees attending workshops and conferences are required to provide specific suggestions to the Board designed to enhance performance as an outcome of the activity at the first Board meeting following a conference or workshop.

In support of the Board's professional development, a calendar of workshops and conferences was prepared for Trustee review and activity planning purposes. The Board of Trustees participated in several professional development activities since the site team visitation in October 2010.

- January 14, 2011 VCCCD New Trustee Orientation included District overview, governance, Board planning objectives, accreditation, administrative relations, budget and finance, human resources, capital planning, economic development information technology, and BoardDocs Board agenda software training. Trustees also received college overviews from Moorpark, Oxnard, and Ventura.
- January 21, 2011 Community College League of California Conference
 - Ethics Training
 - New Trustee Training
 - Introduction to Trusteeship: Roles and Responsibilities
- April 1, 2011 Association of Governing Board Conference
 - How Boards Lead Change
 - Seminar for New Trustees
 - Leadership Strategies for Public Colleges, Universities, and Systems
 - Leading Board Committees

The full Board will attend the November 17, 2011 Community College League of California Conference in San Jose, California. (*Appendix M*)

APPENDICES

Appendix A

- A-1 Outlook Meeting Invitation for Goals Taskforce
- A-2 Attendees Sign-In Sheet
- A-3 Initial Goals
- A-4 Outlook Meeting Invitation for second Goals Taskforce
- A-5 Attendees Sign-In Sheet
- A-6 College Goals and Objectives Matrix
- A-7 Revised College Goals and Objectives Matrix
- A-8 Board Strategic Goals Matrix
- A-9 2011 Accreditation Evaluation Team Visit Recommendations Response Matrix
- A-10 Spring Budget and Accreditation Forum PowerPoint
- A-11 Accreditation Meeting Minutes
- A-12 Planning and Budgeting Council Meeting Minutes
- A-13 Program Effectiveness and Planning Meeting Minutes
- A-14 All College Day PowerPoint

Appendix B

- B-1 Participatory Governance Manual LOT Committee Description
- B-2 Program Assessment Calendar Form
- B-3 LOT Committee Meeting Minutes
- B-4 Department Chair Meeting Minutes
- B-5 PSLOs Template
- B-6 eLumen Training materials
- B-7 LOT Committee Meeting Agenda
- B-8 eLumen Training Sign-In Sheets
- B-9 Student Services Leadership Team Assessment Benchmarks
- B-10 Fall 2011 Flex-Week Calendar
- B-11 Department Chairs' Meeting and LOT Committee Meeting agendas

Appendix C

- C-1 Participatory Governance Manual PEPC Committee Description
- C-2 2010-2011 Program Effectiveness and Planning Report (PEPR)
- C-3 2010-2011 Resource Request Form
- C-4 PEPC Meeting Minutes
- C-5 Revised PEPR form for 2011-2012
- C-6 PBC May 2011 Minutes
- C-7 2011-2012 Planning and Budgeting Handbook
- C-8 Revised Resource Request Form
- C-9 Summer 2011 Student Services Division Program Review Minutes/Documents
- C-10 Student Services Program Review Template
- C-11 Student Services Spring 2011 Ranked List of Resource Requests
- C-12 Business Services Division's Spring 2011 Ranked List of Resource Requests

Appendix D

- D-1 PBC Meeting Minutes

Appendix E

- E-1 Evaluation Matrix

Appendix F

- F-1 MQ Audit Impact for Oxnard College

Appendix G

- G-1 12.06.10 Chancellor's Cabinet Notes
- G-2 02.22.11 Chancellor's Cabinet Notes
- G-3 03.10.11 Policy Committee Agenda
- G-4 03.21.11 Chancellor's Cabinet Notes
- G-5 04.12.11 Board Meeting Minutes
- G-6 06.06.11 Chancellor's Cabinet Notes
- G-7 VCCCD Functional Decision Making
- G-8 VCCCD BP 2205
- G-9 Governance Process Chart
- G-10 Participatory Governance Handbook August 2010

Appendix H

- H-1 02.10.11 Policy Committee Agenda
- H-2 02.14.11 Chancellor's Administrative Council Notes
- H-3 03.08.11 Board of Trustees Item 18.02 Policy/Procedure Review Calendar
- H-4 03.08.11 Board of Trustees Policy/Procedure Review Calendar
- H-5 03.28.11 Chancellor's Cabinet Notes
- H-6 04.01.11 Chancellor's Consultation Council Notes
- H-7 04.01.11 Consultation Council 2, 4, 6 MC Accreditation Recommendation Summary
- H-8 04.01.11 Consultation Council 2, 4, 6 OC Accreditation Recommendation Summary
- H-9 04.01.11 Consultation Council 2, 4, 6 VC Accreditation Recommendation Summary
- H-10 04.12.11 Board of Trustees Full Accreditation Update
- H-11 07.27.11 HROC Email Announcement
- H-12 Disability Accommodations for Staff and Students Presentation
- H-13 09.07.11 HR Talk Email for 09.29.11 Presentation

Appendix I

- I-1 04.12.11 Board of Trustees Meeting Minutes
- I-2 05.10.11 Board of Trustees Agenda Item 18.18 Action to Approve June Planning Agenda
- I-3 05.10.11 Board of Trustees Agenda Item 18.18 Tentative June Planning Agenda
- I-4 05.13.11 Ad-Hoc Committee Agenda

- I-5 05.13.11 Ad-Hoc Committee Notes
- I-6 05.25.11 Ad-Hoc Planning Committee Planning Session Agenda
- I-7 05.25.11 Ad-Hoc Planning Committee Planning Session Notes
- I-8 06.15.11 Ad-Hoc Planning Committee Planning Session Agenda
- I-9 06.15.11 Ad-Hoc Planning Committee Planning Session Notes
- I-10 06.28.11 Board of Trustees Agenda
- I-11 06.28.11 Board of Trustees Meeting Assessment
- I-12 07.27.11 Ad-Hoc Planning Committee Planning Session Agenda
- I-13 07.27.11 Ad-Hoc Planning Committee Planning Session Notes
- I-14 09.13.11 Board of Trustees Agenda Item 13.01 District Planning Vision Goals Objectives
- I-15 09.15.11 Citizens Advisory Body Invitation
- I-16 09.15.11 Citizens Advisory Body Agenda
- I-17 VCCCD BP 2425 Board/District Planning Policy
- I-18 VCCCD AP 2425 Board/District Planning Procedure
- I-19 2011-2012 Board of Trustees Vision, Goals, and Objectives Draft Copy

Appendix J

- J-1 03.09.10 Board of Trustees Meeting Minutes
- J-2 03.10 Citizens Advisory Committee Membership
- J-3 12.06.10 Chancellor's Cabinet Meeting Notes
- J-4 02.14.11 Administrative Council Notes
- J-5 03.28.11 Chancellor's Cabinet Notes
- J-6 04.01.11 Chancellor's Consultation Council Notes
- J-7 04.01.11 Consultation Council 2, 4, 6 MC Accreditation Recommendation Summary
- J-8 04.01.11 Consultation Council 2, 4, 6 OC Accreditation Recommendation Summary
- J-9 04.01.11 Consultation Council 2, 4, 6 VC Accreditation Recommendation Summary
- J-10 04.12.11 Board of Trustees Full Accreditation Update
- J-11 05.10.11 Board of Trustees Minutes
- J-12 06.11 Citizens Advisory Body Membership Roster
- J-13 06.21.11 Citizens Advisory Body Survey Results
- J-14 06.11 Citizens Advisory Body Meeting Invitation
- J-15 06.28.11 Board of Trustees Meeting Minutes
- J-16 07.07.11 Email HR Talk
- J-17 07.27.11 Email HROC
- J-18 08.09.11 Board of Trustees Agenda
- J-19 09.07.11 HR Talk Email for 09.29.11 Presentation
- J-20 09.13.11 Board of Trustees Agenda Item 13.01 District Strategic Planning Vision, Goals, and Objectives
- J-21 09.15.11 Citizens Advisory Body Agenda
- J-22 Participatory Governance Handbook August 2010

Appendix K

- K-1 04.14.11 Policy Committee Agenda

- K-2 05.10.11 Board of Trustees Meeting Minutes
- K-3 06.28.11 Board of Trustees Agenda
- K-4 VCCCD BP 2745 Board Self Evaluation
- K-5 VCCCD AP 2745 Board Self Evaluation
- K-6 VCCCD 2011 Board Self Evaluation Survey
- K-7 Strengthening Board Performance draft copy

Appendix L

- L-1 12.06.10 Chancellor's Cabinet Meeting Notes
- L-2 02.14.11 Administrative Council Meeting Notes
- L-3 03.08.11 Board of Trustees Agenda Item 18.08 Board Policy/Procedure Review Calendar
- L-4 03.08.11 Board of Trustees Policy Procedure Review Calendar
- L-5 03.28.11 Chancellor's Cabinet Notes – District Recommendation 2 & 6
- L-6 04.01.11 Chancellor's Consultation Council Notes
- L-7 04.01.11 Consultation Council 2, 4, 6 MC Accreditation Recommendation Summary
- L-8 04.01.11 Consultation Council 2, 4, 6 OC Accreditation Recommendation Summary
- L-9 04.01.11 Consultation Council 2, 4, 6 VC Accreditation Recommendation Summary
- L-10 04.07.11 DCAS Meeting Notes
- L-11 DCAS Charge and Meeting Schedule
- L-12 Participatory Governance Handbook
- L-13 VCCCD BP 3280 Grants

Appendix M

- M-1 01.14.11 Trustee Orientation Agenda
- M-2 01.21.11 Effective Trusteeship Conference program
- M-3 VCCCD 2011 Board Self Evaluation Survey
- M-4 2011 AGB Conference Schedule
- M-5 2012 Board Professional Development Proposed Calendar
- M-6 VCCCD BP 2740 Board Education
- M-7 VCCCD AP 2740 Board Education