

OXNARD COLLEGE

YOUR FUTURE. NOW.



ACCREDITATION 2016
INSTITUTIONAL SELF EVALUATION REPORT

Oxnard College

Institutional Self Evaluation Report

Support of Reaffirmation of Accreditation

Submitted by:

Oxnard College

4000 South Rose Avenue

Oxnard, CA 93033



Submitted to:

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

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

From: Dr. Cynthia Azari, President

Oxnard College
4000 South Rose Avenue, Oxnard, CA 93001

I certify there was effective participation by the campus community, and I believe the Self
Evaluation Report accurately reflects the nature and substance of this institution.

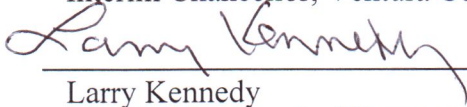
Signatures:



Dr. Bernard Luskin
Interim Chancellor, Ventura County Community College District

7-13-16

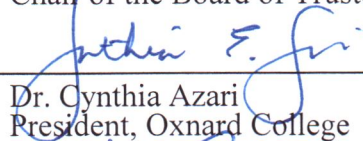
(Date)



Larry Kennedy
Chair of the Board of Trustees, Ventura County Community College District

7-13-16

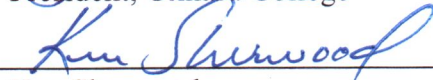
(Date)



Dr. Cynthia Azari
President, Oxnard College

7/13/2016

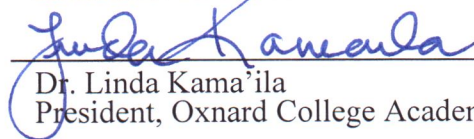
(Date)



Ken Sherwood
Accreditation Liaison Officer

7-13-16

(Date)



Dr. Linda Kama'ila
President, Oxnard College Academic Senate

7-13-16

(Date)

TABLE OF CONTENTS

INTRODUCTION.....	2
OXNARD COLLEGE HISTORY	2
STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS	21
ORGANIZATION OF THE SELF EVALUATION PROCESS.....	26
ORGANIZATIONAL INFORMATION	30
DISTRICT FUNCTIONAL MAP.....	30
CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS	30
CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES	31
STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY	41
A. MISSION.....	41
B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS.....	48
C. INSTITUTIONAL INTEGRITY	66
STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES	80
A. INSTRUCTIONAL PROGRAMS	80
B. LIBRARY AND LEARNING SUPPORT SERVICES	113
C. STUDENT SUPPORT SERVICES	119
STANDARD III: RESOURCES	138
A. HUMAN RESOURCES	138
B. PHYSICAL RESOURCES.....	149
C. TECHNOLOGY RESOURCES	155
D. FINANCIAL RESOURCES	160
STANDARD IV: LEADERSHIP AND GOVERNANCE	176
A. DECISION-MAKING ROLES AND PROCESSES	176
B. CHIEF EXECUTIVE OFFICER	184
C. GOVERNING BOARD.....	191
D. MULTI-COLLEGE DISTRICTS OR SYSTEMS	206
QUALITY FOCUS ESSAY	214
QUALITY FOCUS INITIATIVES TIMELINE.....	220
CHANGES AND PLANS ARISING OUT OF THE SELF EVALUATION PROCESS	223
CHANGES.....	223
ACTION PLANS	223
APPENDIX: LIST OF EVIDENCE.....	229

Introduction

Oxnard College History

Oxnard College came to be in part due to the hard work and citizen activism of people in Oxnard. The need for a college in the largely Hispanic farmlands surrounding Oxnard was recognized by the District and community leaders in 1962. One hundred eighteen acres of property was purchased at the College's current location in 1968. A few classes were offered using space at Ramona School in 1968.

During its early years, Oxnard College classes operated out of borrowed facilities in churches, K-12 schools, military bases, firehouses, public athletic facilities, and two storefront centers. A series of classrooms were placed into storefronts on B Street in downtown Oxnard in 1973. The librarian kept the initial 50 volume library in the trunk of his car. Faculty sometimes slept in their cars in order to teach both morning and night classes. Despite the lack of classrooms, by 1974 Oxnard College had a total headcount of 4400 students. In June 1976, the College's first commencement exercises were held at the Oxnard Civic Auditorium. The year 1976 also marks the date that the first modular buildings were moved onto the present campus. Oxnard College regards 1975 as the founding year of the current campus. The 2015-2016 academic year marks the 40th anniversary of Oxnard College.

Within a few years, the College moved to its current location, but mostly in temporary buildings, some of which still are in use today. In 1976, the College's first Child Care Center opened and the Oxnard College seal, featuring a condor atop a stack of textbooks, was introduced with the words "Truth, Knowledge, Wisdom."

Demographics in Oxnard in 1976 were much as they are today: 72% Latino, with a significant population of farmworkers, including itinerant farmworkers. The remainder of the population was of White/European descent, African American and Asian/Pacific Islanders, with a population of about 1% Native American. Some of the Latino population of Oxnard are descendants of the original Chumash who lived along the Coast. Oxnard College has been primarily serving a Hispanic population for its entire history.

In 1992, a Child Development Center was added to campus, and in 1994, a Physical Education complex was opened. In 1997, the first modern classroom/lab building opened (Letters and Sciences building) with a Social Science Lecture Hall seating 88. That same year we began our highly successful Dental Hygiene program and the Regional Fire Academy, which is located at the Camarillo Airport site.

Today, Oxnard is still largely Latino (73%) and 67% of the population speaks Spanish at home (as compared to about 44% for all of California). Oxnard has grown from about 80,000 in population to just over 200,000. On many variables (housing size, income) Oxnard is around the median for the State of California, but has 35% more people living in a household than the State median. The population is slightly more than 51% female and

continues to have to some extent more residents under the age of 25 than the California average.

Oxnard College's primary service area includes Port Hueneme, unincorporated parts of the nearby county (such as El Rio), and Camarillo. Camarillo is a more affluent community than Oxnard, with demographics tending toward a White/European majority. Many Camarillo residents go to one of the sister colleges in our District (Ventura College and Moorpark College). Oxnard College is not freeway close, but is located with La Colonia (one of the poorest areas of Oxnard) to its north, farmland to its south, and mostly working class neighbors east and west. In recent years, a gas station, fast food restaurants, a small strip mall, and other services have been built near the College. Oxnard College's primary high schools are within the Oxnard Union School District, including Camarillo and Port Hueneme. Some of these high schools are among the lowest achieving schools in Ventura County, a fact reflected in the assessment data for Oxnard approximately 70-75% of our students will need remediation in English or Math, although the readiness in English is improving.

From 2009-2012, the State of California had a budget crisis which profoundly affected all community colleges and Oxnard College was no exception. Funds for the class schedule were slashed, resulting in a downward spiral of students by headcount and by FTES. In 2009, Oxnard College reached over 8,000 in unduplicated headcount, a goal that the College had held for a long time. Unfortunately, an overall decrease in apportionment funding led to significant cuts to the schedule, which sent our headcount in the opposite direction until 2013. Funds for outreach into high schools were slashed as well. Headcount plummeted at Oxnard College and students were unable to register in as many units as they sought, resulting in a lower number of units per student. This delayed graduation or certificate completion for many, until the budget began to improve in 2012-13. Since then, the schedule has been restored and we are back to a head count over 7000.

During the lean years, as a small college, Oxnard College experienced some program cuts and reduction in services. Oxnard had a local public broadcast station, OCTV, which provided educational programs and marketing for the College. It was shut down during the budget crisis. In 2016, there are plans to restore it. Athletics was slashed, resulting in the loss of basketball, cross country, and track and field. Ceramics, a popular program, was cut. Also eliminated were degree programs in Accounting and Computer Information Systems, although courses remain in those areas.

The past six years have marked a sea of change in Oxnard College history. A 2002 bond measure allowed Oxnard College to build a new Performing Arts Center (opened in 2011), a new Library and Learning Resource Center (opened in 2013), and a state of the art Dental Hygiene building, which will be completed in 2016. Oxnard College also established a Marine Studies Center on a site near the water in Port Hueneme. A renovation of one of the older classroom buildings (Condor Hall) is nearing completion as of this writing. With the help of Ventura County Community College District (VCCCD) Information Technology (IT) Services, nearly every classroom at Oxnard was transformed into a smart classroom, with

digital projectors and at least one computer in every room. Wi-Fi is available throughout campus and attempts are underway to bolster strength in areas where service is weak.

The implementation of the Student Success Act of 2012 had a profound impact on the services provided to new and continuing students at Oxnard College. The Act established the Student Success and Support Program (SSSP) “to increase California community college student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions” or follow up service for at-risk students. Legislation emphasized support for entering students’ transitions into college in order to provide a foundation for student achievement and successful completion of students’ educational goals. Priority was placed on serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement. Oxnard College already had Extended Opportunity Programs and Services (EOPS) data that showed the principles of this Act were sound. Oxnard College felt that all students need the foundational services provided by SSSP. Thus, the College went “above and beyond” the SSSP requirements by providing SSSP services to all students. In 2016, Oxnard College’s SSSP data show that we have one of the highest rates of service to students in the State.

Oxnard College has received several grants during these years, but none has had the impact of our Science, Technology, Engineering, and Math (STEM) grant. Not only did the number of STEM majors increase significantly, but this grant enabled outreach to high schools to encourage the sciences. A summer bridge program brought students into our labs where each summer the faculty teaches students state of the art research methods. One class discovered a new species of bacteria living in our coastal waters. We are now moving toward a partnership with the Smithsonian to expand the summer research opportunities for our students.

In preparing the Student Equity Plan (2014 and 2015), Oxnard College found that it was one of the most equitable colleges in the State of California. While many students come to Oxnard College underprepared (see data in the next section), there are no large discrepancies due to ethnicity, age, or gender. There was a small inequity between men and women which has grown larger over time in terms of persistence and completion. This resulted in the Oxnard Male Educational Goal Achievement (OMEGA) Initiative, an innovative project that engages male students in college success. Two groups that did particularly well, compared to others, were economically disadvantaged students and disabled students. This speaks to the success of our EOPS and Disabled Students Programs and Services (DSPS) programs.

Faculty in diverse fields has participated in initiatives with our local CSU, CSU Channel Islands in Camarillo. Disciplines participating include English, Geography, Biology, and Anthropology. CSU Channel Islands (CSUCI) is partnering with Oxnard College in establishing an Agora program, begun at Oxnard College for the purpose of student discussion and debate of current events. In order to provide pathways into CSUCI, in 2015 Oxnard College began a Global Studies program. We are working on pathways into law school as well. In 2015 and again in 2016, Oxnard set a new institutional record for degrees

and certificates awarded. Transfer institutions include CSUCI, CSU Northridge (CSUN), CSU San Francisco (CSUSF), University of California Los Angeles (UCLA), University of Southern California (USC), University of California Berkeley, University of California Davis, California Lutheran University, Stanford University, and the University of Hawaii. Oxnard College currently has 18 Associate Degrees for Transfer, which enables seamless transfers into the CSU.

Staff at Oxnard College is diverse: 53% are White/European, 28% are Latino, 7% are Asian/Pacific Islander, 4% are African American, 1% is Native American and for almost 7% ethnicity is mixed or unknown. Gender wise 51% are female, 49% are male. The disaggregated data for faculty (see section below) are similar, but with 49% White/European, 33% Hispanic, 8% Asian/Pacific Islander, 4.5% African American, 1% Native American in the faculty ranks.

The Performing Arts Center (PAC) has created a strong connection to our community. Performances through our Oxnard College Institute for Latino Performing Arts (OCILPA) are frequently sold out, as are annual performances of the Ballet Folklorico Mestizo of Oxnard College. Theater Arts curriculum has been submitted to the State Chancellor's office and we should begin teaching Theater Arts in 2016. A new position in Art History allows our Studio Art program to expand its curriculum. The McNish Gallery has been the site of many student shows, but also hosts exhibits from regionally known artists. New music curriculum is anticipated as well, with the hope for the first group music performance classes to begin practicing in the PAC. The PAC also houses a film and video facility. In spring, 2015, the inaugural issue of a student literary magazine, "The Soaring Condor" was published. Also in spring, 2015, the College President donated a work of art, a bronze Condor, to the College. In fall 2015, Oxnard College finally unveiled a brand new marquee with LED technology to announce events at the College.

Oxnard's Dental Hygiene program is nationally recognized. It typically has one of the highest licensure pass rates in the country. This program was reduced to accepting a new cohort every other year in 2012, but in 2016, will return to full capacity. Oxnard's Fire Academy, known throughout California for its superior training, received the distinction of renewing its accreditation, with notoriously stiff standards, without a single recommendation. We believe this is a historic first. Our culinary arts program is a locally renowned training ground for the restaurant and hotel industry. The culinary program also has an annual "cook-off" on graduation night, where faculty, staff, administrators, and Board of Trustees vote Iron Chef style on the best offerings. During the time of the proposed program discontinuances, community members from all over the county came to praise our unique Auto Body program and our Auto Technology program. The Auto Body program enables the cities of Oxnard and Ventura to maintain a long tradition of being at the forefront of restoring classic cars, as well as providing paint and auto body experts for a larger area within Southern California.

The period 2010-2016 also saw the initiation of a local chapter of the Phi Theta Kappa Society, national community college honors society that has approximately 100 members per year. The Geography program continues to host its annual Geo-Challenge and the

Communication Studies program, in addition to holding speech competitions twice a year, is currently planning a forensics program. Anthropology is also developing a program in Forensic Anthropology, with professional development occurring at a nationally recognized event.

Athletics at Oxnard College, once in severe danger of disappearing, has been largely restored. In fall 2015, our Men's Soccer team won the State Championship, one of our players was named National Player of the Year, and our soccer coach was named Coach of the Year by the National Soccer Coaches Association. Our soccer team has the extraordinary distinction of being composed almost entirely of young men who graduated from Oxnard high schools.

Despite the dark hours of the budget cuts, creative management and the dedication of faculty and staff at Oxnard College enabled us to not only survive, but to maintain a vision for the future and to rapidly implement plans and goals as the budget improved.

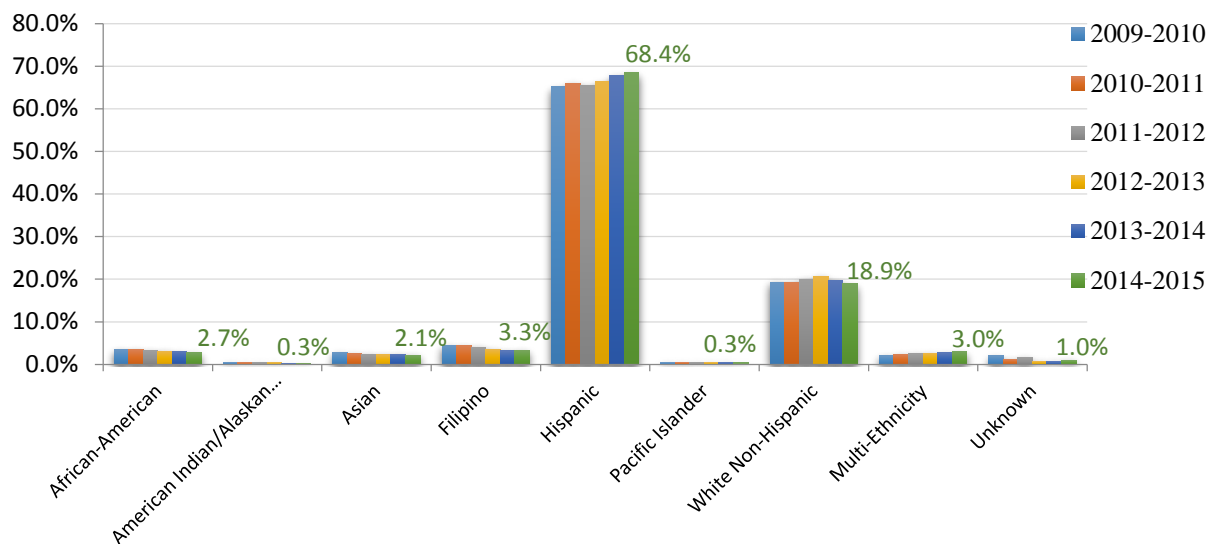
Enrollment Trends and Description of Student Population

Demographics among Credit Students

Ethnicity

As noted in the chart below, Oxnard College students predominately self-identify as Hispanic.

Trends in Racial/Ethnic Distribution



Between 2009-2010 and 2014-15, the overall annual unduplicated headcount decreased by twenty percent. During this same period, the proportion of the Oxnard College students identified as Hispanic and Multi-Ethnicity increased (3.2% and 1.1% respectively), while decreases are seen in all other student populations. Overall, each group remained relatively constant.

Annual Unduplicated Enrollment by Racial / Ethnic Group

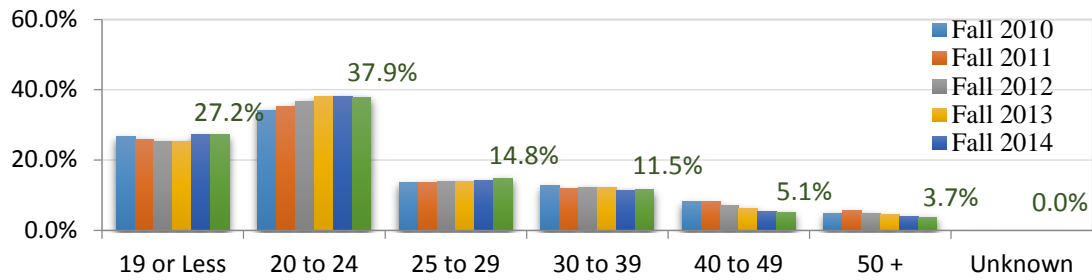
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change
Oxnard College Total	12,924	10,617	9,998	9,825	9,869	10,336	-20%
African-American	3.5%	3.5%	3.3%	3.1%	3.0%	2.7%	-.8%
American Indian/Alaskan Native	0.5%	0.4%	0.4%	0.4%	0.3%	0.3%	-.2%
Asian	2.8%	2.5%	2.4%	2.2%	2.4%	2.1%	-.7%
Filipino	4.4%	4.3%	4.0%	3.5%	3.1%	3.3%	-.1.1%
Hispanic	65.2%	66.0%	65.5%	66.4%	67.7%	68.4%	+3.2%
Pacific Islander	0.5%	0.5%	0.4%	0.4%	0.4%	0.3%	-.2%
White Non-Hispanic	19.3%	19.3%	19.9%	20.7%	19.7%	18.9%	-1.6%
Multi-Ethnicity	1.9%	2.3%	2.5%	2.6%	2.7%	3.0%	+1.1%
Unknown	2.0%	1.2%	1.7%	0.7%	0.7%	1.0%	-1.0%

Source: CCCCCO DataMart (MIS submissions)

Age Group

Oxnard College does not have non-credit student populations. Comparing the fall semesters of 2010 -15, the largest proportion of the Oxnard College credit-student population claimed to be 20 to 24 with a slight increase of 3.7% over this same period. While the age groups of 19 or less and 25-29 also trended slightly upward, Oxnard College experienced a decrease in student populations 30 to 50⁺. Overall, each age group remained fairly constant over the six (6) comparative Fall Semesters.

Age Distribution among Credit Students



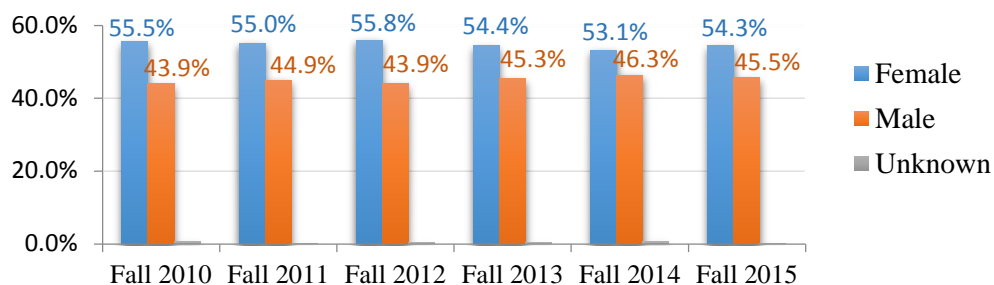
Source: 4th Week Fall Enrollment - Office of Institutional Effectiveness

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
19 or Less	26.6%	25.9%	25.3%	25.3%	27.1%	27.2%
20 to 24	34.2%	35.1%	36.8%	38.0%	38.2%	37.9%
25 to 29	13.5%	13.6%	14.0%	13.9%	14.1%	14.8%
30 to 39	12.8%	11.8%	12.2%	12.1%	11.4%	11.5%
40 to 49	8.2%	8.1%	6.9%	6.2%	5.2%	5.1%
50 +	4.8%	5.5%	4.9%	4.4%	4.0%	3.7%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Gender

During the period examined, the proportion of the student population claimed by female students consistently exceeded the proportion claimed by male students.

Gender Distribution among Credit Students



Source: 4th Week Fall Enrollment - Office of Institutional Effectiveness

Disability Status

Between AY 2010-11 and AY 2014-15 the proportion of the student population, identified as having a disability, increased slightly from 4.6% to 5.2%.

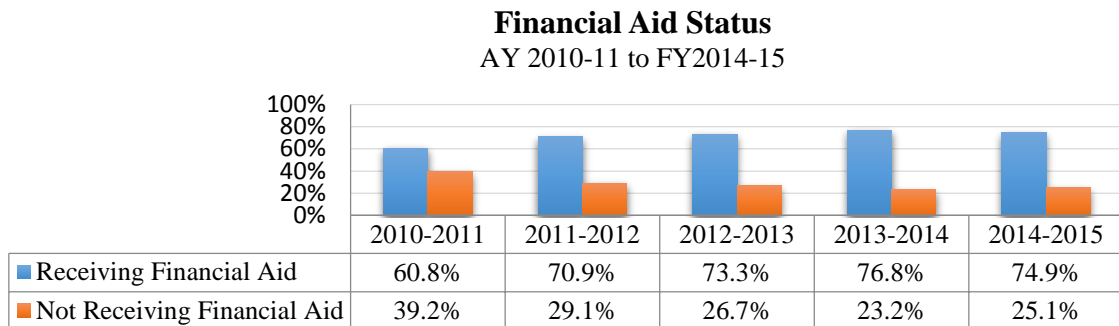
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Oxnard Total	10,617	9,998	9,825	9,869	10,336
Disabled	4.6%	4.3%	4.5%	4.6%	5.2%
Not Disabled	95.4%	95.7%	95.5%	95.4%	94.8%

Source: CCCCO DataMart (MIS submissions)

Socioeconomic Status- Financial Aid

As seen in the following chart and graph, between 2010-11 and 2014-15 the proportion of the student population receiving financial aid increased substantially (from 60.8% to 74.9%).

Financial Aid	N=6,451	N=7,093	N=7,201	N=7,579	N=7,740
Not Receiving Financial Aid	N=4,166	N=2,905	N=2,624	N=2,290	N=2,596
Total N=	10,617	9,998	9,825	9,869	10,336

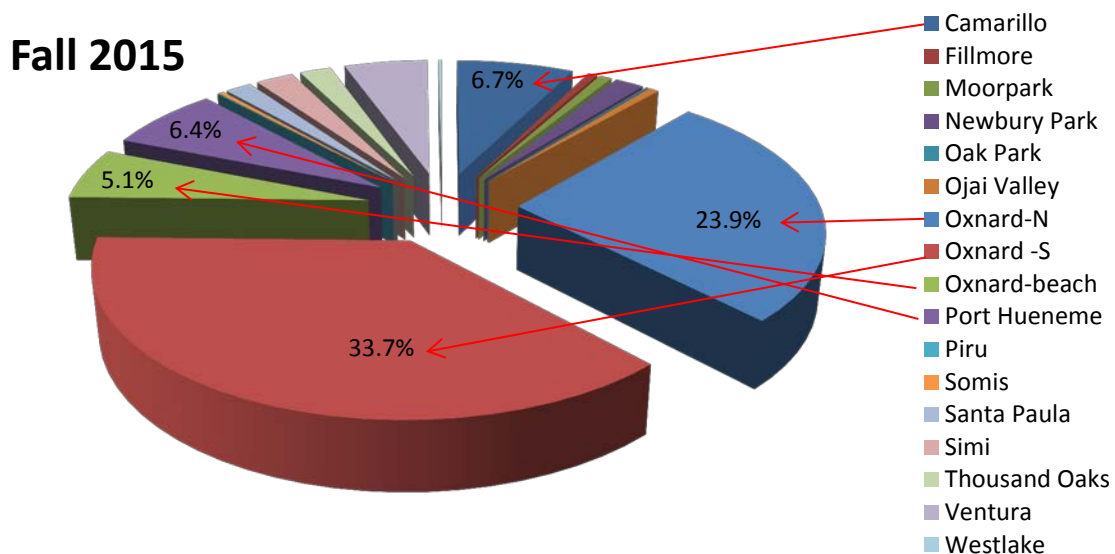


City of Residence among Oxnard College students

Across the six-year period examined, as indicated in the chart below, the majority of Oxnard College students indicated that they resided in Ventura County. In fall 2015, the proportion of students coming from the Oxnard Union High School District (OUSHD) (Oxnard North,

Oxnard South, Oxnard Beach, Port Hueneme and Camarillo) totaled 75.1% of Oxnard College's student population.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	
Total Enrollment from Ventura Cities	7261	6834	6466	6258	6341	6320	90.1%
Total College Enrollment	7918	7440	7126	6961	7103	7014	100%



Source: VCCCD 4th Week Snapshot Reports

Closer analyzation of the specific OUHSD feeder schools indicate that the majority of the Oxnard College student population is generated from two local schools: Channel Islands High and Hueneme High (88.4%).

Recent Graduates from Primary Feeder High Schools Attending Oxnard College

Fall 2010 to fall 2015

Oxnard Union High School District	2010			2011			2012			2013			2014			2015		
	2009-10 HS Grads	OC Enrollees	Going Rate	2010-11 HS Grads	OC Enrollees	Going Rate	2011-12 HS Grads	OC Enrollees	Going Rate	2012-13 HS Grads	OC Enrollees	Going Rate	2013-14 HS Grads	OC Enrollees	Going Rate	2014-15 HS Grads	OC Enrollees	Going Rate
Camarillo	526	24	4.6%	534	23	4.3%	537	25	4.7%	499	21	4.2%	559	39	7.0%	600	33	5.5%
Channel Islands	553	251	45.4%	532	221	41.5%	525	206	39.2%	480	206	42.9%	502	218	43.4%	531	239	45.0%
Condor High*										100	5	5.0%	126	9	7.1%	181	18	9.9%
Frontier	120	10	8.3%	117	8	6.8%	145	13	9.0%	120	16	13.3%	147	18	12.2%	131	20	15.3%
Hueneme	389	134	34.4%	368	137	37.2%	424	125	29.5%	342	131	38.3%	309	139	45.0%	319	123	38.6%
Oxnard	662	109	16.5%	653	97	14.9%	609	74	12.2%	542	70	12.9%	572	93	16.3%	585	106	18.1%
Pacifica	633	147	23.2%	651	109	16.7%	642	103	16.0%	647	103	15.9%	635	141	22.2%	654	159	24.3%
Rio Mesa	463	65	14.0%	402	50	12.4%	420	27	6.4%	389	33	8.5%	381	36	9.4%	358	40	11.2%
Other	0	-	-	2	-	-	31	-	-	80	-	-	25	-	-	42	-	-
Total**	3,346	740	22.1%	3,259	645	19.8%	3,333	573	17.2%	3,199	585	18.3%	3,256	693	21.3%	3,401	738	21.7%
TOTAL	841			725			649			647			772			738		
% Change from Prior Year	8.0%	-0.6%		-2.6%	-13.8%		2.3%	-10.5%		-4.0%	-0.3%		1.8%	19.3%		4.5%	-4.4%	

* Condor High enrollees in Oxnard College unavailable or incomplete due to lack of Condor High HS code in CCC Apply

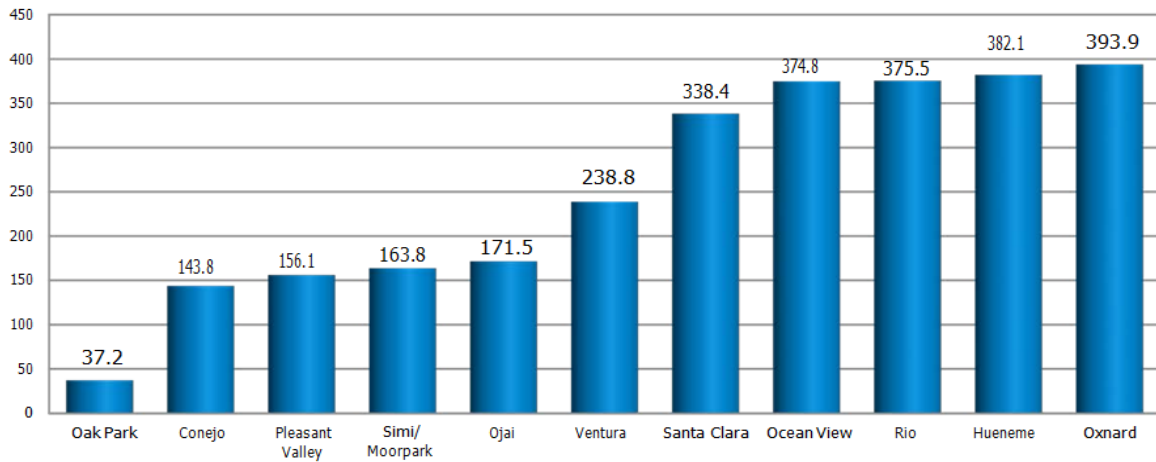
** Counts include credit enrollment at 4th week of term. Annual high school graduates reported by the California Department of Education (Data Quest)

Misery Index in Ventura County

The “Misery Index” is made up of seven socioeconomic indicators, applied to 11 areas (called Neighborhood for Learning or NfLs) in Ventura County. The seven indicators include the poverty rate among children age five and under; the percentage of women-led households with children five and younger who are below the poverty line; the percentage of adults 25 and older without a high school diploma; the percentage of people who speak English “less than very well”; the portion of schoolchildren eligible for subsidized lunches; the portion of students classified as English learners; and the percentage of students who tested at “below proficient” for math and language arts. The percentages are added together and weighted equally for the index.

The following graph depicts the neighborhoods of Oxnard, Hueneme, Rio and Ocean View as having the highest misery index in the County. All schools in these areas are “feeder” schools to Oxnard College.

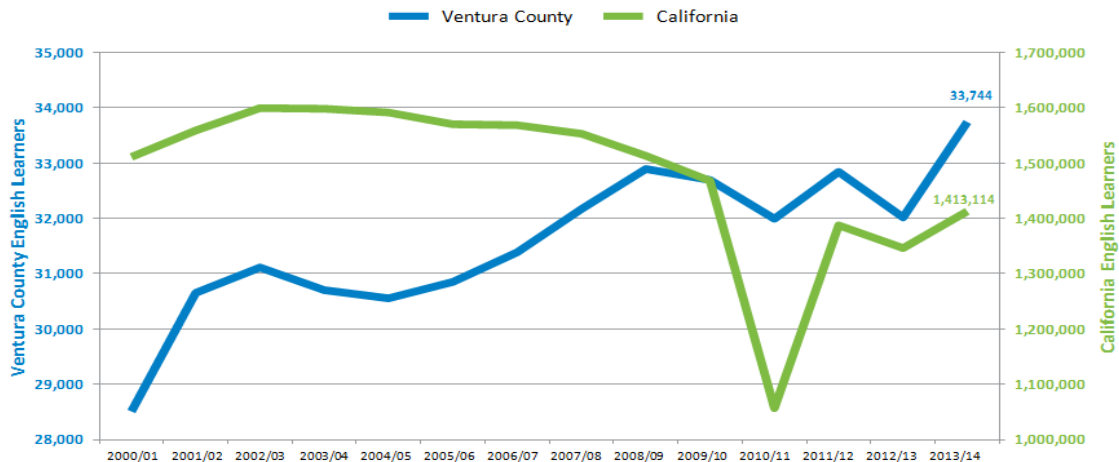
“Misery Index” for Ventura County Neighborhoods for Learning (NfL) (2011)



English Learners in Ventura County Public Schools

There were 33,744 English learners in Ventura County public schools in 2013/14, more than ever before. The total has gone up and down in the past few years, but has grown by about 10 percent over the past decade. The population is in constant flux; as students improve their English and graduate out of special programs, they are replaced by new students with limited English skills.

Number of Public School Students Classified as English Learners (2000/01 - 2013/14)



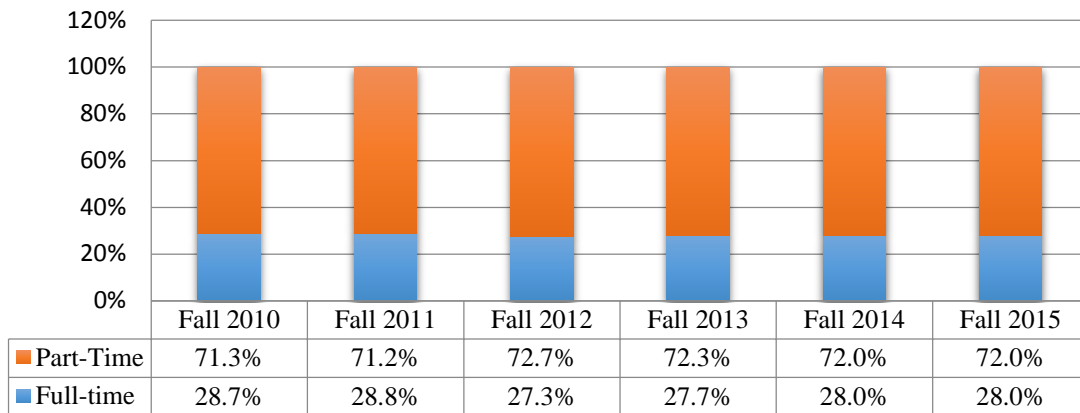
Enrollment Patterns at Oxnard College

Average Unit Load and Full-Time/Part-Time Status

Between fall 2010 and fall 2015 the average unit load among Oxnard College students remained fairly constant with minor fluctuations and increases slightly less than 1% from year to year (Average Load in Fall 2010 = 7.98; Average Load in 2015 = 8.06).

The part-time to full-time student ratio also remained fairly constant with the vast majority of Oxnard College students being part-time with a very slight decrease (.7%) noted in full-time students from fall 2010 to fall 2015. (Fall 2010 Part-time =71.3%, Full-time =28.7%; fall 2015 Part-time =72%, Full-time = 28%).

**Unit Load
Fall 2010 to Fall 2015**



Unit Load	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Full-time	28.7%	28.8%	27.3%	27.7%	28.0%	28.0%
Part-Time	71.3%	71.2%	72.7%	72.3%	72.0%	72.0%
Avg. Load	7.98	8.02	7.89	8.00	8.03	8.06
Oxnard College	7,918	7,440	7,126	6,961	7,103	7,014

Source: 4th Week Fall Enrollment - Office of Institutional Effectiveness

Annual Duplicated

Overall, annual average load/term remains constant from 2010 to 2015. It is notable that the *Annual* average load/term is less than 1% lower when compared to the *fall to fall* averages.

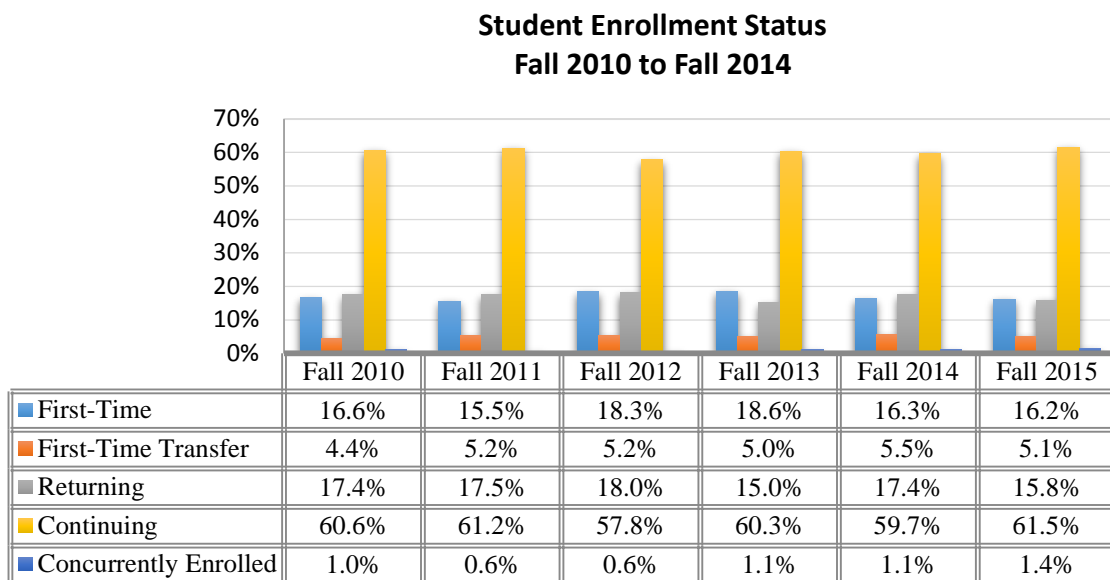
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Students*	15,363	14,560	14,579	13,892	14,632
Full-time	26.9%	26.9%	25.4%	27.1%	26.2%
Part-Time	73.1%	73.1%	74.6%	72.9%	73.8%
Avg. Load/Term	7.80	7.79	7.64	7.91	7.80

Source: Banner Academic History; Office of Institutional Research

* *Duplicated* - Students enrolling in both fall and spring are counted twice

Student Enrollment Status

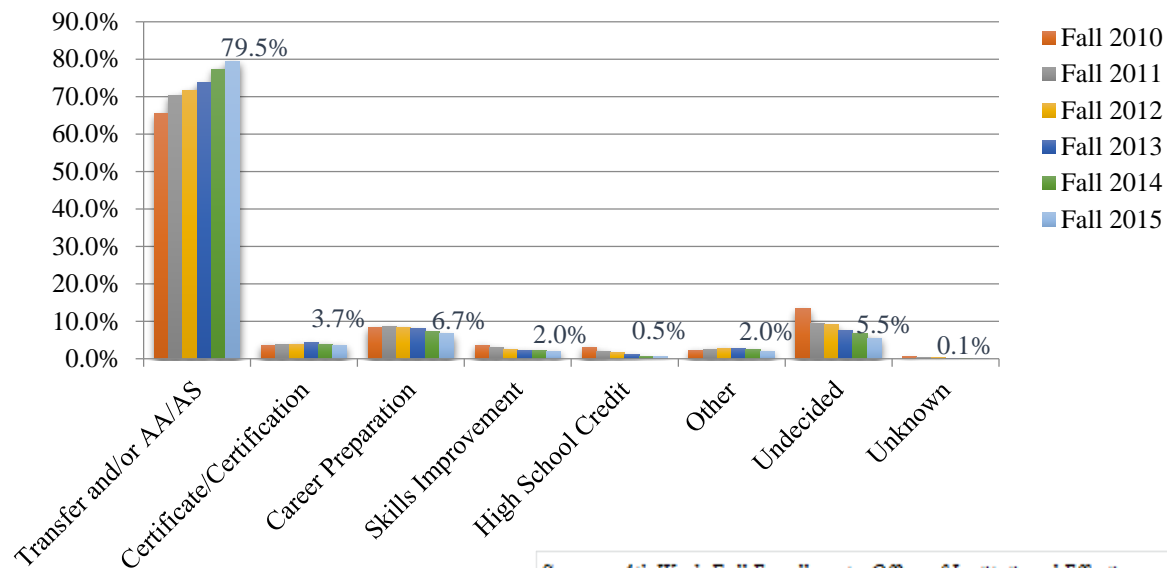
During the period examined, the proportion of the student population claimed by continuing students far outweighed those students in any other category (First Time, First Time Transfer, Returning, Concurrently Enrolled) with a steady increase in percentage over the six years captured, as shown in the following graph (60.6% in Fall 2010 to 61.5% in Fall 2015)



Source: 4th Week Fall Enrollment - Office of Institutional Effectiveness

Educational Goals

Over the past six years, the proportion of Oxnard College students that identified an educational goal of transfer increased substantially. Between fall 2010 and fall 2015, the proportion of the student population claimed by students with the educational goal of transfer to a four year institution increased by 14.1% (from 65.4% in fall 2010 to 79.5% in fall 2015!)



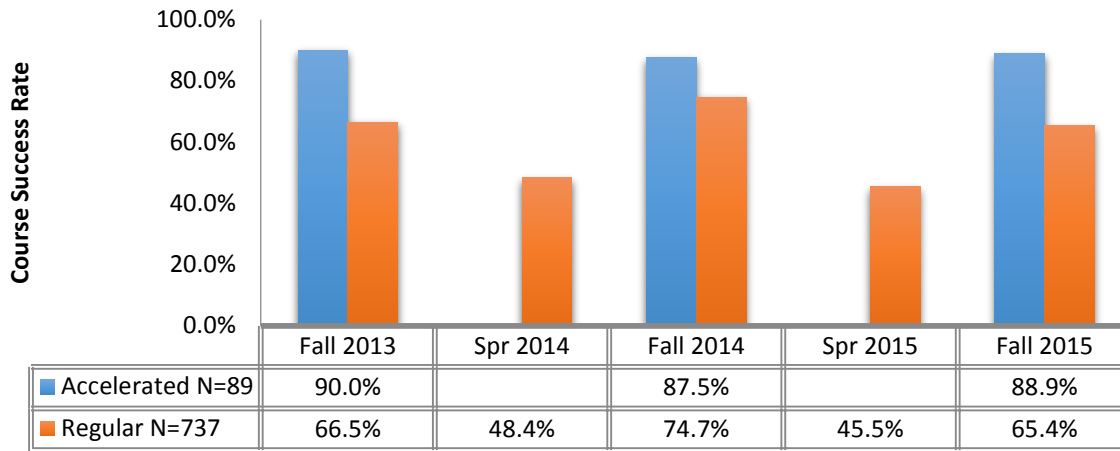
Source: 4th Week Fall Enrollment - Office of Institutional Effectiveness

Scorecard Data

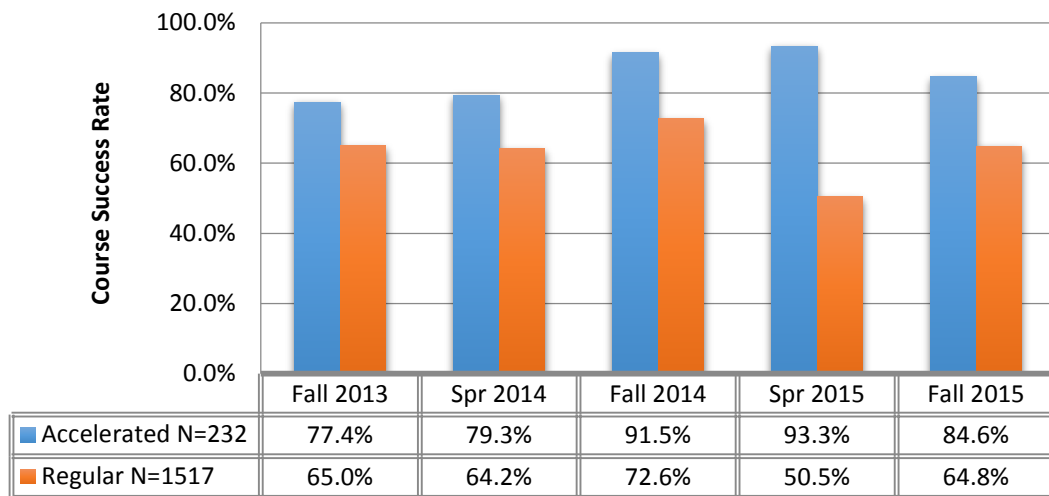
New Accelerated Approach to Teaching Remedial English

In fall 2013, the Letters Department implemented a new accelerated approach to teaching remedial English R068 and R096. The approach is succeeding, as illustrated by the results displayed in the following two graphs. In all semesters where the accelerated version was offered, the proportion of student success exceeded the regular course offerings by approximately 20% overall in each semester. However, because the number of students participating in the accelerated approach was much lower than the proportion of students enrolled in the regular remedial classes, additional data is needed to determine its significance and impact.

English R068



English R096

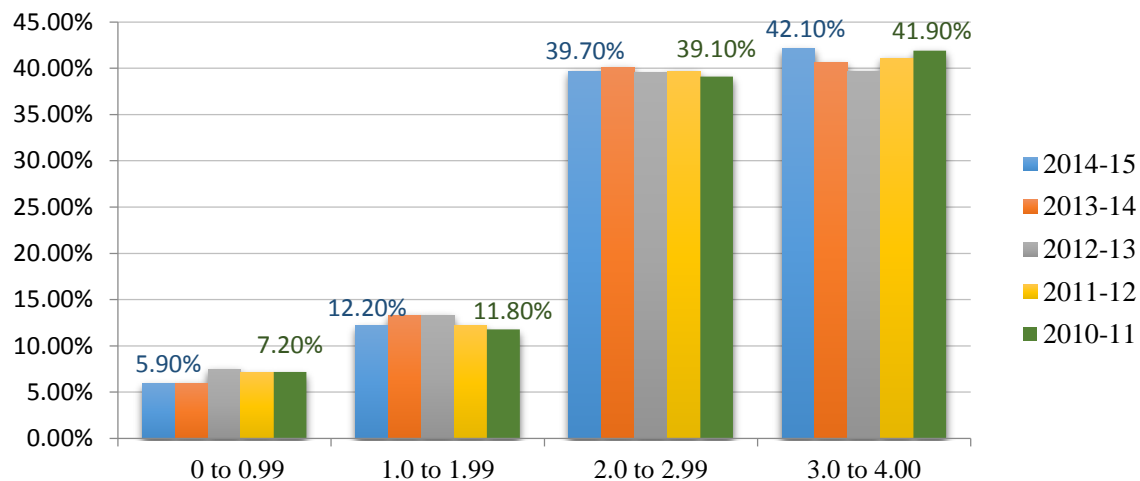


Source: VCCCD/OC Banner Reports

Student Grade Point Average (GPA) (District/ Oxnard College Banner Report)

Over the previous five years, the majority of students at Oxnard College received a 2.0 GPA or better with approximately 42% of the students falling in the 3.0 to 4.0 range. The cumulative GPA has remained fairly constant with a slight 1% increase noted from 2010-11 to 2014-15.

Student Grade Point Average (GPA)



VCCCD	Cum GPA for all students enrolled at Oxnard College in fall or spring. (% by 0-.9; 1.0-1.9; 2.0-2.9; 3.0-4.0) Duplicated	2014-15	2013-14	2012-13	2011-12	2010-11
Cumulative GPA		2.66	2.64	2.59	2.63	2.65

Service Area Job Market (Ventura County)

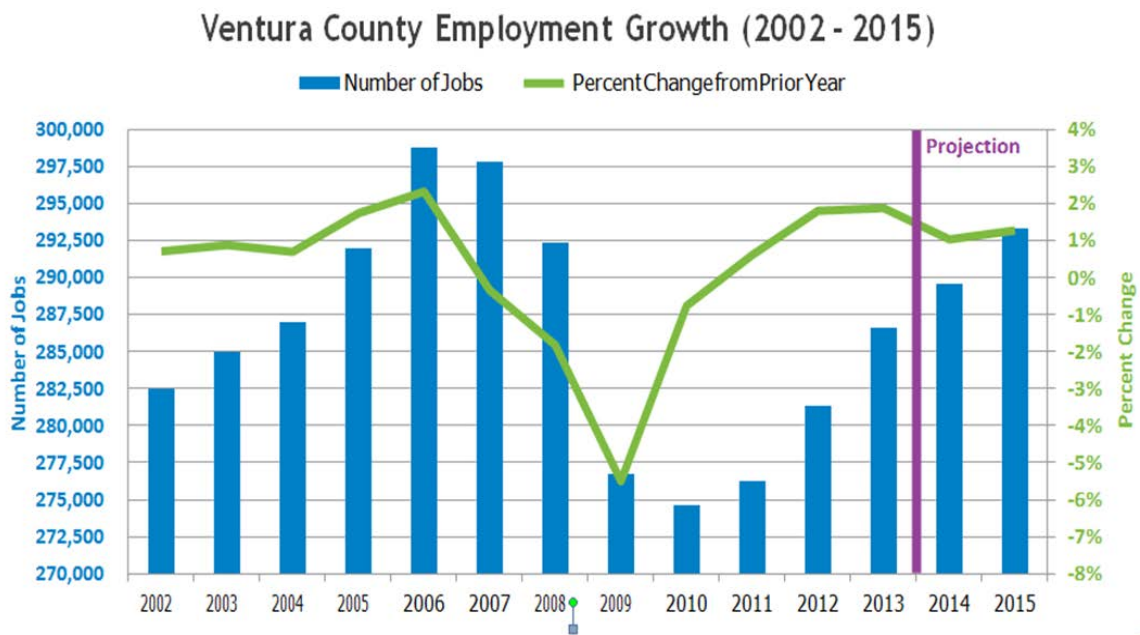
The past few years have been a period of recovery in the American economy. The banking crisis and subsequent recession of 2008 were so severe that even after seven years of economic growth, the country, by some measures, still has not fully recovered to prerecession levels.

However, Ventura County's economic output has grown every year since 2009 and is projected to keep growing. The unemployment rate, in the nation and the county, peaked in 2010 and has dropped ever since. Real estate prices are rising again, this time at a pace that indicates we may not be in another bubble. The tech industry is booming, and again, there are signs that this time it may not be a transitory bubble.

An adequate supply of jobs for Ventura County residents is the most effective means of ensuring a community's well-being and keeping its families out of poverty. If the Ventura County economy does not generate enough jobs for its residents, many people will go

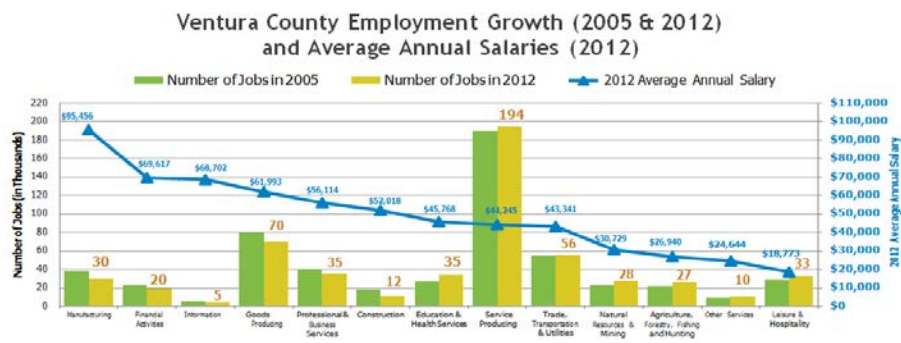
without work, and many others will travel outside of the area to work, which increases household expenses, traffic congestion, fossil fuel consumption and air pollution.

Despite a few years of job growth, Ventura County still has fewer jobs than it had before the recession. In 2013, the county had 286,600 jobs, an increase of 1.9 percent over the year before. That was the best year for job growth during the current recovery, but it pales in comparison to the 5.5 percent job loss the county experienced from 2008 to 2009.



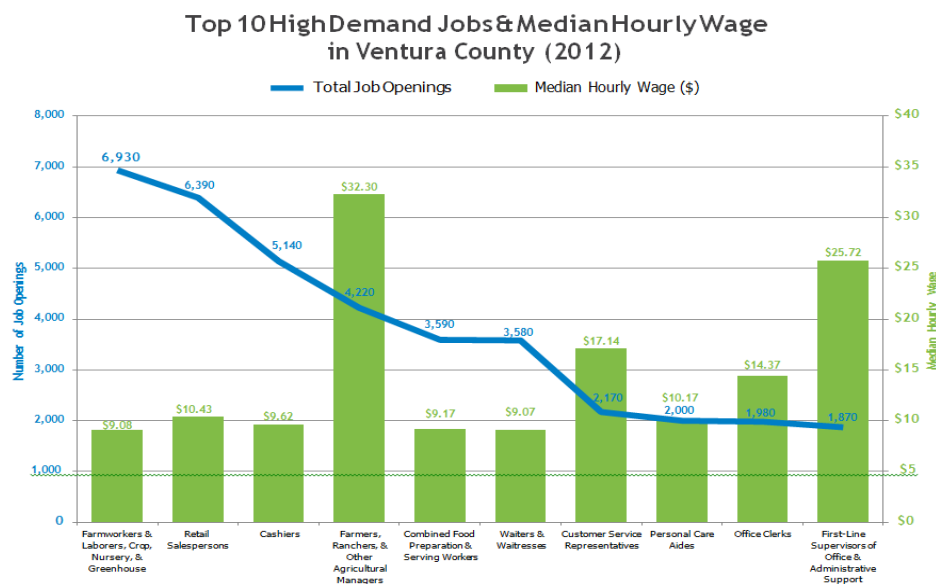
Employment by Sector

Many of the lowest-paid industries in the Ventura County economy added jobs between 2005 and 2012, including services, agriculture, leisure and hospitality, trade and transportation, and mining and natural resources. Conversely, the well-paying jobs tend to be in shrinking sectors, including manufacturing, information technology, finance and business services. This is an area of concern for Ventura County, as it points to a future of greater income inequality and lower wages for many workers. The sector that grew the most was health care and education, which falls near the middle of the salary continuum, with an average wage in 2012 of \$45,768.



High Demand Jobs

One of the more discouraging signs about the future of the Ventura County economy is the fact that the industries that are hiring tend to be those that pay the least. In 2012, six of the ten highest demand jobs paid either \$9 or \$10 an hour. Between them, those jobs accounted for 67 percent of the job demand in the ten highest demand industries. The low-pay, high-demand jobs were: farmworkers, retail sales, cashiers, food service and preparation, and personal care. The highest paid jobs, among those in high demand, were farmers and agricultural managers, who made \$32 an hour, and office and administrative supervisors, at \$26 per hour. The following graph shows the top ten high demand jobs and median hourly wage in Ventura County.



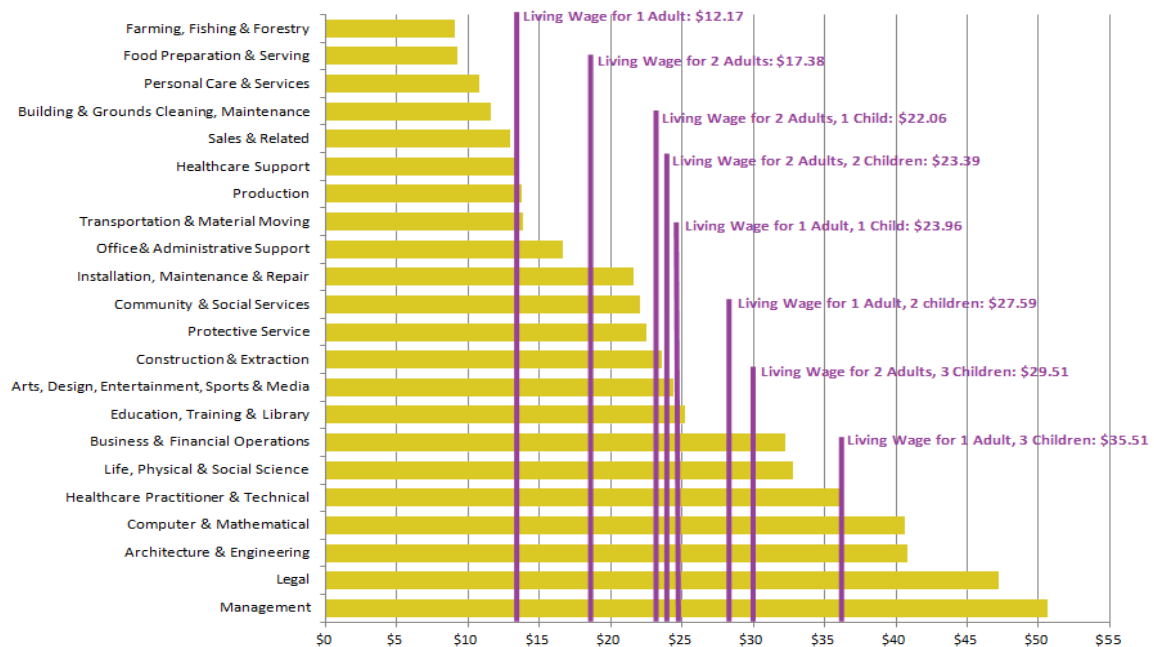
Wages, Cost of Living and Under/Unemployment

Most job sectors in Ventura County pay enough for a single person to earn a living wage of \$12.17 an hour, though the jobs that pay less are in the largest and fastest growing industries. Wages are just half of a household's financial equation. The cost of living is equally important, and those costs are greater for bigger families. The fact an individual worker earns more than the minimum wage or even a "living wage" can be misleading, because many wage earners have families to support.

Once a household gets larger than one person, fewer and fewer jobs pay a true living wage. For example, to support two children, a single parent in Ventura County needs to earn \$27.59 per hour. Jobs that pay this much generally require advanced degrees or specialized skills and experience. The living wage shown below is the hourly rate that individuals must earn to support their families, if they are sole providers and working full-time (2,080 hours per year).

The average unemployment rate for Ventura County in 2013 was 7.8 percent, the lowest mark since 2008, the year the recession started. The jobs picture has continued to improve, and unemployment was down to 6.2 percent for the month of June 2014. Ventura County's unemployment rate is the same as the nation's and is lower than the State of California's. Ventura County's job market is much better than it was in 2010, but is still worse than it has been for most of the past 15 years.

Ventura County Cost of Living and Hourly Wage Comparison (2014)



Student Achievement Data and Institution-set Standards

Retention and Success



Oxnard College

Retention and Success Rates* by Mode of Instruction

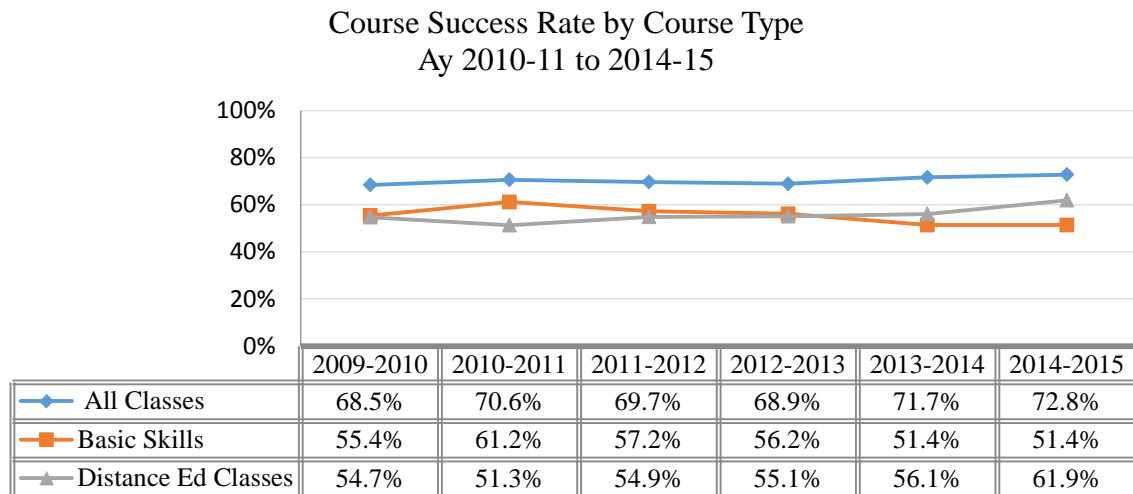
AY 2013-14 to AY 2014-15

Term/AY	Mode of Instruction	Total Enrollments	Retained	Successful	Retention Rate **	Success Rate***
Summer 2013	Non DE	2053	1893	1702	92.2%	82.9%
	Distance Ed	1410	1173	909	83.2%	64.5%
	Total	3,463	3,066	2,607	88.5%	75.3%
Fall 2013	Non DE	13565	11939	10326	88.0%	76.1%
	Distance Ed	3284	2479	1791	75.5%	54.5%
	Total	16,849	14,418	12,117	85.6%	71.9%
Spring 2014	Non DE	13503	11555	10083	85.6%	74.7%
	Distance Ed	3277	2382	1769	72.7%	54.0%
	Total	16,780	13,937	11,852	83.1%	70.6%
2013-14 AY	Non DE	29121	25387	22111	87.2%	75.9%
	Distance Ed	7971	6034	4469	75.7%	56.1%
	Total	37,092	31,421	26,580	84.7%	71.7%
Summer 2014	Non DE	2332	2146	1971	92.0%	84.5%
	Distance Ed	1596	1352	1180	84.7%	73.9%
	Total	3,928	3,498	3,151	89.1%	80.2%
Fall 2014	Non DE	14246	12515	10756	87.8%	75.5%
	Distance Ed	3390	2673	2011	78.8%	59.3%
	Total	17,636	15,188	12,767	86.1%	72.4%
Spring 2015	Non DE	13628	11673	10122	85.7%	74.3%
	Distance Ed	3747	2907	2214	77.6%	59.1%
	Total	17,375	14,580	12,336	83.9%	71.0%
2014-15 AY	Non DE	30206	26334	22849	87.2%	75.6%
	Distance Ed	8733	6932	5405	79.4%	61.9%
	Total	38,939	33,266	28,254	85.4%	72.6%

Oxnard College's completion rates have been on a steady increase since the 2012-2013 academic year, ending with a 72.6% completion rate for the 2014-2015 academic year. Completion rates have increased at least one full percentage point since 2012-13; however, Oxnard College also experienced a downward trend from 2010-11 through 2012-13. Each year during this period the completion rates dropped almost one full percentage point. Therefore, the current institution-set standard of 72% is a reasonable standard.

The institution-set standards selected for course completion were discussed and selected by the Student Success Committee. Oxnard College's Student Success Committee is charged with setting institutional standards for success. The committee utilized the national Voluntary Framework of Accountability measures to establish the College's institutional effectiveness goals. Additionally, the committee's purpose is to develop, implement, and assess a model that examines data for the evaluation of student success and advise appropriate shared governance bodies related to the charge of the committee and its findings. The focus of the committee is to establish baselines, measures of effectiveness, on-going analysis, and make recommendations for improving student success for students at Oxnard College.

Course success rates are calculated by the number of students that received an "A, B or C." (*Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends.*) As noted in the following chart, there is a slight increase in the course success rates from 2009-2015 when viewing all classes and distance education. Basic skills success rates were increasing consistently through 2012 and then began to decline over years 2013-2015. Several changes were made in 2012, including a redesign in Basic Skills Math. It is anticipated that this new redesign will positively impact completion rates over the next several years. It was also noted in 2012 that basic skills success rates remained consistently lower than "all classes" and "distance education classes," hence the focus on the development of a Transitional Studies Division to address these findings with the intent of increasing student success rates through innovative approaches.

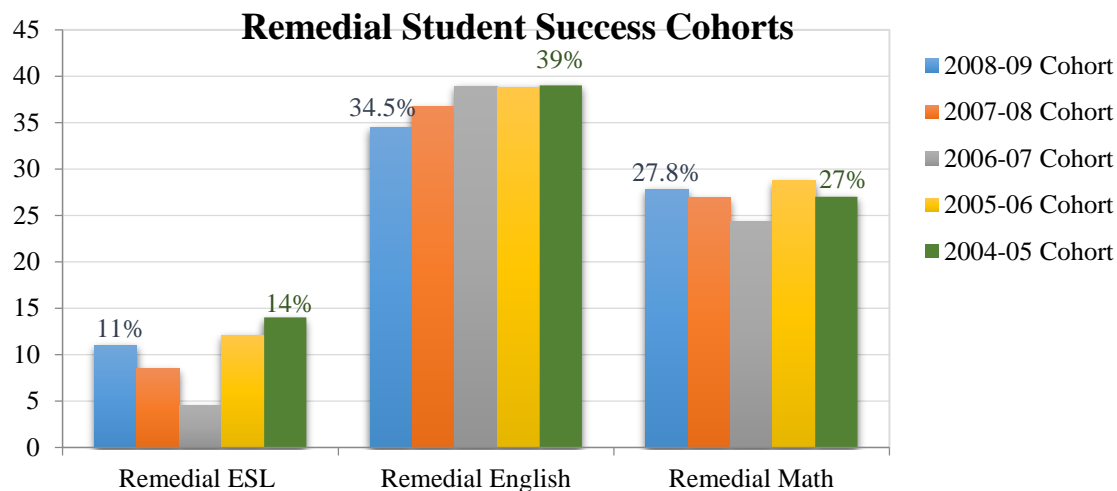


Source: Banner Academic History; Office of Institutional Research

Remedial (Basic Skills) Student Success-Cohorts

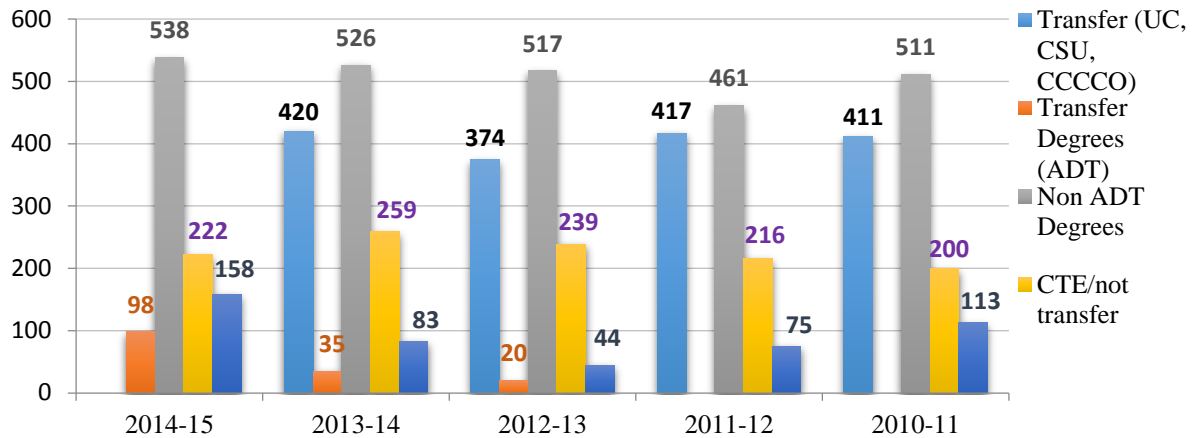
Based on California Community College Chancellor's Office Student Success Scorecard data, (percent of student-cohort beginning in remedial ESL, English and Math who attempt a college-level course within six years) the following is observed:

- Remedial math success rates increased to nearly 28% from the prior cohort. The Math Department implemented the Transitional Math program, which as expected, has helped students transition into college-level math more effectively. Additional strategies will certainly affect continued improvements.
- English success rates dropped by approximately 2%. Ongoing discussions are currently underway in the new Transitional Division to improve success rates.
- Of students starting in ESL about 11% complete a course in college-level English within 6 years, up by 2.5% over the prior year's cohort.
- Despite showing increases in some instances, the Scorecard data for the transition from remedial classes to colleges level Math, ESL and English is still low overall. To address the issue of remedial transition, Oxnard College implemented the reorganization plan for remedial level Math, English, and ESL in which the Assistant Dean of Transitional Studies oversees an independent division dedicated solely to the needs of remedial level students. In addition, targeted programs have been implemented or are in the planning stages to assist students in areas such as bridge programs.

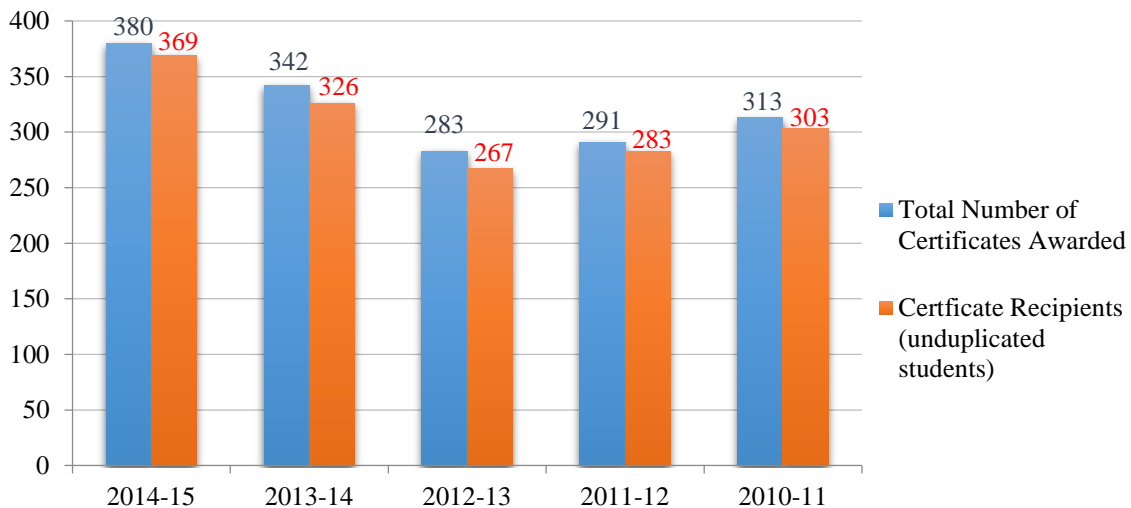


Student Transfer Rates and Degrees/Certificates Awarded

The number of student transfers to a UC, CSU, or CCCC increased by 2.1% from 2010-11 to 2013-14. Significant increases (79.6%) are noted in the number of transfer degrees awarded from 2012-13 to 2014-15. Trends, overall, are showing favorable outcomes and steady increases.



Between 2010-11 and 2014-15 the proportion of students awarded certificates has steadily increased with the exception of 2012-13 when the institution was experiencing budget challenges and many of the CTE sections as well as CTE courses were decreased, thus reducing the number of students participating in the various CTE pathway(s). Overall, the comparison of 2010-11 and 2014-15 certificates awarded to students indicates a significant increase (17.63%).



Standards for CTE licensure/passage data elements are set by the state. When each college accepts the funding for these CTE programs they are agreeing to strive for 100% licensure/passage rates. Therefore, the institutional-set goals for these data elements are set at 100%. Additionally, since the set standard is set so high, there was no need to also set a stretch goal for the institution.

Standards for the CTE job placement vary depending on the cohort year. Each cohort year standard was set by the division after analyzing the College CTE outcomes survey. Based on the data gathered through this tool, the division then set the standard for the following year.

Stretch goals were discussed and presented to the Student Success Committee at their May, 2016 meeting.

The Student Success Committee will conduct on-going analysis and make recommendations for improving student success and campus-wide productivity and efficiency at Oxnard College.

Persistence

Oxnard College
Student Term to Term Persistence
Fall 2008 to Fall 2013

Total Fall Cohort

Cohort Term	Fall to Spring Persistence						Cohort Term	Fall to Fall Persistence						
	Starting Cohort	Awards/ Transfers	Total Students Persisting					Starting Cohort	Awards/ Transfers	Total Students Persisting				
			VCCCD	VC/MC	OC	%				VCCCD	VC/MC	OC	%	
Fall 2008	7,477	126	5,200	522	4,678	70.7%	Fall 2008	7,477	480	3,902	491	3,411	55.8%	
Fall 2009	8,202	241	5,602	728	4,874	70.4%	Fall 2009	8,202	833	4,073	636	3,437	55.3%	
Fall 2010	7,773	287	5,578	762	4,816	74.5%	Fall 2010	7,773	413	4,043	640	3,403	54.9%	
Fall 2011	7,331	243	5,357	734	4,623	75.6%	Fall 2011	7,331	883	3,818	646	3,172	59.2%	
Fall 2012	7,122	178	5,127	642	4,485	73.8%	Fall 2012	7,122	874	3,641	638	3,003	58.3%	
Fall 2013	6,961	244	5,100	718	4,382	75.9%	Fall 2013	6,961	893	3,752	672	3,080	61.8%	

All First Time Students

Cohort Term	Fall to Spring Persistence						Cohort Term	Fall to Fall Persistence						
	Starting Cohort	Awards/ Transfers	Total Students Persisting					Starting Cohort	Awards/ Transfers	VCCCD	Persisting			
			VCCCD	VC/MC	OC	%					VC/MC	OC	%	
Fall 2008	1,548	22	1,074	79	995	70.4%	Fall 2008	1,548	45	910	88	822	60.5%	
Fall 2009	1,471	31	1,017	82	935	70.6%	Fall 2009	1,471	55	790	85	705	55.8%	
Fall 2010	1,323	2	1,024	91	933	77.5%	Fall 2010	1,323	6	840	91	749	63.8%	
Fall 2011	1,162	15	917	78	839	79.9%	Fall 2011	1,162	43	707	77	630	63.2%	
Fall 2012	1,350	31	973	94	879	73.8%	Fall 2012	1,350	76	748	111	637	58.7%	
Fall 2013	1,347	22	1,038	118	920	78.3%	Fall 2013	1,347	66	810	116	694	63.2%	

First Time Full-Time Students

Cohort Term	Fall to Spring Persistence						Cohort Term	Fall to Fall Persistence						
	Starting Cohort	Awards/ Transfers	Total Students Persisting					Starting Cohort	Awards/ Transfers	Total Students Persisting				
			VCCCD	VC/MC	OC	%				VCCCD	VC/MC	OC	%	
Fall 2008	705	8	608	24	584	87.2%	Fall 2008	705	22	544	34	510	79.6%	
Fall 2009	638	6	537	6	531	85.0%	Fall 2009	638	21	432	18	414	70.0%	
Fall 2010	625	1	567	10	557	90.9%	Fall 2010	625	4	493	25	468	79.4%	
Fall 2011	473	4	428	9	419	91.3%	Fall 2011	473	16	344	16	328	75.3%	
Fall 2012	516	5	449	4	445	87.9%	Fall 2012	516	19	366	16	350	73.6%	
Fall 2013	579	4	527	13	514	91.7%	Fall 2013	579	27	427	19	408	77.4%	

The institution-set standards and stretch goals for these data elements have been set. The identification of stretch-goals was set during the spring 2016 semester. Oxnard College's [Student Success Committee](#) is charged with setting institutional standards for success and has made a priority of identifying institution-set standards and ambitious and attainable stretch goals. The committee will conduct on-going analysis and make recommendations for improving student success for students at Oxnard College.

Organization of the Self Evaluation Process

In fall of 2014, the College created an Accreditation Team, comprised of faculty, staff, and administrators, that would be responsible for producing the Self-Evaluation Report. The team was organized into groups to work on each of the four standards. Each of these groups was responsible for researching and writing individual sections of the report.

The Self-Evaluation writing teams were set up as follows:

Standard	Writer	College Role
I	Art Sandford (Admin Chair)	Interim Dean of Liberal Studies
	Lilia Ruvalcaba (Faculty Chair)	Math Instructor
	Justin Miller	Math Instructor
	Della Newlow	Learning Skills Instructor
	Karen Sutton	English Instructor
IIA	Carolyn Inouye (Admin Chair)	Dean of Math, Science, PE, Athletics
	Diane Eberhardy (Faculty Chair)	Department Chair, Computer Science
	Bret Black	Department Chair, Math
	Shannon Davis	Counseling Faculty/Articulation Officer
	Armine Derdarian	Program Director, Dental Hygiene/Dental Assisting
	Chris Horrock	Department Chair, Social Science (Philosophy Instructor)
	Alex Lynch	Department Chair, Environmental Controls
	Chris Mainzer	Department Chair, Science (Geography Instructor)
	Krista Mendelsohn	Curriculum Technician

Standard	Writer	College Role
	Patricia Mendez	Department Chair, Early Childhood Education
	Jim Merrill	Department Chair, Letters (English Instructor)
IIB	Luis Gonzalez (Admin Chair)	Assistant Dean of Transitional Studies/LLRC
	Tom Stough (Faculty Chair)	Head Librarian
	Dana Boynton	Tutorial Specialist
	Kari Tudman	Director of Writing and Reading Center (Reading Instructor)
IIC	Oscar Cobian (Admin Chair)	Vice President of Student Development (CSSO)
	Graciela Casillas-Tortorelli (Faculty Chair)	Department Chair, Counseling
	Cesar Flores	EOPS Director
	Maria de la Luz Flores	Counseling Faculty
	Leo Orange	EAC Coordinator (Counseling Faculty)
	Linda Fa'asua	Financial Aid Officer
	Joel Diaz	Registrar
	Deanna McFadden	College Nurse
IIIA	Mike Bush (Admin Chair)	Vice President of Admin Services (CBO)
	Amy Edwards (Faculty Chair)	Department Chair, Visual and Performing Arts (Communication Studies Instructor)
	Gail Warner	Director of Fire Technology/Fire Academy

Standard	Writer	College Role
	Karen Sutton	English Instructor
	Gaylene Croker	English Instructor
	Christine Morla	Art Instructor
	Marcia Koch	Communication Studies Instructor (adjunct)
	Linda Kama'ila	Academic Senate President (Anthropology Instructor)
IIIB	Mike Bush (Admin Chair)	Vice President of Administration
	Tom O'Neil (Faculty Chair)	Marine Biology Instructor
	Mike Abram	Anatomy Instructor
	Evangeline Wilkes	Basic Skills (English) Instructor
	Bob Sube	Facilities Director
	Everardo Rivera	EOPS Counselor
IIIC	Christina Tafoya (Admin Chair)	Dean of CTE
	Mike Alexander (Classified Chair)	IT Director
	Ashley Chelonis	Instructional Technologist
	Elissa Caruth	English Instructor
IIID	Mike Bush (Admin Chair)	Vice President of Administration
	Cesar Flores (Faculty Chair)	EOPS Director (Counseling Instructor)
	Linda Fa'asua	Financial Aid Director
	Alan Hayashi	Math Instructor
	Jennifer Clark	Classified Senate President, Director of Fiscal Services
	Chris Renbarger	Bookstore Manager

Standard	Writer	College Role
IV	Linda Kama'ila (Faculty Chair) Robert Cabral	Academic Senate President, Anthropology Instructor Business Instructor

Organizational Information

College Organizational Charts

District Functional Map

This document describes and explains the areas of functional responsibility between the District Administrative Center (DAC) and the Colleges within Ventura County Community College District (VCCCD), including Moorpark College, Oxnard College and Ventura College. It also includes the District's cross-college communication and advisory structures in the form of committees, councils, and task forces.

Functions that are the responsibility of the District are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of District operations. The provision of educational programs, student support services, direct campus operations, and various ancillary functions are the responsibility of the Colleges.

Certification of Continued Institutional Compliance with Eligibility Requirements

Oxnard College meets all eligibility requirements established by the Accrediting Commission for Community and Junior Colleges.

1. Authority

Oxnard College is authorized to operate as a post-secondary educational institution and to award degrees by the California Community Colleges Chancellor's Office, the Board of Governors of the California Community Colleges, the Board of Trustees of the Ventura County Community College District. The College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), and the U.S. Department of Education. The College has been recognized as a degree granting institution by WASC since 1975.

<http://californiacommunitycolleges.cccco.edu/alphalist.aspx>

[http://www.accjc.org/wp-](http://www.accjc.org/wp-content/uploads/2015/12/ACCJC_DIRECTORY_of_ACCREDITED_INSTITUTIONS_DEC_10_2015.pdf)

[content/uploads/2015/12/ACCJC_DIRECTORY_of_ACCREDITED_INSTITUTIONS_DEC_10_2015.pdf](http://www.accjc.org/wp-content/uploads/2015/12/ACCJC_DIRECTORY_of_ACCREDITED_INSTITUTIONS_DEC_10_2015.pdf)

<http://ope.ed.gov/accreditation/GetDownLoadFile.aspx>

2. Operational Status

Oxnard College provides instruction and services to more than 7000 students annually, pursuing degrees, certificates, and skills development.

3. Degrees

Oxnard College offers 17 Associate of Arts degrees, 19 Associate of Science degrees, 16 in Career Technical Education, 13 Associate of Arts for Transfer degrees, 5 Associate of Science for Transfer degrees, and 15 Certificates of Achievement in CTE.

4. Chief Executive Officer

Dr. Cynthia Azari (ER 1) has been president of the College since May 23, 2016. The President is the Chief Executive Officer of the College. The process for hiring the College president is detailed in Ventura County Community College District Administrative Policy (AP) 7120-B Recruitment and Hiring: College President. (ER 2).

5. Financial Accountability

The Ventura County Community College District is audited annually by an independent financial auditor and complies with all federal and California requirements. Oxnard College is part of this annual audit.

Certification of Continued Institutional Compliance with Commission Policies

As part of the institutional self-evaluation process, the following checklist demonstrates Oxnard College's compliance with commission policies not covered in this report's narrative evaluating College compliance with the four accreditation standards. Items on the checklist are identified as either "Completed" or "In process" depending on their place in the timeline for the College's preparation for the 2016 team visit.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

In process	<i>The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.</i> Prior to the team visit in fall of 2016, the College will post notification on the College website and advertise in the Ventura County Star, inviting the public to submit comments regarding the College's accreditation status.
In process	<i>The institution cooperates with the evaluation team in any necessary follow up related to the third party comment.</i> The College will cooperate with the evaluation team as appropriate, pending submission of any third party comments.

In process	<p><i>The institution demonstrates compliance with the <u>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</u> as to third-party comment.</i></p> <p>Along with plans to post a public announcement on the College website and post an advertisement in the Ventura County Star, the College president will notify the College community of the opportunity to submit third party comments through the distribution of a College wide email.</p>
------------	--

Standards and Performance with Respect to Student Achievement

Evaluation Items:

In Process	<p><i>The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.</i></p> <p>The College continues the process of setting achievement standards and stretch goals for instructional programs. The College's Student Success Committee set a standard of 73% for overall course completion.</p>
In process	<p><i>The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.</i></p> <p>Many of our Career and Technical Education Programs have established expected performance measures as a result of licensing and program accreditation requirements (C.P.1). All non CTE programs have a set standard of "C" or better.</p>
Complete	<p><i>The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.</i></p> <p>The College's annual program review process evaluates programs on retention, course completion, and degrees and certificates awarded. The Program Effectiveness and Planning Committee (PEPC) rates each program's</p>

	review on a scale of 1 to 5 to identify its overall success. As part of this annual process, each program also submits resource requests (C.P.2) that align with the program's plans for improvement. The resource requests explain how the requested resources will be used to improve program performance. The scored reviews and resource requests are then forwarded to the Planning and Budget Council (PBC) for prioritization as part of the College's annual budget planning.
Complete	<p><i>The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.</i></p> <p>The Student Success Committee spent two years (2013-14, 2014-15) working with Dr. Brad Phillips of the Institute for Evidence Based Change (IEBC), being trained in effective practices for the use of data in College decision making. As part of the training, the Committee used actual College student success data and set the standards and goals reported in the annual reports sent to the ACCJC for 2013-14 and 2014-15. The College has developed a more extensive list of success indicators and developed standards and stretch goals for those indicators. Should performance fall below institution standards, the Student Success Committee would conduct a thorough analysis and engage both the Program Effectiveness and Planning Committee (PEPC) and Planning and Budget Council (PBC) to determine appropriate planning to address the issue. The Division of Institutional Effectiveness will assist with monitoring and management via website dashboards.</p>

Credits, Program Length, and Tuition

Evaluation Items:

Complete	<p><i>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</i></p> <p>Oxnard College awards credit for courses, degrees, and certificates in a manner consistent with standard practices in higher education and in compliance with state and federal law. Course credit calculations are described in the Curriculum Handbook (C.P.3). A student enrolled full-time can complete degree requirements in two years. AP 4020 Program, Curriculum, and Course Development (C.P.4) details the relationship of hours to credits that must be followed for the development of all credit courses.</p>
----------	--

Complete	<p><i>The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).</i></p> <p>The Curriculum Committee verifies credit hours and degree program lengths as part of the review process for courses and programs. These elements are also reviewed by the District Technical Review Workgroup for Instruction (DTRW-I). Credit hour and degree requirements as well as their calculations are documented in the College Curriculum Handbook and AP 4020 Program, Curriculum, and Course Development (C.P.4).</p>
Complete	<p><i>Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).</i></p> <p>Tuition is set by the State of California and is consistent for all courses throughout the California Community College system. Tuition and all College and/or District specific fees are identified and explained in the Course Catalog (CP 5) and on the College website.</p>
Complete	<p><i>Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.</i></p> <p>Oxnard College does not offer any clock hour programs.</p>
Complete	<p><i>The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.</i></p> <p>All degrees require a minimum of 60 units. The College determines credit hours based on policies and procedures that align with standard practices in higher education. One unit of credit represents at least 48 hours of student work. The academic year spans at least 30 weeks and full-time students enroll for at least 12 units per semester.</p>

Transfer Policies

Evaluation Items:

Complete	<p><i>Transfer policies are appropriately disclosed to students and to the public.</i></p> <p>Information on the process of submitting transcripts for evaluation and granting of credit are detailed in the College Catalog (C.P.5), on page 18. There are three relevant sections on this page: Transcript Requirements, Acceptance of Transfer Coursework, and Credit for Military Service.</p>
----------	--

Complete	<p><i>Policies contain information about the criteria the institution uses to accept credits for transfer.</i></p> <p>The following statement is on page 18 of the College Catalog (C.P.5): “All transfer coursework is evaluated based upon the current information and practices specified in the Accredited Institutions of Postsecondary Education by the American Council on Education.”</p>
Complete	<p><i>The institution complies with the Commission Policy on Transfer of Credit.</i></p> <p>Oxnard College complies with the Commission Policy on Transfer of Credit. The College Catalog (C.P.5) identifies the regional accrediting agencies that cover the institutions from which credits will be accepted. Foreign transcripts are accepted once they have been evaluated by one of the member agencies of the National Association of Credentials Evaluation Services or one approved by the California Commission on Teacher Credentialing. The College Catalog (C.P.5) publicly communicates the process and criteria for acceptance of transfer credits.</p>

Distance Education and Correspondence Education

Evaluation Items:

Complete	<p><i>The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.</i></p> <p>AP 4105 Distance Education (C.P.6) defines distance education as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This definition includes both hybrid and fully online courses. AP 4105 (C.P.6) also stipulates that all courses offered by distance education must be approved separately.</p>
Complete	<p><i>There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).</i></p> <p>The College’s Distance Education Committee is a subcommittee of the Curriculum Committee that meets monthly to review courses proposed for Distance Education. Any instructor wishing to offer a course through distance education must complete and submit a Distance Education Addendum (C.P.7), identifying the modes of contact used to conduct the course and certifying that regular and substantive contact between faculty and students is achieved</p>

	<p>through the use of assignments and discussions.</p> <p>The College's Regular Effective Contact Policy and Distance Education Drop Policy are both published in the College Catalog (C.P.5) on page 24.</p>
Complete	<p><i>The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.</i></p> <p>The Ventura County Community College District (VCCCD) uses password authentication through the District provided course management system (currently Desire2Learn) to verify the identity of students who participate in distance education courses.</p>
Complete	<p><i>The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</i></p> <p>The technology infrastructure needed to maintain and sustain distance education offerings is provided by the Ventura County Community College District (VCCCD) under the direction of the Associate Vice Chancellor of Information Technology. The Associate Vice Chancellor chairs the Instructional Technology Advisory Committee (ITAC), which meets monthly to make recommendations to revise instructional technology as needed, prioritize tasks, and develop implementation timelines.</p>
Complete	<p><i>The institution demonstrates compliance with the <u>Commission Policy on Distance Education and Correspondence Education</u>.</i></p> <p>Oxnard College complies with all elements of the Commission Policy on Distance Education and Correspondence Education.</p>

Student Complaints

Evaluation Items:

Complete	<p><i>The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</i></p> <p>Appendix III on page 217 of the College Catalog (CP 5) explains the Sexual Harassment Complaint Procedures. Appendix V on page 219 explains the Grievance Process. The Ventura County Community College District (VCCCD) Unlawful Harassment/Discrimination Policy is published on the College website and can be found under the "Quick Links" section of the front page. This page also has links to the complaint form and a printable version of the policy. Student Services has also created a "Student Complaint and Grievance" web page that can be found on the Student Services page of the</p>
----------	---

	College website.
Complete	<p><i>The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</i></p> <p>All student complaint files are maintained in the office of the Vice President of Student Development.</p>
Complete	<p><i>The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.</i></p> <p>Oxnard College is compliant.</p>
Complete	<p><i>The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</i></p> <p>Oxnard College's accreditation status with the ACCJC as well as program accreditation for Addictive Disorders Studies, Dental Hygiene, Auto Technology, Emergency Medical Technology, and Fire Technology is posted on the College website along with contact information for filing of complaints.</p>
Complete	<p><i>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</i></p> <p>In accordance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions, Oxnard College publishes the following statements on the College website at the bottom of the main Accreditation Page:</p> <p>"Oxnard College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education."</p> <p>This statement can be found by clicking on "Quick Links" from the College home page then selecting "Accreditation" from the dropdown menu.</p>

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

Complete	<p><i>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</i></p> <p>Information about programs, locations, and policies is published in the College Catalog (C.P.5), the Schedule of Classes, and on the College website. The Schedule of Classes is available on the College website as a live, searchable database. Changes to the Schedule of Classes are updated instantly on the website to ensure accuracy and timeliness of information. The College Catalog (C.P.5) is revised on an annual basis.</p>
Complete	<p><i>The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.</i></p> <p>Oxnard College complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. The College Catalog (C.P.5) includes all required elements as identified in the Commission Policy. Student recruitment is conducted by specifically identified, professional staff charged with particular sets of duties that are described in official job descriptions for their positions. Scholarships are awarded and administered through the Oxnard College Foundation based on clearly published, specific criteria, related to merit or financial need. Programs requiring external evaluation by accrediting agencies, other than the ACCJC, publish their accredited status, as required by the policy, on their program web pages and in published materials. The Commission Policy on Representation of Accredited Status (ACCJC) is addressed in the preceding section on Student Complaints.</p>
Complete	<p><i>The institution provides required information concerning its accredited status as described above in the section on Student Complaints.</i></p> <p>See preceding section on Student Complaints.</p>

Title IV Compliance

Evaluation Items:

Complete	<p><i>The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.</i></p> <p>Oxnard College does not have any outstanding or recent findings from the USDE.</p>
----------	---

Complete	<p><i>The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.</i></p> <p>Oxnard College does not have any outstanding or recent findings from the USDE.</p>
Complete	<p><i>The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.</i></p> <p>Oxnard College does not participate in the Federal Direct Loan Program and thus has a default rate of zero.</p>
Complete	<p><i>Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.</i></p> <p>Oxnard College provides all library and support services directly to students.</p>
Complete	<p><i>The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.</i></p> <p>Oxnard College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV by designating College personnel who have the authority to sign contracts. Contracts include details regarding work to be performed or services to be rendered, the period of agreement, and delineation of responsibilities for the College and contracted organizations.</p>

LIST OF EVIDENCE FOR ELIGIBILITY REQUIREMENTS AND COMPLIANCE WITH COMMISSION POLICIES

[ER 1 – President's Bio](#)

[ER 2 – AP7120-B Recruitment and Hiring: College President](#)

[CP 1 – List of CTE expected performance measures](#)

[CP 2 – Resource Request Form](#)

[CP 3 – Curriculum Handbook](#)

[CP 4 – AP4020 Program, Curriculum, and Course Development](#)

[CP 5 – College Catalog](#)

[CP 6 – AP 4105 Distance Education](#)

[CP 7 – Course Outline Appendix: Review of Distance Learning Courses](#)

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

I.A.1 The mission describes the institution's broad, educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Oxnard College is a comprehensive community college with a depth and breadth of course offerings that reflects its commitment to student learning and achievement for all students.

The College's mission statement, approved by the Board of Trustees in April 2014 reads: "*Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.*" The [mission statement](#) is found on page nine in the College Catalog (I.A.1) and on the [Oxnard College website](#).

The mission statement informs the College's policies, procedures, and practices and emphasizes the College's status as an open-access institution with a commitment to academic excellence and student success. In order to embody the essence of a "learning-centered institution" offering "multiple pathways to student success" the College offers basic skills instruction, career-technical programs and certificates, university transferable courses, associate degrees and associate degrees for transfer. The College offers courses in a variety of instructional modes including traditional face-to-face instruction, web-enhanced courses, hybrid online courses, and fully online sections of courses. It is this commitment to student learning and achievement that allows the College to meet the wide range of its students' educational and career-technical needs.

The Oxnard College mission statement is bolstered and expanded by the College Vision, which states:

The collaborative learning community of Oxnard College will:

- *Rely upon scholarly, comprehensive, and current knowledge in all areas of instruction and service;*
- *Provide innovative, appropriate, and effective instruction for student success;*

- *Facilitate and maximize students' use of services that enables their educational success;*
- *Encourage students to enjoy self-reliant, lifelong learning;*
- *Ensure student and staff access to technology and develop proficiency in all forms of communication, information retrieval, critical thinking and applied analysis;*
- *Demonstrate and embrace respect for varied educational needs and cultural contributions;*
- *Enhance our students' connections to the world by promoting leadership qualities, their understanding of global inter-dependence, their appreciation of vast diversity of human cultures, and their cross-cultural competencies;*
- *Establish mutually beneficial relationships with the industries and communities we serve;*
- *Provide leadership and resources for economic development and for improving the quality of life within the region;*
- *Challenge students and the entire staff to a commitment in serving their communities and fellow human beings;*
- *Promote a community culture of kindness, respect and integrity;*
- *Secure sufficient resources -- material, financial, and otherwise to facilitate the accomplishment of all of the above.(I.A.4)*

The College mission and vision are supported by the College's Values Statement:

We, the members of Oxnard College, are inspired by and will strive to exemplify through our collaborative actions the following core values:

DIVERSITY AND COMMONALITY

We value others and ourselves as unique individuals and embrace the commonalities and the differences that promote the best of who we are.

EXCELLENCE

We value vision, creativity, risk taking and innovation to achieve and sustain excellence.

INTEGRITY AND CIVILITY

We value integrity, honesty and congruence in action and word by demonstrating kindness and respect in all our interactions.

LEARNING

We value learning as a lifelong process in the pursuit of knowledge and personal growth.

SHARED DECISION MAKING

We value shared decision-making (shared governance) as the process that provides each of us the opportunity to build consensus.

Collectively, the College mission, vision and values statements serve to frame decision-making and resource allocation at the College. As a comprehensive community college, Oxnard College currently offers 18 Associate Degrees for Transfer (AD-Ts), 36 AA/AS degrees, and 17 Certificates of Achievement. The College serves a highly diverse student body and is a federally designated Hispanic Serving Institution (HSI). As of fall semester 2015, the student body was 72 percent Hispanic or Latino, 16 percent Caucasian, 5.4 percent Asian and 2.6 percent African American. About 76 percent of Oxnard College students are between the ages of 18 to 29, and women at Oxnard College outnumber men by 53 to 46 percent.

Analysis and Evaluation

Together, the recently updated mission statement, the Vision Statement, and the Statement of Values, communicate the College's broad, inclusive purpose, its intended student population, its multiple pathways to student success, and its commitment to student learning and achievement.

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College consistently uses a variety of quantitative and qualitative data sources to guide its decision-making and resource allocation processes and to assess its effectiveness in carrying out its mission. The Division of Institutional Effectiveness produces, compiles, publishes and distributes a variety of reports that aid in data-informed analysis, planning, and decision-making. These reports are shared with the Board of Trustees, the campus community, and participatory governance bodies and are posted on the College website. Some of these reports include:

- [Student Profiles](#) – Including term and annual data: student demographics, enrollment, and FTES (I.A.2)
- [Student Outcomes](#) – Including transfers, degrees and certificates, term- to- term persistence, course completion, and course success (I.A.3)
- [Employee Profiles](#) – Faculty and staff demographics and related information (I.A.4)
- [Student Success Scorecard](#)
- [MIS Reports](#) – Generated by the California Community Colleges Chancellor's Office (CCCCO) based on annual and term MIS data submitted to the state

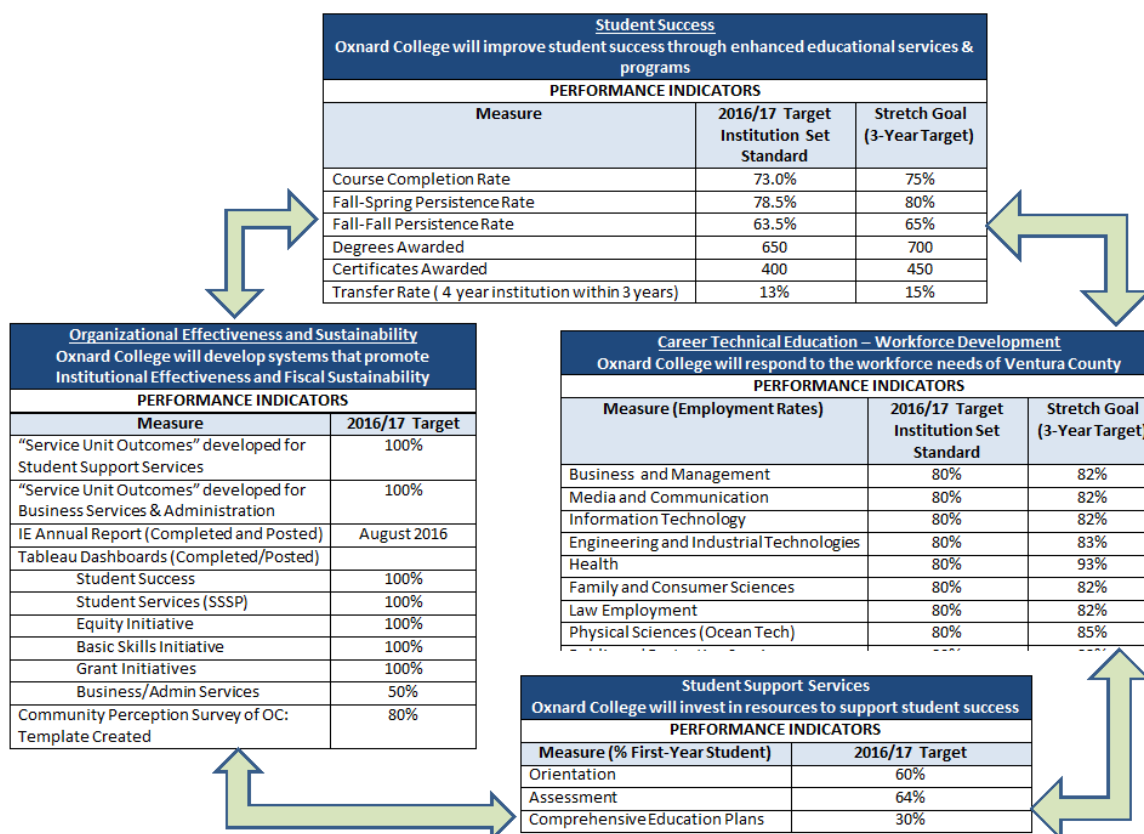
- [IPEDS](#) (Integrated Postsecondary Education Data System) – Information reported annually to the US Dept. of Education - National Center for Education Statistics (NCES) including enrollments, completions, staffing, financial aid, and institutional characteristics
- [Institutional Effectiveness Partnership Initiative](#) (IEPI) 2015-16 Indicator Framework/Goals (I.A.5)
- [Student Learning Outcomes](#) – Program, Course and Institutional Level SLOs
- Oxnard College Student Perceptions Survey (I.A.6)
- Licensure and Certification Pass Rates (I.A.7)
- VCCCD Institutional Effectiveness Reports (I.A.8)
- Voluntary Framework of Accountability (VFA) Reports (I.A.9)
- Measures of Achievement and Performance of Students (MAPS) (I.A.10)

In addition to these College wide reports, each department or program completes a multi-year Program Effectiveness and Planning Report (PEPR) (I.A.11) or an annual update (I.A.12) each year. In a collegial and collaborative process, program faculty review and analyze several key performance indicators including enrollment productivity (efficiency), course and program success and retention rates, and demand for courses, certificates and degrees as inferred from enrollment trends.

Similarly, each service unit within the Business and Administrative Services Division completes Service Unit Program Reviews, which are peer reviewed in Business Services Council. The review discusses overview of services provided to the college, relevant statistics, unit strengths, and challenges to unit improvement. The review also contains qualitative analyses of campus survey results.

The Student Services Division conducts annual program reviews in each service area, which are then reviewed and discussed by the Student Services Leadership Team. Much like the Academic Affairs and Business Services divisions, recommendations are made for improvement of delivery of services.

OXNARD COLLEGE 2016/17 Institutional Effectiveness System “At a Glance”



Analysis and Evaluation

The [Division of Institutional Research](#) collects, analyzes, and publishes reports on relevant data. The College uses the data and analyses to inform decisions regarding educational priorities and the allocation of resources to improve student learning and achievement. Over a two-year period from 2013-2015, the College contracted with Dr. Brad Phillips of the Institute for Evidence-Based Change (IEBC) to train committee members in effective processes for collecting and analyzing data so that all decisions that are made and planning is conducted within a data-informed perspective.

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Oxnard College’s mission guides institutional decision making, planning and resource allocation, and informs institutional goals for student learning and achievement. All of the

College's participatory governance constituencies analyze relevant data to inform the discussion of how well the College is fulfilling its stated mission of student success. The College's mission statement is printed on agendas of all participatory governance committees.

Program Effectiveness and Planning Committee (PEPC)

The [Program Effectiveness and Planning Committee](#) derives its authority from the Oxnard College Participatory Governance/Standing, Advisory and Ad Hoc Committees Manual (PGM) (I.A.13) which was approved by the Academic and Classified Senates, Associated Student Government, and Oxnard College management in 2010. The Program Effectiveness and Planning Committee (PEPC) makes recommendations to the Planning and Budgeting Council (PBC) on all matters related to program effectiveness and program planning. As part of the integrated planning process, College program faculty and staff engage in data analysis and collegial dialogues in the creation of an annual Program Effectiveness and Planning Report (PEPR) (I.A.11). The members of PEPC review and assess each PEPR, rate each program according to established performance criteria, share their assessments, and engage in substantive and collegial dialogue regarding those assessments. PEPC members then review requests for resources (I.A.14) which accompany each PEPR and forward the prioritized funding requests to the PBC for review and discussion.

Planning and Budgeting Council (PBC)

The [Planning and Budgeting Council](#) (PBC) was created to serve as the main entity for shared decision-making, planning, and budgeting at the College and derives its authority from the Oxnard College Shared Decision Making and Collegial Consultation document (now known as the Participatory Governance Manual) first approved in 2006 by the Academic and Classified Senates, Associate Student Government, and Management (I.A.13). The PBC reports directly to the College President, communicating its recommendations to the President on all matters related to planning, budgeting, and shared decision-making at the College. In making its recommendations, PBC considers recommendations and other information from all other constituency groups and participatory governance committees including the [Academic Senate](#). Also under PBC's purview is the review of the effectiveness of the participatory governance process on campus.

Student Success Committee

For this participatory governance committee, members are recommended by staff and appointed by the College President and the Academic Senate President. The purpose of the [Student Success Committee](#) is to develop, implement and assess a model that examines data for the evaluation of student success and to advise appropriate shared governance bodies related to the charge of the committee and its findings. The data elements provide the foundation for examining effectiveness and serve to frame recommendations. The Student Success Committee focuses on establishing baselines, measures of effectiveness, and on-going analysis and recommendations for increasing student success.

These College committees collaborate regularly in analyzing the College's performance in fulfilling its stated mission of student success and work to ensure that the mission drives all College programs, services, planning, and initiatives. All resource allocations made through the College's program review process require the departments and programs to link requests to the College mission since decisions regarding resource allocation are made within the context of the College mission.

Consistent with its mission, Oxnard College offers Associates of Arts and Associates of Science degrees in 36 majors, in addition to 18 Associate Degrees for Transfer. The College also offers Certificates of Achievement in 17 areas of study. Oxnard College maintains Transfer Guarantee Agreements with CSU Channel Islands, CSU, Northridge, UC Davis, UC Santa Barbara, and UC Santa Cruz. Additionally, K-12 students can earn dual enrollment credit (both high school and college credit) by working with their own high schools and middle schools, or by enrolling in the Condor Middle College High School, located on the Oxnard College campus.

Analysis and Evaluation

The College ensures that all of its programs and services are necessary and appropriate to the College's mission and by keeping its mission as the foundation for decision-making regarding resource allocation, planning, and shaping goals for student learning and achievement.

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

As previously noted in I.A.1, the College's mission statement was approved by the Board of Trustees in April 2014. In the year and a half leading to that approval, the college faculty, staff, administration and students engaged in a collegial process of crafting a new mission statement for the College. The mission statement is found in the class schedule, in the College Catalog (I.A.1), and on full color posters (I.A.15) displayed prominently in a multitude of locations throughout the campus.

Analysis and Evaluation

The College engaged in a collegial, inclusive process which led to the revision of the mission statement and which was approved by the Board of Trustees in 2014. This mission statement will be reviewed and modified as needed as part of the regular cycle of institutional review and strategic planning.

List of Evidence for Standard I.A

- I.A.1 [College Catalog](#)
- I.A.2 [Student Profiles](#)
- I.A.3 [Student Outcomes](#)
- I.A.4 [Employee Profiles](#)
- I.A.5 [IEPI Goals](#)
- I.A.6 [Oxnard College Student Perceptions Survey](#)
- I.A.7 [Licensure and Certification Pass Rates](#)
- I.A.8 [VCCCD Institutional Effectiveness Reports](#)
- I.A.9 [Voluntary Framework of Accountability \(VFA\) Reports](#)
- I.A.10 [Measures of Achievement and Performance of Students \(MAPS\)](#)
- I.A.11 [Performance Effectiveness and Planning Report](#)
- I.A.12 [Performance Effectiveness and Planning Annual Update](#)
- I.A.13 [Participatory Governance Manual \(PGM\)](#)
- I.A.14 [Resource Request Form](#)
- I.A.15 [College Mission Statement Poster](#)

B. Assuring Academic Quality and Institutional Effectiveness

I.B.1 The Institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Faculty, staff, and administrators at Oxnard College continuously engage in the discussion and evaluation of student achievement using a variety of organizational structures, institutionalized procedures, and professional development activities. Dialogue about student outcomes often takes place at the department, service unit, and division level. In these

regularly scheduled meetings, faculty and staff discuss their established Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs), rubrics, assessment instruments, and the data derived from the assessment of student learning.

There are numerous College forums at which faculty, staff and administrators regularly engage in discussions related to student outcomes. The following committees routinely discuss student outcomes and student success:

- [Planning and Budgeting Council](#)
- [Program Effectiveness and Planning Committee](#)
- [Curriculum Committee](#)
- [Learning Outcomes Team](#)
- [Transitional Studies Committee](#)
- [Student Success Committee](#)
- [Academic Senate](#)
- [Department Chair meetings](#)

The College learned in fall 2014 that it would receive funds from the State of California each year to promote student equity. The initial requirement to receive funds for this purpose was to write a campus wide Student Equity Plan (I.B.1) to identify and address gaps in student equity and outline a general plan for closing those gaps. The Student Equity Task Force met during the 2014-15 academic year to advance Student Equity efforts and to draft the College's Equity Plan.

As work progressed, direction and input from participatory governance committees, including the Student Success Committee, Transitional Studies Committee, Classified Senate, Associated Students, and Academic Senate were provided. These committees include representation from the following:

- [Academic departments](#)
- [Counseling](#)
- [Matriculation](#)
- [Admissions and Records](#)
- [Financial Aid](#)
- [Business Services](#)
- [Classified Senate](#)
- [Associated Student Government](#)

While the Plan was being developed, various drafts were submitted to these committees and other College governance groups and administrators for input and feedback. The Plan was designed in coordination with the Student Success and Support Program (I.B.2) and Basic Skills Initiative plans (I.B.3) and serves to support some initiatives addressed in those plans, as well as efforts funded through grants and the general fund. The goal of the Equity Plan (I.B.1) is to provide high quality instructional programs and student services that are clearly

designed to support student success for all students but that are focused on specific target groups and goals of the SEP.

The Equity Task Force identified several student groups who succeed at significantly lower rates than those who are in the highest performing groups. The team identified equity gaps in more than one measure among students who identify as African American/Black, Hispanic/Latino, and foster youth, and younger, male students in general. The chart below summarizes these findings:

Success Measure	Target Groups
Access	All groups
Course Completion	African American; Foster Youth
ESL and Basic Skills Completion	20 years & older; Hispanic/Latino; Males; African American;
Degree and Certificate Completion	Economically Disadvantaged
Transfer	EOPS & Financial Aid Students
Additional College Initiatives	Target Groups
Math Progression	20 years & older; African-American, Filipino, Hispanic, Native American, Pacific Islander and White
Term-to-Term persistence	Under 20 years of age

The [Student Success Committee](#) was later identified and designated as the SEP committee responsible for the ongoing development, implementation, and evaluation of the SEP which was submitted in the winter of 2015 to the Board of Trustees and then to the State Chancellor's Office for approval.

The Student Success Committee, in its role as the coordinating body for the Student Equity Plan (I.B.1), serves as a forum for dialogue regarding increased achievement and student success, with focused discussion on meeting the needs of the groups identified as disproportionately impacted.

Also contributing significantly to sustained, substantive, and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness and increased student learning is the [Curriculum Committee](#), co-chaired by the [Vice President of Academic Affairs and Student Learning](#) and the Academic Senate President (or designee). The Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies and ensures that the curriculum conforms to the Title 5 regulations and serves the needs of students. When faculty introduce new or revised courses or programs, the Curriculum Committee members engage in rigorous and intellectually robust and constructive dialogue related to course and/or program articulation, content, objectives, learning outcomes, instructional methods, and assessment strategies.

With regard to the College's focus on academic quality, the College offers a multitude of professional development activities and a constructive, supportive performance evaluation

process designed to enhance classroom teaching and the delivery of services to students, consistent with the College's mission to be a "learning centered institution that embraces academic excellence by providing multiple pathways to student success." For example, prior to the start of each fall term, during "[Professional Development Week \(I.B.4\)](#)," the [Professional Development Committee](#) organizes a series of presentations and trainings for faculty, staff, and administration. The presentations deal with multiple topics including:

- Teaching strategies
- Syllabus design
- Tutoring services
- Operational issues
- Creating a supportive classroom environment
- Assisting veterans
- Campus safety
- Instructional technologies
- Curriculum
- New faculty orientation

In addition to the Professional Development Week presentations, instructional support staff members conduct training sessions each academic year for faculty teaching distance education or web enhanced courses. Attendance at off campus conferences and workshops is encouraged and supported. Faculty and staff may apply to the Professional Development Committee for funding to attend professional development trainings, workshops, and/or conferences designed to improve instruction and student services.

Substantive and collegial dialogue about student outcomes and increasing student learning, institutional effectiveness, and continuous improvement have informed the development of the Educational Master Plan (EMP) (I.B.5) for Oxnard College. When the VCCCD Board of Trustees approved a new District Educational Master Plan in June 2013 (I.B.6), Oxnard College faculty, administration, and staff embarked on a collaborative process to craft a new EMP for the College that would be aligned with the District planning cycle and board approved overarching goals. This process began in earnest in fall 2013 and culminated in a final draft of the College EMP, which was submitted for the Board of Trustees' review in March 2014 (I.B.7).

Oxnard College's EMP aligns the College planning cycle to that of the District and its overarching goals, and it serves to link College goals and objectives to the budgeting process that is integrated with the annual program review processes. While the EMP was drafted and refined, rich discussions took place regarding various aspects of quality, effectiveness, and continuous improvement. The entire process served to strengthen institutional effectiveness at Oxnard College.

The College provides a multitude of venues that promote substantive and collegial discussions of institutional effectiveness that help foster a culture of continuous evaluation

and improvement in programs and services to students. Regular meetings of the groups below ensure that planning is carried out in a deliberative, proactive manner that keeps as its focus the mission of the College and the Educational Master Plan. These governance and advisory committees include:

- [Planning and Budgeting Council \(PBC\)](#)
- [Academic Senate](#)
- [Program Effectiveness and Planning Committee \(PEPC\)](#)
- [Learning Outcomes Team \(LOT\)](#)
- [Student Success Committee](#)
- [Professional Development Committee \(PDC\)](#)
- [Curriculum Committee](#)
- President's Cabinet
- Deans' Council
- [Department Chairs](#)

Following much discussion and input from the governance and advisory committees, the College created a new position, Dean of Institutional Effectiveness, in fall 2015. The person in this administrative role is charged with providing College wide leadership on activities related to increasing institutional effectiveness and continuous improvement of student learning and academic achievement while meeting the College mission and ensuring that all students receive an equitable educational experience and achieve academic success.

Analysis and Evaluation

The College involves all constituencies in dialogue regarding issues of learning outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's program review and planning and budgeting discussions are driven by the College mission and framed by the Educational Master Plan.

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

College faculty, staff, and administrators engage in systematic and well-documented processes of establishing standards for student achievement and for the assessment of learning outcomes and support services. Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) are integrated across the campus throughout all academic departments and most service units. The College has developed outcome categories as follows:

- ISLOs – Institutional Student Learning Outcomes

Ten ISLOs have served as the expected outcomes for all students who successfully complete a degree or certificate (I.B.8):

Later, these ten ISLOs were replaced with six ISLOs (I.B.9) which were published in the Educational Master Plan in 2013 (I.B.5) and subsequently in the Oxnard College Catalog (I.B.10). It was recently noted, however, that appropriate groups had not been fully engaged in the revision, and the Academic Senate had not approved the new six ISLOs. Since a number of faculty members had mapped their course and program level SLOs to the initial ten ISLOs, and others had mapped them to the six ISLOs, eLumen (software purchased by the College to track SLO assessments) contains inconsistent SLO data. After considerable discussion at Academic Senate and Learning Outcomes Team (LOT) meetings, it was agreed that in spring 2016 academic leadership will revise the initial ten ISLOs in collaboration with the appropriate groups and the Academic Senate.

- PSLOs – Program Student Learning Outcomes

All students who successfully complete a program of study are expected to achieve the program learning outcomes upon program completion. A program of study is defined as a program that culminates in a degree or certificate.

- GESLOs – General Education Student Learning Outcomes (I.B.11)
- CSLOs – [Course Student Learning Outcomes](#)

All students who complete a degree at Oxnard College are expected to achieve the GESLOs as fully explained in Standard II.A.12. CSLOs are included in all course outlines and are listed on each instructor's course syllabus. All students successfully completing a course are expected to demonstrate the CSLOs for that course. The CSLOs are assessed on a rotational basis, as established by the faculty in the department or discipline.

In terms of collecting student learning outcomes data for instructional programs, SLOs assessment results are uploaded each semester into eLumen. The results are incorporated into Program Review and all Program Review reports must include analysis of SLO assessment data. Departments and student services areas review SLO assessment data and draft initiatives or action plans to identify strategies, curriculum changes, equipment, and supplies needed to improve student success. After initiatives have been implemented, departments reassess to see what changes resulted from the initiatives in a process referred to as “closing the loop.” Departments and service units then enter the reassessment data into the [eLumen](#) program.

For student services programs, faculty and staff incorporate SLOs and SLO assessment results directly into their annual, comprehensive program review reports. A key element of the student services program review report includes a section in which the service unit provides “...qualitative and quantitative data to demonstrate services provided and traffic

patterns include student satisfaction survey results and analysis, and program effectiveness (SLOs).” (I.B.12)

The [Learning Outcomes Team](#) (LOT), a subcommittee of the Curriculum Committee, provides oversight of the assessment of learning outcomes process with support from the Dean of Institutional Effectiveness. Based on collected data, the LOT committee provides guidance, advocacy, and oversight in the development of student learning outcomes at the course, program, and institutional levels, assisting the institution in the fulfillment of its mission.

A [Technical Data Specialist](#), charged with assisting faculty in the SLO processes, oversees eLumen and assists the campus in successfully implementing SLO assessments. More specifically, the Technical Data Specialist assists faculty with developing, documenting, mapping, and assessing outcomes for SLO. The Technical Data Specialist provides SLO workshops at Self-Assigned Professional Development activities each year (I.B.13), provides SLO and eLumen Training for individuals and departments as requested by faculty and staff, creates eLumen user guides (I.B.14), and provides reports on SLO/SUO status to the campus.

Analysis and Evaluation

Student Learning Outcomes and Assessment is an excellent example of the College’s commitment to continuous quality improvement. While the College has done significant work in developing an effective Student Learning Outcomes and Assessment structure, it was through constant evaluation and discussion at Learning Outcomes Team (LOT) meetings that the College concluded additional work is required. LOT involved the appropriate groups including Academic Senate, in revising the ISLOs. LOT found that the College’s mapping from Course Level SLOs to Program and Institutional Level SLOs was inconsistent and incomplete. Guidance in mapping course and program learning outcomes to the revised ISLOs has been provided to faculty and the College has re-mapped all Course-level SLOs to PSLOs and ISLOs. The only remaining mapping to be completed is the GESLOs that changed when the College decided to change its mapping structure.

In addition, although the Student Services Leadership Team oversees the program review process for all Student Services offices and the program review process include analysis of SLO performance data, there still exists an artificial divide between the instructional and student services sides of the house when dealing with SLOs. Going forward, College leadership will have to develop a strategy to coordinate and integrate the development, assessment, and dissemination of student learning outcome data across all College areas of instruction and service.

The College recognizes that it must develop comprehensive Service Unit Outcomes (SUOs) for Student Services and Learning Support Services. These SUOs must be integrated into Program Student Learning Outcomes (PSLOs), and subsequently mapped to Institutional Student Learning Outcomes (ISLOs).

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

As part of the Institutional Effectiveness Partnership Initiative (IEPI) started by the Chancellor's Office, the College developed four Indicator Goals for the 2015-16 year (I.B.15). These goals were developed by the College leadership in collaboration with the Academic Senate and the Student Success Committee in spring 2015. (I.B.16)

The California Community Colleges [Student Success Scorecard](#) is also linked on the [College website front page](#) and the webpage of Institutional Research.

The Oxnard College Division of Institutional Research compiles, creates and publishes, on the College website, additional institutional effectiveness reports including:

- Course Retention Rates
- Course Success Rates
- Term to Term Persistence Rates
- Degrees and Certificates Awarded
- Transfers to CSU/UC

The above measures and additional performance measures are detailed as part of the District Institutional Effectiveness Report (I.B.17) prepared by the District Institutional Research Advisory Council. In addition to the above measures, this report includes:

- Licensure and Certification Pass Rates for CTE Programs
- Productivity Rates
- Student Learning Outcomes/Student Service Unit Outcomes

Analysis and Evaluation

In spring of 2016, the College established institution-set standards for student learning and achievement, appropriate to its mission, and conducts systematic review of College wide efforts to meet and exceed the standards. All relevant student learning and achievement data is readily available on the [College website](#).

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College analyzes multiple sets of assessment data in order to inform its decision-making and to direct resources to promote student learning and student achievement. At the micro level, as detailed in sections I.B.2 and I.B.3, College departments and programs participate in a continuous cycle of assessment and reassessment of student learning outcomes.

On the macro level, the participatory governance committees, including the Program Effectiveness and Planning Committee (PEPC), Planning and Budgeting Council (PBC), and the Student Success Committee, all with representation from faculty, staff, and administration, review multiple data sources on institutional effectiveness including the Program Effectiveness and Planning Reports (PEPRs) (I.B.18), core indicators of effectiveness such as student success (I.B.19), retention (I.B.20), transfer rates (I.B.21), and disaggregated student equity data (I.B.22). These and other data sources stimulate collegial discussion of institutional effectiveness and help frame the dialogue regarding student learning and achievement.

For example, the College developed its Student Equity Plan (I.B.1) with input from faculty, staff, administration, and students serving on several participatory governance committees. These constituents examined multiple sources of disaggregated student success data and then formulated targeted interventions to address achievement gaps. The Student Success Committee was designated as the participatory governance group to ensure implementation of the identified initiatives and to monitor the College's progress toward meeting the goals and benchmarks established in the Plan.

An example of data analysis leading to action steps is displayed below.

	CalWORKs		CARE		DSPS		EOPS		Foster Youth		Military/Veteran	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Total	405	16,436	241	16,600	753	16,088	1,960	14,881	134	16,707	619	16,222
Successful	254	11,836	162	11,928	548	11,542	1,453	10,637	70	12,020	475	11,615
Success Rate	62.7%	72.0%	67.2%	71.9%	72.8%	71.7%	74.1%	71.5%	52.2%	71.9%	76.7%	71.6%
80% Rule Index	0.87	1.00	0.94	1.00	1.00	0.99	1.00	0.96	0.73	1.00	1.00	0.93

“Conclusions: Disproportionately Impacted Student Groups”

The data shows that foster youth, African-American, and male students are disproportionately impacted in regard to course completion at Oxnard College.

Analysis and Evaluation

The College engages in collecting, organizing, analyzing, distributing, and discussing relevant student learning and achievement data. With the assistance and leadership of the Dean of Institutional Effectiveness, the College organizes and coordinates all of its institutional effectiveness initiatives including the Basic Skills Initiative, the Student Success and Support Plan (I.B.2), the Student Equity Plan (I.B.1), and program review and organizes its institutional processes to support student learning and student achievement.

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Oxnard College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes and student achievement. Program review, conducted in light of the College mission statement, includes a thorough and systematic assessment of each program's strengths and weaknesses based on multiple data measures, a peer-review of each department's report conducted by members of the Program Effectiveness and Planning Committee (PEPC), and recommendations regarding prioritization of resource requests.

The Program Effectiveness and Planning Report (PEPR) (I.B.18) contains the following quantitative and qualitative elements:

- Brief Program Description;
- Key Indicators of Effectiveness (5-year quantitative and qualitative analysis of trends) including:
 - Enrollments (FTES)
 - Productivity (Weekly Student Contact Hours – WSCH, and Full-Time Equivalent Faculty (FTEF)
 - Course Retention Rates
 - Course Success Rates
 - (For ESL and Basic Skills programs) Analysis of Student Success Scorecard data and plans to improve progression of students into degree and transfer-level courses;
- Program SLO Performance Reports: Discussion of findings, initiatives and results
- Program Improvement Plans (narrative);
- Dialogue regarding SLO assessment results and resultant program improvement plans
- Curriculum additions or revisions;
- Interrelation of program to other College programs and services;
- Number of degrees and certificates conferred in preceding three years;
- Resource requests tied to data analysis, including SLO data and link to College mission and;

- Additional Requirements for CTE programs such as career trends, labor market data, and advisory committee meetings.

At Oxnard College, quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. Each term, the Division of Institutional Research produces a report entitled “*Retention and Success Rates by Method of Instruction.*” (I.B.23) Method of Instruction is defined as the manner in which a class is conducted or the process by which instruction occurs. The report details student enrollments, retention, and success rates by instructional method and is prepared in support of program review and institutional effectiveness measures.

The Division of Institutional Research provides longitudinal data on success rates in distance education classes compared to success rates in all other classes in the same course (I.B.24). The purpose of this report is to provide longitudinal success data for use by Deans, Department Chairs, instructional designers, and all faculty in assessing the efficacy of the distance education instructional mode in comparison with the non-distance education mode.

Analysis and Evaluation

The College employs a comprehensive program review process which integrates and relies upon analysis of SLO assessments and other data sources. Each fall, at its initial meeting, the Program Effectiveness and Planning Committee (PEPC) debriefs on the successes and shortcomings of the previous year’s program review elements, format, processes, and requirements. After considerable discussion, the committee makes needed modifications to the PEPR form and institutes procedural changes as necessary.

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College’s Student Equity Plan (SEP) (I.B.1) serves as the focal point for efforts to reduce and eliminate performance gaps among identified subpopulations of students. In drafting the Student Equity Plan, faculty, staff, and administrators collected and analyzed student achievement data, reflected on the significance of those data, identified subpopulations of students to be targeted for intervention, and then devised goals and activities designed to close gaps in success rates among the targeted groups.

Below are two Student Success Rate charts, the first with data disaggregated by race and ethnicity, and the second with data disaggregated by special populations.

	African-American	Native American	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Total Enrollments	466	44	818	12,338	412	85	96	2,582
Successful Completions	290	35	630	8,674	325	54	68	2,014
Success Rate	62.2%	79.5%	77.0%	70.3%	78.9%	63.5%	70.8%	78.0%
80% Rule Index	0.78	1.00	0.97	0.88	0.99	0.80	0.89	0.98

	African-American	Native American	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Total Enrollments	466	44	818	12,338	412	85	96	2,582
Successful Completions	290	35	630	8,674	325	54	68	2,014
Success Rate	62.2%	79.5%	77.0%	70.3%	78.9%	63.5%	70.8%	78.0%
80% Rule Index	0.78	1.00	0.97	0.88	0.99	0.80	0.89	0.98

The data indicate that foster youth and African American students are disproportionately impacted at Oxnard College. Additional data analysis indicated that African American and Hispanic males are trending downward in English course completion. Based on the data analyses, a series of goals and objectives were developed as part of the Student Equity Plan (SEP) for 2015-16 (I.B.1) as noted earlier in this document. A series of initiatives has been adopted and will be implemented according to timelines outlined in the SEP; for example:

- Develop and implement Early Academic Alert using the Grades First system and track African-American, foster youth, and male student responses to referrals made;
- Develop and implement first year experience program for target population groups;
- Provide tutoring to students and increase the information dissemination of the tutorial services available at the College.

These and other initiatives in the SEP are linked to resource allocations and include an evaluation component for each initiative. A sample goal related to ESL and Basic Skills course success, activities to be undertaken, funding, and evaluation component, can be seen below.

Analysis and Evaluation

The College engages in a collaborative, rigorous, and data-driven analysis of student success and achievement, which served as the foundation for the development of the Student Equity Plan. The SEP provides a framework for designating strategies to eliminate achievement gaps for student populations identified as significantly impacted by current institutional practices. The plan provides specific initiatives, funding, and an ongoing evaluation component for assessing the results of the targeted interventions.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The Program Effectiveness and Planning Committee (PEPC) is charged with coordinating program review efforts of instructional programs. Each fall semester, PEPC members review, discuss, and modify, as appropriate, their forms, policies and operating procedures prior to disseminating program review documents and data for the spring term. In fall 2013, PEPC created a multi-year program review schedule. After committee discussions in fall 2015, the program review template and the multi-year program review schedule were modified in order to provide for a more manageable and meaningful program review process. Under the new paradigm, the College's 50-plus instructional programs will conduct a comprehensive program review every three years (I.B.25) and provide a one-page annual update in years when their comprehensive is not due (I.B.26).

The purpose of the Program Review (multi-year and annual update) is for programs to engage in a directed, self-reflective analysis of their success in serving our students. The template asks the program to provide key data points such as success, retention, persistence, and productivity rates. The program is also given the opportunity to provide a narrative that explains the factors that have affected these indicators and, in cases where the indicators demonstrate that improvement is warranted, the program may choose to submit an action plan to address the identified issues.

The Student Success Committee and the Academic Senate review Scorecard Data and other Data (see Standard I.A.1 and the Student Achievement Data section of this Self-Evaluation) to monitor progress of students and student satisfaction with programs. Oxnard College receives support from the District Center in the administration of student surveys. Examples of this kind of work and analysis show that 70% of Oxnard College students enter college hoping to transfer, but that transfer rates are not commensurate with this self-reported data. The Student Success Committee sets standards, receives data about specific Oxnard College programs and makes recommendations for improvement.

The Student Services Leadership Team (SSLT) is tasked with program review in the student services areas and with monitoring all aspects of the policies and operations that affect the delivery of support services. The Vice President of Student Development chairs the SSLT, and its membership includes representatives from all departments and programs that support access and matriculation. SSLT promotes student success by conducting regular program reviews (I.B.12), identifying student needs, assessing student progress, and developing strategies that support students. Annually, the SSLT makes resource allocation recommendations (I.B.27) to the Planning and Budgeting Council (PBC) based on program reviews and the assessment of student outcomes.

The Planning and Budgeting Council (PBC) monitors College compliance with fiscal policies and regulations and, as stated in the committee's charge, "makes recommendations to the President on matters related to planning, budgeting, and participatory governance at the College." The PBC "participates in the coordination, allocation, and re-allocation of the budget resources consistent with the College Mission, Strategic Master Plan, and the current state of the budget." The PBC identifies funding sources to advance the initiatives that emerge through the College planning and program review process. This council includes representatives from across the campus community including administration, faculty, classified staff, and students. The [Vice President of Business Services](#) and the Academic Senate President serve as co-chairs of the PBC.

Per the College's Participatory Governance Manual (PGM) (I.B.23), the PBC is responsible for "the review of the effectiveness of the participatory governance process on campus" and "periodically reviews the Participatory Governance/Standing, Advisory and Ad Hoc Committees Manual" (I.B.28) at Oxnard College. The PBC reports its findings and recommendations to the [Academic Senate](#), which, in turn, makes recommendations for modifications to the College's organizational structures and functions to the President.

Analysis and Evaluation

Ongoing and systematic review of policies, procedures, and structures ensure that the institution is performing at optimal levels. Regular review is completed in support of student learning and achievement and is conducted to determine if the College is operating consistently with the mission of the College to be "a learning-centered institution that embraces academic excellence by providing multiple pathways to student success."

This integrated, cross-campus analysis reveals a concern regarding Basic Skills/Transitional Studies. The data is clear that in order to help students achieve their goals, improvements must be made in the delivery of instruction and services to the 80% of Oxnard College students who, after careful assessment, are determined to need Transitional Studies. Timely offering of courses as well as encouragement of high impact practices are two campus wide concerns, as is the improvement in collecting data on achievements in Transitional Studies.

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Oxnard College provides institutional effectiveness information through a variety of means; however, the primary method of communicating this information is through the College's website, and in particular, the Division of Institutional Research pages of the website. On these pages, everyone can access the College's most current (and historical) data regarding student demographics, student retention, student success, degrees, and transfer information. In addition to this data, all significant institutional reports, such as the Student Success and Support Program (SSSP) Plan (I.B.2) and the Student Equity Plan (I.B.1), are distributed to all faculty, staff, and administrators through email, prior to submission to the Board of Trustees. Internally, the College President produces a series of campus updates (I.B.29), often on a weekly basis, which highlight significant achievements and address challenges faced by the College. On the Mandatory Flex Day each fall semester, the President and Vice Presidents provide an overview of the College's academic and fiscal health and discuss challenges and opportunities moving forward.

The Division of Institutional Research provides student achievement data to each department to assist with completing the program review report (PEPR) (I.B.25, 26). The Student Success Committee regularly analyzes student achievement data and serves as the Student Equity Committee as well. Discussions of the College's strengths and areas needing improvement occur on a regular basis. In addition, SLOs and SLO data are readily available to everyone on campus through the [eLumen](#) software program. PEPRs, agendas and minutes of the Student Success Committee are posted on the College's Microsoft SharePoint server. In addition, Academic Senate minutes and the President's Newsletter provide consistent modes of communication.

Oxnard College was awarded a Title III Part F STEM and Articulation Grant in 2011 (Project ASCENSIÓN), which is scheduled to terminate in October 2016. Gradual institutionalization of the grant activities has been underway over the past two years. A very comprehensive system of evaluation has been established over the five years. Each major project or program that was implemented under this grant began with the development of a logic model. This grant's effective program evaluation did more than collect, analyze, and provide data. It made it possible to gather and use information, to learn continually about and improve programs that we operated-in or funded. Using evaluation and the logic model resulted in effective programming and offered greater learning opportunities, better documentation of outcomes, and shared knowledge about what works and why. Ongoing assessment, review, and corrections produced better program design and a system to strategically monitor, manage, and report program outcomes throughout development and implementation. All project-specific evaluation reports are posted on the website www.oxnardcollege.edu, an Institutionalization Matrix was presented to President's Cabinet

in November 2014 for discussion and; outcomes were presented during Fall semester flex-week to faculty and staff.

Analysis and Evaluation

The results of assessment and evaluation activities are broadly communicated in order to ensure that all groups have a shared understanding of the College's strengths and weaknesses so appropriate priorities can be established.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) CW IB.4, III.A.6, III.B.2b, III.C.2, III.D.4

Evidence of Meeting the Standard

Several key planning documents inform and guide decision-making at the College. These include:

- Educational Master Plan 2013-2019 (I.B.5)
- Student Success and Support Program Plan 2015 (I.B.2)
- Student Equity Plan 2015 (I.B.1)
- Basic Skills/Transitional Studies Plan (I.B.3)

Educational Master Plan 2013-19

Oxnard College began the process of updating its Educational Master Plan (EMP) (I.B.5) in fall 2013, in order to align College planning with a newly written VCCCD EMP. A timeline with an attendant set of activities was established to update the College's EMP by March 2014 (I.B.30). The process included seeking input from internal and external constituents utilizing the governance structure; updating internal and external data; establishing updated planning assumptions; reviewing and approving a new mission statement; updating facilities (I.B.31) and technology (I.B.32) plans; utilizing the program review process to reflect a more dynamic use of the plan; and adding communication and enrollment management as new sections that makes transparent how the College intends to meet key aspects of the plan.

Additionally, Oxnard College aligned its Strategic Goals to those adopted by the VCCCD Board of Trustees in 2014. These Strategic Goals are displayed in the College Catalog on page 9.

As described in section I.B.7, the College engages in a continuous, cohesive, integrated, systematic, and holistic approach to planning, assessment, and resource allocation designed to support its mission and improve institutional effectiveness and academic quality. At the

program level, faculty, staff, and administrators analyze pertinent student learning and achievement data and “close the loop” on prior year initiatives. They then draft initiatives for improving instruction and services to students and request appropriate resources required to meet their goals.

The Program Effectiveness and Planning Committee (PEPC), a participatory governance body, takes the lead in evaluating the Program Effectiveness and Planning Reports (PEPRs) (I.B.18) that each discipline or program prepares on a three-year rotational cycle. (See Standard I.B.5)

This last item, resource requests (I.B.33), must be linked to the College mission and based on documented student success outcomes and SLO achievement data. Resource requests are completed on a Resource Request Form, and are submitted along with the PEPR (I.B.18).

Each PEPR is reviewed by every member of the Program Effectiveness and Planning Committee who reads the report and then assesses the strengths of the program and ways in which the program could be improved. The evaluators then choose a rating of 1 - 5, with a score of 1 meaning “deficient,” and a score of 5 considered “exemplary.”

During the spring semester, PEPC members share and discuss their ratings in a constructive, collegial dialogue. Requests for resources are then considered and forwarded to the Planning and Budget Council (PBC), along with the ratings and comments from PEPC. The PBC then discusses the requests and forwards its recommendations for prioritization of funding requests to the College executive team for subsequent review and consideration.

Evaluation and Analysis

The planning, evaluation, and resource allocation processes at Oxnard College are integrated across all programs and services and rely heavily on the analysis of student learning and student achievement data. Faculty, staff, and administrators take an active role in the peer review of program successes and shortcomings, and College resources are allocated based on direct links to the fulfillment and advancement of the College mission, and to documented student learning and achievement data. The committees responsible for implementing these planning, evaluation, and resource allocation processes engage in substantive and collegial dialogues on both the processes and the outcomes generated by the processes, with the goal of achieving continuous quality improvement of the programs and services offered by the College.

Standard I B: Assuring Academic Quality and Institutional Effectiveness List of Evidence

- I.B.1 [Student Equity Plan](#)
- I.B.2 [Student Success and Support Program Plan](#)
- I.B.3 [Basic Skills Plan](#)
- I.B.4 [2015 Professional Development Week Schedule](#)
- I.B.5 [Educational Master Plan](#)
- I.B.6 [District Educational Master Plan](#)
- I.B.7 [Board Minutes March 2014](#)
- I.B.8 [10 Institutional Student Learning Outcomes \(ISLOs\)](#)
- I.B.9 [6 ISLOs](#)
- I.B.10 [College Catalog](#)
- I.B.11 [GESLOs](#)
- I.B.12 [Student Services Annual Update Template](#)
- I.B.13 [SLO Training Powerpoint](#)
- I.B.14 [eLumen User Guides](#)
- I.B.15 [2015-16 IEPI Goals](#)
- I.B.16 [Student Success Committee Minutes Spring 2015](#)
- I.B.17 [District Institutional Effectiveness Report](#)
- I.B.18 [Sample Program Effectiveness and Planning Report \(PEPR\)](#)
- I.B.19 [Student Success/Completion](#)
- I.B.20 [Retention Rates](#)
- I.B.21 [Transfer Rates](#)

- I.B.22 [Student Equity Data](#)
- I.B.23 [Retention and Success Rates by Method of Instruction](#)
- I.B.24 [Distance Education Course Success Rates](#)
- I.B.25 [Comprehensive Program Review Form](#)
- I.B.26 [Program Review Annual Update](#)
- I.B.27 [Student Services Resource Request Form](#)
- I.B.28 [Participatory Governance Manual](#)
- I.B.29 [President's Update](#)
- I.B.30 [College Planning Implementation Matrix](#)
- I.B.31 [Facilities Plan \(Educational Master Plan Chapter Six, pages 59-71\)](#)
- I.B.32 [Technology Plan](#)
- I.B.33 [Resource Request Form](#)

C. Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard:

The College employs a variety of media in order to communicate essential information regarding its mission, learning outcomes, programs and services and has policies and procedures in place to ensure the accuracy of information presented. The College Catalog, published annually and available online and in print, is the primary source of information for all aspects of the College. In order to ensure the accuracy and timely publication of the catalog, the College has developed and implemented a systemic process with clearly delineated roles and responsibilities, timelines, and guidelines for editing, as communicated in the Oxnard College Catalog Revisions Memo, 2016 (I.C.1).

The College website is also an essential source of information for students, prospective students, and the community. The College recently migrated to a new webpage editing program named Drupal. Faculty, staff, and administrators are in the process of training to use the software. To date, more than 80 faculty and staff have received training and have taken responsibility for updating their area webpages. In addition, in January 2016, the College received Board of Trustees approval to hire a Marketing Specialist who will be responsible for updating and editing the content on College's webpage.

With regard to the mission statement, learning outcomes, educational programs, and student support services, all relevant information is reviewed for accuracy, clarity, and integrity prior to its being published in the Catalog, on the College website, and/or in other documents.

Mission

The mission statement, which was approved by the Board of Trustees in April 2014 (I.C.2), is readily available and accessible on the Oxnard College homepage under College Information and reads: *Oxnard College is a learning centered institution that embraces academic excellence by providing multiple pathways to student success.* The mission statement is also available on page nine of the College Catalog. (I.C.3)

The mission statement is also on display at numerous locations throughout the campus. (I.C.4)

Learning Outcomes (See I.B.2)

Information regarding institutional student learning outcomes (ISLO's) is available in the Educational Master Plan (I.C.5) and in the College Catalog on page 10. All faculty members map their course and program level outcomes to ISLOs. Program Level SLOs are published in the catalog. The faculty of Oxnard College, through a collaborative process, had originally developed ten ISLOs or Core Competencies, in order to identify what the faculty believes students should achieve in order to graduate with a degree or certificate. As discussed in Section I.B of this report, the College reverted to the original ten ISLOs, which were then slightly revised and appear in the 2016-2017 Catalog. The Faculty Handbook includes instructions for including CSLOs on course syllabi (I.C.6). Syllabi are reviewed by faculty and administrators to ensure CSLOs are included.

In addition, student learning outcomes are posted for academic and occupational programs on each respective program web page. A comprehensive list of all academic programs offered at the College is available on the Oxnard College website and on page 45 of the College Catalog. This list is updated annually by the office of the Vice President of Academic Affairs and Student Learning and then reviewed for accuracy by the College Articulation Officer and the College's administrative team.

As discussed and illustrated in Standard I.B.5, the College's research analyst annually publishes a report on student success and retention rates for distance education courses and

traditional courses. This report is available on the Oxnard College webpage of the Office of Institutional Research (I.C.7).

Information regarding available student support services is provided on the College webpage under “Services for Students” as well as in the College Catalog on pages 32-38. This information, updated annually by the Student Services Division, is reviewed for accuracy by the Vice President of Student Development and by the College’s administrative team.

Accreditation Status

Information regarding the College’s accreditation by the ACCJC is available on the College homepage under “College Information.” Accreditation status is included on page eight of the College Catalog.

Analysis and Evaluation

The College provides accurate, concise, and clearly presented information that students, potential students, and the general public can access on the website and in the College Catalog. The College has established procedures and processes for ensuring the accuracy of the information provided regarding its mission, learning outcomes, educational programs, and student support services.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard

The Oxnard College Catalog is available both in print and online as a viewable file or downloadable PDF document (I.C.3). The Catalog provides current and prospective students an accurate, up-to-date and comprehensive description of College services, programs, policies and procedures. Key College personnel produce, edit and review the College Catalog for accuracy and currency through an established process that includes a review of all course and program descriptions by the Articulation Officer and by each respective Department Chair and Dean. All remaining content regarding District policies, College procedures, and student services is reviewed for accuracy by the offices most closely associated with each policy, procedure, or service. The review of the catalog for accuracy and currency is a team effort led by the Vice President of Academic Affairs and Student Learning and the Vice President of Student Development. Catalogs for ten prior years are also available online on the Oxnard College website under “College Catalog”. The process and deadlines for completion of the catalog revisions are outlined in an annual memo to all individuals and offices involved (I.C.1).

The College Catalog is supplemented three times per year by the fall, spring, and summer schedules of classes. The schedule of classes also contains information about enrollment

policies and procedures, assessments, orientation, educational planning services, financial aid, adding or dropping courses, and more. Included in each schedule of classes is a chart that explains where to go for assistance for various concerns. The schedule of classes is available on the College website in a real-time searchable format that is continually updated to reflect any changes.

Analysis and Evaluation

The College Catalog is regularly edited and reviewed for accuracy. All courses and program information as well as District and College policies, procedures, and requirements are reviewed and edited by College personnel.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The Office of Institutional Effectiveness compiles, produces, and publishes a variety of reports that document the College's commitment to student achievement. These annual reports are posted on the College's webpage and include:

- Retention and Success Rates
- Degrees and Certificates by Program and Major
- Transfer Pathways to CSU/UC
- Institutional Effectiveness Partnership Initiative (IEPI) Goals
- Student Success Scorecard

Until 2015-16, all instructional programs conducted an annual review and a comprehensive review every three years. As of spring 2016, every instructional program at Oxnard College will be required to complete the comprehensive review every three years and provide a one-page update annually. The Program Effectiveness and Planning Report (PEPR) Form is used to conduct the comprehensive review (I.C.8). In a collegial and collaborative process, faculty, staff, and administration review and analyze several performance indicators including productivity (efficiency), course and program retention and success rates, and enrollments. In addition, faculty members discuss their progress in completing course and program level Student Learning Outcome (SLO) assessments and subsequent analysis and insights gleaned from those assessments. After completing these quantitative and qualitative assessments, faculty members describe their requests for resources and tie these requests and their program's purpose to the College's mission and goals.

Data documented in eLumen are reflected in the retention and success rate reports, the Student Success Scorecard and other success and achievement reports, which are posted on the College's webpage regularly.

Analysis and Evaluation

Difficulties arising from the migration of one version of eLumen to another created some delays in SLO documentation. However, as indicated in Standard I.B.2, academic leadership in spring 2016 is working with appropriate groups and the Academic Senate to officially revise the ISLOs and provide guidance in mapping course and program SLOs to the revised list of ISLOs. Mapping is nearly complete for instructional programs.

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

As indicated in Standard I.A, Oxnard College clearly provides its vision, mission, values and goals both on the College website and in the College Catalog. The College provides accurate, comprehensive listings of the course requirements for certificates and degrees in the College Catalog. Catalogs are available in hard copy at the bookstore, admissions and records, counseling services, the library, and each division office, and the Catalog is available online in a downloadable PDF format.

Each certificate and degree program listing includes:

- A description of the program and its purpose;
- lead faculty contact information;
- admission requirements (when applicable);
- degree or certificate required courses;
- recommended additional courses (when applicable);
- Program Student Learning Outcomes (PSLOs); and
- descriptions of all courses in the program

Each program that grants a degree and certificate of achievement (COA) lists the program's corresponding PSLOs on its webpage and in the College Catalog.

These PSLOs are identified in eLumen where assessment results and changes made upon analysis of results are documented. Academic programs are required to track progress toward implementation of student learning outcomes including identification of the outcomes, development of a common rubric for assessment, discussion of results of that assessment, and tracking changes made as result of discussions.

All programs have a page on the College's website, which contains information about the program's purpose, description, PSLOs, CSLOs, career opportunities, degrees and/or certificates awarded, and links to the program's listing in the College Catalog. Academic counselors and department chairs, especially for occupational programs, advise students regarding the courses needed to complete a degree or certificate.

The Career and Technical Division also describes its programs in terms of purpose, content, and course requirements by designing and distributing program brochures. (I.C.9)

Analysis and Evaluation

Oxnard College uses multiple formats to describe its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. This information is disseminated through a variety of media. Program outcomes (PSLOs) have been identified through cooperative, departmental discussions. These PSLOs are identified in eLumen and are communicated on the program's webpage, as well as in the College Catalog. Assessments are conducted and regularly documented in eLumen for all instructional programs.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College provides comprehensive information about its mission, programs, and services to the public through a variety of resources, including the College website, program web pages, student service web pages, the College Catalog, and the Schedule of Classes. Additionally, current students and employees receive communications through the student and employee portals at my.vcccd.edu as indicated in Standard I.A. The College mission statement, vision, values, and goals are clearly communicated both on the College website, in the College Catalog and in the Faculty Handbook.

Institutional policies and procedures are reviewed regularly through the governance process utilizing a committee structure outlined in the Participatory Governance Handbook (PGM) (I.C.10). This process involves review of institutional policies and procedures to assure integrity in all representations of the College's mission, programs, and services. The PGM underwent extensive analysis and revision in fall 2015 through a collaborative process involving the Academic and Classified Senates, the College administration, and student leadership.

Analysis and Evaluation

The Oxnard College Academic Senate leads the campus on academic and professional matters, and addresses all matters either directly or through its designated committees. The [Academic Senate website](#) describes actions and provides minutes from each meeting.

The Oxnard College Classified Senate supports and advocates for all classified staff on matters of participatory governance. The Senate interfaces with College management in the implementation of the College's goals and objectives, and the Senate collects, evaluates, and disseminates information to and from classified staff as appropriate. The [Classified Senate website](#) provides actions and minutes from each meeting.

The Associated Student Government (ASG) assumes responsibility for expressing student concerns, interests, and viewpoints to the administration and College community. The ASG [Constitution and Bylaws](#) are posted on the College website.

Oxnard College's participatory governance groups review policies and procedures in light of the VCCCD Board of Trustees Policies (BPs) and Administrative Procedures (APs) which are updated and made available on the VCCCD website, as necessary. Contact information is provided on the webpage for inquiries and additional information.

The District's Decision-Making Handbook (DMH) (I.C.11) outlines "how employees are involved in the processes that lead to recommendations in their respective areas of responsibility and the accountability they have in decision-making." The VCCCD Decision-Making Handbook further declares: "The information contained in this guide enhances our decision-making processes, making it clear how proposals move from conception to Board adoption."

In terms of publications, the College has established procedures for regular review of the College Catalog to assure integrity of information regarding its mission, programs, and services. The catalog is produced and reviewed annually for accuracy and currency by the offices most closely associated with each policy, procedure or service. The Vice President of Academic Affairs and Student Learning and the Vice President of Student Development are responsible for coordinating the work of all of the individuals who review the Catalog for accuracy and currency. The executive leadership works with the Articulation Officer and the Curriculum Technician to draft a College Catalog production schedule.

After creating a first draft of the catalog, the review team consisting of the two vice presidents, the College registrar, articulation officer, instructional data specialists, deans, and student services supervisors proofread the draft and send a second round of edits to the leadership team. The technical data specialist checks all PSLOs in the catalog for accuracy and consistency with those that have been uploaded in eLumen.

The leadership team sends the second draft to the graphic designers for final formatting and insertion of images. After receiving proofs from the graphic designers, the Vice President of Academic Affairs and Student Learning distributes the draft a final time for review. Team members then make any required changes before the catalog is sent to the printer and posted online.

Policies, procedures, and regulations are presented in the Faculty and Staff Handbooks available through the employee portal and on the College website. These handbooks are designed to be a resource to faculty and staff for District procedures, policies, and regulations that are applicable to their role at the College. They also provide an overview of some of the services and resources that are available to assist them in implementation.

Analysis and Evaluation

The College regularly reviews institutional policies and procedures to ensure integrity in all representations of its mission, programs and services through the participatory governance process. Regular review of publications involves a coordinated effort with multiple checks to ensure accuracy and continuity in all published and online materials.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses including textbooks and other instructional materials.

Evidence of Meeting the Standard:

The College provides both current and prospective students with information about the total cost of their education, both in the College Catalog and on the College website. The 2015-16 College Catalog specifies all fees on pages 19 to 21 (I.C.3). Although the catalog does not include specific information about the costs of textbooks, students can use the online bookstore site to locate required texts and their cost.

The College website also provides current and prospective students with extensive, accurate, up-to-date information about tuition, fees, fee waivers, and other required expenses (I.C.12).

In addition, on the Financial Aid Office webpage, students are provided with links information on fees, financial aid, payment plans, scholarships and grants. This department's webpage also includes a link to information about the total cost of attendance (COA), estimated family contribution (EFC), and financial need (FN). Students are provided descriptive information, helpful charts, and a video explaining EFC.

The College website provides [Gainful Employment information](#) for each certificate program that is approved for financial aid. All programs offering Certificates of Achievement are required to review and update their gainful employment information annually. All new programs are required to provide gainful employment information before the Financial Aid Department can submit the program as eligible for federal financial aid. This policy ensures that useful, up-to-date information is provided for students.

To assist students with educational planning, the Gainful Employment Disclosures webpage provides information regarding the career pathway, cost of the program, including tuition, fees, books, and supplies, financing options, and length of the program.

Analysis and Evaluation

The College provides extensive, accurate information to current and prospective students regarding the total cost of education, including tuition, fees, textbooks, and other expenses, through multiple media including the College Catalog and various webpages on the College

website. In addition, students are provided gainful employment information and useful financial aid resources on the College website.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies including faculty and students (ER 13)

Evidence of Meeting the Standard

The College is guided by published Board policies on academic freedom and responsibility. The VCCCD established BP 4030 Academic Freedom, which addresses academic freedom (I.C.13). This policy clearly states that academic freedom is the “cornerstone of a college” and that freedom in teaching is “fundamental for the protection of both faculty and students in teaching and learning.” The related Administrative Procedure (AP) 4030 Academic Freedom is in evidence (I.C.14).

Links to these policies are provided on the Faculty and Staff pages of the MyVCCCD Portal. In addition, a statement of academic freedom is published in the College Catalog, and the Faculty Handbook addresses academic freedom on page 19.

Faculty are expected to adhere to the Code of Ethics published by the American Association for University Professors and reaffirmed by the Oxnard College Academic Senate in fall 2015 (I.C.15) and included in the Faculty Handbook on page 11 (I.C.6).

Analysis and Evaluation

Board policy makes clear the institution's commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere of intellectual freedom. Board Policies (BPs) and Administrative Procedures (APs) regarding academic freedom and responsibility are established by the VCCCD and published on the website for public access. The College's Catalog and the Faculty Handbook also state and reference these policies and address the issue of the faculty code of ethics.

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College and the District establish and publish very clear policies regarding honesty, responsibility, and academic integrity. The District has established the following Board Policies (BP) and Administrative Procedures (AP) regarding these matters:

- BP 5500 (I.C.16) and AP 5500 (I.C.17) Standards of Conduct
- BP 5520 (I.C.18) and AP 5520 (I.C.19) Student Discipline Procedures
- BP 5530 (I.C.20) and AP 5530 (I.C.21) Student Rights and Grievances
- BP 3900 (I.C.22) and AP 3900 (I.C.23) Speech: Time, Place, and Manner

These policies were established to ensure that the College provides a safe, respectful, and productive learning environment for all constituents, including students, staff, faculty, and administrators, and promotes honesty, responsibility, and academic integrity. BP 5500 regarding standards of conduct states that “Student conduct that negatively impacts the ability of students to meet their educational goals or employees to carry out their professional job responsibilities will be subject to the terms of this procedure.” The policy clearly defines conduct that is subject to discipline and potential disciplinary action in Administrative Procedure (AP) 5520.

The Oxnard College Catalog deals directly with the issue of academic integrity on page 29.

On Oxnard College’s website, the faculty members have access to Turnitin’s plagiarism detection tools. In addition, the College Catalog delineates the consequences for breaches of the Student Code of Conduct. Appendix VII of the catalog describes the procedural mechanisms and types of discipline that can be imposed as a result of student misconduct.

On a related note, the Faculty Handbook reinforces the importance of providing a safe, supportive, cooperative environment in light of the mission of the College. (I.C.6)

Analysis and Evaluation

Oxnard College adheres to VCCCD Board Policies and Administrative Procedures regarding academic honesty, responsibility, and integrity. Policies apply to all constituencies and include specifics relative to each including student behavior, academic honesty and the consequences for dishonesty. Policies regarding cheating or plagiarism are clearly stated in the College Catalog, and the Faculty Handbook addresses professional conduct.

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Faculty members at Oxnard College are guided in their work by Board Policy 4030 Academic Freedom, which addresses academic freedom (I.C.13). This policy states, “Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter which has no relation to their subject.”

In addition, the Academic Senate has adopted the American Association of University Professors (AAUP) statement on ethics, which is included in the Faculty Handbook, on page 11. The AAUP statement reads:

“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty.”

The AFT contract, Section 12.3 B, on page 61 (I.C.24) focuses on regular evaluations of instructor effectiveness and is completed by students, deans, department chairs and faculty peers. Classroom appraisals by students are completed each semester for all faculty members in at least one course. This procedure provides feedback about delivery of the content as described in the Course Outline of Record as well as the students’ perception of faculty fairness, openness, and objectivity.

As part of the ongoing faculty evaluation process, students assess instructional faculty on multiple performance criteria including the following:

- Raises challenging questions or issues
- Encourages independent thinking and is open to other opinions
- Provides a positive learning environment for all types of students

Analysis and Evaluation

Following Board policy on Academic Freedom and the AAUP statement on ethics, Oxnard College faculty members distinguish between personal conviction and professionally accepted views in a discipline. Regular feedback from the evaluation process ensures quality of content and objectivity of information disseminated in the classroom.

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

This Standard does not apply to Oxnard College. The College does not require specific beliefs or worldviews of students or employees.

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

This Standard does not apply to Oxnard College. The College does not offer educational or support programs in any foreign locations.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College is committed to complying with and exceeding accreditation Eligibility Requirements, Standards, and Commission policies and to abiding by the required processes. The College and VCCCD follow Board Policy BP 3200 Accreditation (I.C.25), which describes the District's policy of compliance with ACCJC standards and processes. Per ACCJC requirements, the District website includes a webpage explaining the accreditation status of the Colleges and links to all accreditation reports and letters, in the interest of full disclosure to the public.

The College complies with public disclosure requirements. The College website hosts an accreditation page documenting the current accreditation status. (I.C.26) The College publishes its current accreditation status, which was reaffirmed on February 7, 2014.

In addition to the College's accreditation status, the webpage has links to all recent accreditation evaluations, reports, and ACCJC action letters. The College's midterm report from October 2013 and ACCJC's action letter are posted on this web page, and the accreditor's contact information is provided.

The College's Accreditation status is documented in the College Catalog on page eight.

The College's Accreditation Committee monitors the status of the College's compliance with accreditation standards and procedures and is responsible for coordinating efforts required for preparation of the self-evaluation and mid-term reports.

Analysis and Evaluation

The College fully participates in accreditation requirements and processes. All required reports are submitted to ACCJC in a timely manner. The Accreditation Committee is tasked with ensuring compliance with the accreditation standards and procedures.

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College consistently communicates its accreditation status on the College website and in the College Catalog to all constituencies, including external accrediting agencies, students, the Commission, and the public. The College complies with regulations and statutes of several external agencies and maintains positive relationships with these organizations. As indicated in Standard I.C.1, a number of Career Technical Education (CTE) programs are accredited by external agencies. For example, the EMT program is accredited by the Ventura County EMS. The Fire Academy program is accredited by California State Fire Training, and the Fire Technology Degree program is accredited by the International Fire Service Accreditation Congress (IFSAC). The Commission on Dental Accreditation (CODA), which is part of the American Dental Association, accredits the Dental Hygiene Program, and the California Association for Alcohol/Drug Educators accredits the Addictive Disorders Studies program.

Career and Technical Education (CTE) programs are guided by VCCCD Board Policy 4102 (I.C.27) CTE Programs and Administrative Procedure 4102 CTE Programs (I.C.28) and demonstrate integrity in their relationships with all advisory boards. All CTE programs have advisory boards consisting of members from local businesses and industry. Advisory boards review and approve curriculum proposals and provide updates on current needs in their respective industries. CTE programs meet with their advisory boards at least once a year.

In collaboration with the Ventura County Human Services, the College participates in the CalWORKs program and complies with this agency's regulations. The CalWORKs program provides supportive services to students who receive Temporary Assistance for Needy Families (TANF) in order to complete a vocational certificate or degree designed to prepare students for a successful transition to the workforce.

Analysis and Evaluation

The College demonstrates honesty and integrity in its relationships with external agencies and fully complies with regulations and statutes. The College describes itself in consistent terms to all of its accrediting agencies and communicates its accredited status on the website and in the College Catalog.

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

This Standard does not apply to Oxnard College. The College does not generate financial returns for investors, contribute to a related or parent organization, or support external interests.

Standard I C: Institutional Integrity List of Evidence

- I.C.1 [Catalog Revisions Memo 2015-16](#)
- I.C.2 [Board of Trustees Meeting Minutes April 2014](#)
- I.C.3 [College Catalog](#)
- I.C.4 [College Mission Statement Poster](#)
- I.C.5 [Educational Master Plan](#)
- I.C.6 [Faculty Handbook](#)
- I.C.7 [Distance Education Success and Retention Rates](#)
- I.C.8 [Program Effectiveness and Planning Report Form](#)
- I.C.9 [Sample CTE Program Brochure](#)
- I.C.10 [Participatory Governance Handbook](#)
- I.C.11 [District Decision Making Handbook](#)
- I.C.12 [Financial Aid Cost Information](#)
- I.C.13 [Board Policy 4030 Academic Freedom](#)
- I.C.14 [Administrative Procedure 4030 Academic Freedom](#)
- I.C.15 [Academic Senate Minutes Fall 2015](#)
- I.C.16 [Board Policy 5500 Standards of Conduct](#)
- I.C.17 [Administrative Procedure 5500 Standards of Conduct](#)
- I.C.18 [Board Policy 5520 Student Discipline Procedures](#)
- I.C.19 [Administrative Procedure 5520 Student Discipline Procedures](#)
- I.C.20 [Board Policy 5530 Student Rights and Grievances](#)
- I.C.21 [Administrative Procedure 5530 Student Rights and Grievances](#)

- I.C.22 [Board Policy 3900 Speech: Time, Place, and Manner](#)
- I.C.23 [Administrative Procedure 3900 Speech: Time, Place, and Manner](#)
- I.C.24 [AFT Agreement](#)
- I.C.25 [BP 3200 Accreditation](#)
- I.C.26 [Accreditation Page on College Website](#)
- I.C.27 [BP 4102 CTE Programs](#)
- I.C.28 [AP 4102 CTE Programs](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

II.A.1 All instructional programs , regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional program faculty members are involved in developing and revising curriculum consistent with Oxnard College's mission, and all curriculum is designed appropriately for higher education, culminating in attainment of identified student learning outcomes and achievement of degree, certificates, transfer to other higher education programs, or employment. Curriculum review and revision begin with the faculty experts at the department level. For new courses, faculty dialogue within a department focuses on courses that have a specific reason(s) for being offered in light of the College mission. This

purpose is listed on each Course Outline of Record (COR) under Standard I.B (II.A.1). Active courses are reviewed every five years for possible revisions or updates and every two years for CTE courses. Courses may be reviewed more often for meeting articulation requirements or changes to prerequisites or co-requisites. Meeting state mandated initiatives such as the Course Identification Numbering System (C-ID) may also necessitate review.

After departmental dialogue, new course proposals and revisions to current curriculum are submitted for review to the Curriculum Committee, which meets twice per month. The agenda for these meetings begins with the Oxnard College mission, so faculty completing curriculum review can maintain focus on that mission.

As part of the curriculum process, faculty members identify multiple methods of instruction and evaluation for each course, which they list on the course outline under items VI and VII (II.A.1). For courses identified for possible distance education delivery, the Distance Education Committee (DEC) evaluates the effectiveness of the proposed means of delivery and ensures that the course meets the same content and rigor as the traditionally delivered course.

Faculty at Oxnard College assess student learning outcomes, and discussions in department meetings focus on analyzing SLO data for improving course delivery and/or content. Faculty members also assess attainment of program level outcomes and general education and institutional learning outcomes since the instructional programs culminate in degrees, certificates, employment, or transfer.

All programs conduct comprehensive program review every three years. Until spring 2016, all instructional programs underwent abbreviated program review on an annual basis and comprehensive review every three years. Starting with the spring 2016 term, instructional programs are moving to a three-year cycle, but will complete a short annual update. Using the Program Effectiveness and Planning Report (PEPR) template (II.A.2) to conduct the review, program faculty members note recent curriculum changes and describe plans for future curriculum and program development in response to the need for currency, changes in four-year curriculum, and/or new state requirements. Also in the PEPR is a section where faculty members indicate how they are using SLO assessment results to improve and enhance learning in their respective programs.

Analysis and Evaluation

All instructional programs are offered in fields of study consistent with the College's mission. Oxnard College programs are appropriate to higher education and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment or transfer to other higher education programs. Disaggregated data is consistently collected to ensure that all modalities can be compared. Continuous improvement in student success is expected in all modalities.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Oxnard College offers a wide range of educational courses and programs encompassing academic transfer courses, career technical education, English as a Second Language, transfer general education programs (CSU GE-Breadth and IGETC), and basic skills courses. Students may earn four distinct types of awards demonstrating educational achievement including Associate Degrees for Transfer (AD-Ts), Associate Degrees (AA/AS), Certificates of Achievement (COA), and locally approved Proficiency Awards (PA).

At Oxnard College, the Curriculum Committee, a subcommittee of the Academic Senate, has primary responsibility for making recommendations in the areas of curriculum and academic standards to the Board of Trustees. The Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies to ensure that the curriculum is academically sound and adheres to requirements of Title 5 and Education Code, legislated and related initiatives such as Course Identification Numbering System (C-ID), Associate Degrees for Transfer (AD-Ts), and the Program and Course Approval Handbook (PCAH). The Curriculum Committee also ensures that the curriculum promotes student transfer by meeting University of California (UC) and California State University (CSU) requirements while remaining responsive to the evolving needs of the College's student population.

The Curriculum Committee at Oxnard College includes one voting faculty representative from each instructional area, library, and counseling department; one administrative representative; one classified senate representative; one student representative; one faculty representative from the faculty bargaining unit, AFT; a Transfer Center counselor; and the Articulation Officer. The Curriculum Committee is co-chaired by the Vice President of Academic Affairs and Student Learning and the Academic Senate President or designee. Ex-officio members include the Registrar and all instructional deans (II.A.3). Curriculum Co-chairs and the Curriculum Technician attend the Academic Senate for California Community Colleges' (ASCCC) Curriculum Institute each summer to remain current on curricular matters. They are members of the ASCCC curriculum listserv and attend other relevant conferences and meetings.

The Articulation Officer and Faculty Co-chair of the Curriculum Committee provide training to members of the Curriculum Committee during Professional Development Week and during curriculum meetings throughout the year. Past training sessions have addressed a wide range of topics as illustrated below:

- Updates from the Curriculum Institute (annually)

- Changes to Title 5
- C-ID and how to use the C-ID website
- SB 1440 and the creation of AD-Ts
- Integration of Objectives, Methods of Instruction, Methods of Evaluation and Assignments within the Course Outline of Record
- Course repetition vs. repeatability
- Articulation and transfer updates
- How to use the ASSIST website
- Writing Methods of Instruction

The Curriculum Committee meets twice per month to review and approve all new and revised programs and courses. Faculty members use the CurricUNET management system to create and revise all courses and programs. When faculty initiate a course or program modification in CurricUNET, their department colleagues, both full-time and part-time, and department chairs conduct the initial reviews and provide feedback. Then the Division Dean provides input and adds the appropriate codes including the Taxonomy of Program (TOP) code. Once a course or program has been moved forward by a dean, the curriculum technician launches it, and the course or program is added to the Curriculum Committee agenda. Each voting member of the Curriculum Committee is assigned to one of four review teams. Prior to each Curriculum Committee meeting, the faculty co-chair divides the curriculum on the agenda and distributes it to the review teams. Each team member is responsible for reading and editing all curricula assigned to his/her team and for entering all comments in CurricUNET.

Faculty responses are divided into “substantial edits” or those that require changes and “non-substantial edits” such as typos, questions, or comments. The Curriculum Committee co-chairs, the Articulation Officer, and the Curriculum Technician review all curricula prior to each meeting and record their comments in CurricUNET.

After a first reading before the full Curriculum Committee, all new and substantially revised courses and programs are added to the agenda for the District Technical Review Workgroup-Instruction (DTRW-I) which meets monthly during the academic year. The DTRW-I is comprised of the Vice President of Academic Affairs and Student Learning, Faculty Curriculum Committee Co-Chair, Articulation Officer, and Academic Senate President from each of the three colleges in the District. The DTRW-I reviews the curriculum forwarded by each college for technical compliance with Title 5, Education Code, District policy or procedure, CSU/UC transfer standards, and other legislative and CCCC mandates such as participation in C-ID and AD-Ts as indicated in the Decision Making Handbook

After DTRW-I review, all new and substantially revised courses and programs are returned to the Curriculum Committee for a second reading. Prior to each meeting, the curriculum technician and faculty co-chair review all second reading items and confirm that all required changes and corrections have been made so that curriculum moving forward is as accurate as possible. After the second reading, a course or program is considered to be approved by the

Curriculum Committee, and it is then forwarded to a Board of Trustees agenda. In order to be included on a Board agenda, notation of DTRW-I review and the Curriculum Committee approval date must be provided.

Both the Articulation Officer and the Curriculum Technician play an advisory role in the curriculum development and revision process. The Articulation Officer provides Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) major preparation documentation for transfer program proposals, advises faculty on course creation and revision to align with C-ID descriptors, and researches articulation transfer information for faculty designing courses and programs or attempting to align courses with CSU GE-Breadth or IGETC standards. The Curriculum Technician helps faculty having technical difficulties with curriculum input or revision and provides guidance for submitting courses and programs, in particular, to the California Community Colleges Chancellor's Office (CCCCO). The Curriculum Technician also provides assistance in referencing the latest edition of the Program, Course and Approval Handbook (PCAH) (II.A.4).

The Articulation Officer maintains the Active Course List (II.A.5) that includes the last date each course was reviewed and approved by the Curriculum Committee and the date the course is due for its review. This list is updated throughout each semester, distributed to the Curriculum Committee as well as to all Department Chairs and Deans, and posted online on the Oxnard College SharePoint site. Facilitating this task, Oxnard College has implemented practices for inactivating all courses not regularly offered, making them "historical" within CurricUNET, and removing them from the catalog, the ASSIST website, and the CCCCCO's curriculum inventory. All active course outlines are required to be current, to have SLOs attached to the Course Outline of Record (COR) within CurricUNET, and to be posted in eLumen. In addition, the College's Curriculum Committee Handbook (II.A.6) requires assessment of SLOs. All SLOs for active courses must be assessed or the courses will not be offered in the future.

In addition to adhering to the policies for review and update of courses every five years, and every two years for CTE courses, faculty at Oxnard College are continuously engaged in dialogue within their disciplines and departments regarding how best to improve student success through innovative curricula and teaching methods. Assessment of SLOs and the analysis and discussion that occurs when reviewing SLO data drives these discussions, which lead to curriculum revision and refinement of instructional methods.

Some recent examples of curricular changes that were made to increase student success include the creation of multiple, stackable proficiency awards within CTE areas that allow students to obtain job skills they can immediately use for gainful employment while continuing to work toward the Certificate of Achievement and eventually an Associate Degree. Another example is the Math Department's recent implementation of Transitional Mathematics I and II, a two-course algebra sequence covering pre-algebra and elementary algebra in an interactive mastery-based technology model that combines an hour of lecture with nine hours of lab weekly. Students are allowed to move through the material at their own pace, accelerating completion of pre-collegiate math for most students. In addition, the

Math Department created two new math courses, an intermediate algebra course for non-STEM students that will meet the math competency requirement and a course entitled “Pathway to STEM.” This course is for students who took the non-STEM version of intermediate algebra and now must complete additional material in order to bridge the gap and enter into a STEM pathway in mathematics. These new options for students are based on successful programs across the nation and are designed to move students through the bottleneck that occurs in mathematics, preventing completion of the Associate Degree and transfer.

Another new strategy for promoting student success is the creation of an Honors program. In fall 2015, Honors versions of several Anthropology, History, and Philosophy courses were approved through the curriculum process. Faculty plan to begin offering the courses in the 2016-2017 academic year.

Oxnard College faculty have participated in the C-ID process, revising existing courses and creating new courses that feed into the new Associate Degrees for Transfer. C-ID approved courses and AD-Ts, some in disciplines in which Oxnard College previously had no degrees, open new transfer pathways for students, further promoting student success.

Analysis and Evaluation

All faculty members ensure that the content and methods of instruction meet acceptable academic and professional standards and expectations. The Articulation Officer and Curriculum Technician assist faculty with submitting curriculum to a vigilant Curriculum Committee and provide guidance, advocacy and oversight in the development of curriculum. In meeting the five-year review requirement, and the two-year requirement for CTE courses, faculty assess student learning outcomes and update courses and programs regularly in order to ensure currency, improve instructional strategies, and promote student success.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

All instructional programs, including degree and transfer programs, career and technical programs and degrees, and English-as-a-Second Language and basic skills courses are required to have student learning outcomes that are regularly assessed for student achievement. Oxnard College has a central repository for course and program assessment reports, general education and institutional outcomes, and has institutionalized College wide dialogue on learning outcomes.

The faculty, administration, and staff at Oxnard College understand that assessment of learning outcomes is needed for a quality-learning environment. The alignment of student learning outcomes from the course level to the institutional level outcomes begins with mapping which is facilitated by discussion of assessment results. Much of the discussion occurs at the department level, especially among full and part-time faculty teaching multiple sections of a single course, and is focused on achievement of course and program SLOs. Most departments have standing agenda items regarding student outcomes at monthly department meetings. SLO coordinators have been designated for each program and/or discipline. These coordinators are responsible for assisting faculty in maintaining assessment results in the eLumen management system. Discipline faculty's review of assessment results leads to changes in teaching methodology, curriculum, and in the learning outcomes and/or assessments used.

In the Anthropology discipline, for example, ongoing dialogue regarding the SLO assessment process and how to improve outcomes is focused on data, which is used to drive appropriate changes in the learning environment. Early and continuous assessment is a critical part of the SLO process in the department, and the data is utilized to develop specific strategies that facilitate student success including one-on-one tutoring and special group work.

With the implementation of eLumen in 2011 as the College's repository for student learning outcomes and assessments, each instructional department "mapped" their CSLOs to their PSLOs and finally to the most appropriate institutional student learning outcomes. As a result of recent Learning Outcome Team (LOT) discussions, a decision was made in spring 2016 to restructure the SLO system, particularly with regard to the mapping of all learning outcomes. The discussion and analysis led to an awareness of some inconsistencies in mapping; consequently, the College has embarked on the process of converting the system from a split mapping structure to a hierarchical mapping structure. The new structure will ensure that courses are mapped to Program Level Outcomes, including General Education Student Learning Outcomes and Institutional Learning Outcomes.

Following current processes, program assessment results for each area are posted on the College website as required by ACCJC regulations. In addition to learning outcomes documentation in eLumen, the assessment results and plans for improvement are summarized in the program review document. Each Oxnard College program conducts program review as scheduled, using the Program Effectiveness Planning Report (PEPR) (II.A.2), which includes a section for discussing course and program SLO outcomes. Another section addresses how programs plan on improving instructional strategies and assessments. During the program review process, much discussion is conducted regarding the assessment results documented in eLumen and summarized in the PEPRs.

The Learning Outcomes Team (LOT) Committee, a sub-committee of the Curriculum Committee, assists faculty with student learning outcomes and their assessment. Co-chaired by a faculty member and Vice President of Academic Affairs and Student Learning, was formed to establish a process for developing SLOs at the course, program and institutional levels. The committee plays an active role in supporting faculty in writing SLOs that are

specific, observable, and measurable. The monthly LOT meetings provide a venue for dialogue about adjustments to SLOs. At the meetings, different programs report out on their results and discuss areas of difficulty. Best practices are shared with faculty members at each meeting.

For example, at one of the meetings, the Addictive Disorders Program (ADS) program faculty delivered a stellar presentation (II.A.7).

The LOT Committee often receives feedback, suggestions, and praise for its leadership in assessment. Certain disciplines such as Anthropology, Dental Assisting, Geography and Physics have moved forward toward assessing every course offered every semester. During fall 2014 the transition from the older version of eLumen to the new platform was accomplished. This process allowed faculty to re-evaluate the learning outcomes used for each program and to make recommendations for their modification.

LOT has communicated to faculty in all disciplines that all course syllabi must include the course student learning outcomes (CSLOs) that are attached to the course outline. Faculty members are encouraged to discuss the CSLOs with their students as part of the routine review of the course syllabus. Both an electronic and hard copy version of the syllabi are available in each Division office. In communication with LOT, the Curriculum Committee determined in spring 2015 that the appropriate way to attach the course SLOs to the Course Outline of Record (COR) is to place the CSLOs in CurricUNET during the five-year review process and during the course modification process. The CSLOs are attached to the COR in CurricUNET as well for all new courses.

The Learning Outcome Team (LOT) continues to plan training, and through the coordination and support that it provides, LOT is leading the College in gaining proficiency with assessment of learning outcomes. As an example, the College Instructional Support Services scheduled a series of seminars on “*Student Learning Outcomes and eLumen*” in fall 2013. During the fall 2015 term, a more in-depth SLO workshop (II.A.8) was scheduled to coincide with the individual department meetings during the months of October and November. This SLO workshop focused on writing clear and precise Course Student Learning Outcomes that would produce useful assessment based data for the College. On November 19, 2015, an eLumen Webinar Recap was scheduled by eLumen personnel for Oxnard College faculty and administrators. This webinar addressed the implementation of “Strategic Initiatives” and organizing text and report-based processes such as the Program Effectiveness and Planning Report (PEPR), which can be incorporated in the eLumen platform.

LOT has facilitated the development of an assessment calendar for all courses currently being offered and/or revised for degree completion. In addition, LOT reviewed the ACCJC Accreditation Manual, which addresses the need to provide evidence of student learning outcomes. The Manual states the institution needs to provide evidence of institutional student learning outcomes and samples of student learning outcomes for courses, programs, certificates, and degrees. Institutions need to identify the end point learning outcomes that students must achieve, a course/program/certificate/degree, i.e., and the data derived from

summative assessments of how well students have mastered institutional and programmatic learning outcomes. Institutions should use and be able to provide disaggregated data and analysis that can inform the question, “How well is the institution achieving its educational (and programmatic) mission(s)?” In response, dialogue addressing the uploading of samples of student work/performance, such as portfolios, productions, recitals and projects, into the eLumen platform was initiated at the October 20, 2015 LOT meeting (II.A.9).

Analysis and Evaluation

Oxnard College regularly assesses learning outcomes for courses, programs, certificates and degrees following established institutional procedures for assessment and documentation of results. All current course outlines include student-learning outcomes, which are attached to the outline in CurricUNET. These course student-learning outcomes are included on the syllabus which is distributed in every class section.

As a result of recent Learning Outcomes Team analysis, conducted as part of the College’s commitment to continuous quality improvement, it was concluded that more work is needed to restructure the SLO system, especially as it relates to the mapping of all learning outcomes. Work has been initiated to convert the system from a split mapping structure to a hierarchical mapping structure to ensure that courses are mapped to Program Level Outcomes, General Education Student Learning Outcomes, as appropriate, and to Institutional Student Learning Outcomes.

II.A.4 If the institution offers pre-collegiate level curriculum it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The Oxnard College 2015-16 catalog describes most clearly how the College distinguishes pre-collegiate curriculum from college-level curriculum in the section with the heading Course Identification on page 90 (II.A.10). Pre-collegiate courses have a numeric designation of 99 or less. The catalog clearly states which courses are transferable.

Pre-collegiate courses in English-as-a-Second Language (ESL) lead to transitional (or developmental) pre-collegiate courses in English reading and writing. The transitional courses are carefully designed to lead students to succeed in college-level English courses. The College’s Transitional Mathematics program, on a parallel path with Elementary Algebra, leads to the transitional Intermediate Algebra course, followed by transferable mathematics courses. Students enrolled in ESL and transitional coursework in Reading, Writing, and/or Mathematics are further supported through the Writing and Reading Center and Tutorial Services, both of which are located in the Library and Learning Resource Center.

The CB21 coding for each course in the College's inventory is a standard element of the Course Outline of Record. CB21 coding indicates if the course is transfer level or one or more levels below transfer level.

Analysis and Evaluation

All pre-collegiate courses in English and mathematics directly support students in advancing to and succeeding in college-level curriculum in these areas. Examples of the special support provided are described in Standard II.B.

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Oxnard College programs leading to degrees conform to VCCCD Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates (II.A.11), which derives its authority from Title 5 of the California Code of Regulations §55063. AP 4100 establishes the following criteria for the Associate in Arts or the Associate in Science degree:

- Demonstrate competency in reading, in written expression, and in mathematics as defined in Title 5 §55063 for the appropriate catalog year.
- Satisfactorily complete at least 60 semester units of degree-applicable college work.
- Achieve a cumulative grade point average of no less than 2.0 in all degree-applicable college and university coursework attempted.
- Complete the major and/or area of emphasis coursework, a minimum of 18 semester units, prescribed in the State Chancellor's Office approved AA or AS degree with no less than a "C" or "P" (formerly "CR") in each course.
- Complete the required specified subjects and units in general education as defined in AP 4025 Philosophy and Criteria for Associate Degree and General Education (II.A. 12).
- Complete a minimum of 12 semester units in residency at the College granting the degree. Exceptions to the residency requirement can be made by the Board when an injustice or undue hardship would result.

These requirements are published on page 44 the Oxnard College Catalog (II.A.10).

- AP 4100 also establishes the criteria for Associate Degrees for Transfer (AD-T), the Associate in Arts for Transfer (AA-T), and the Associate in Science for Transfer (AS-T).
- Complete 60 CSU transferable semester units.
- Achieve a CSU transferable GPA of no less than 2.0.

- Complete the major coursework, a minimum of 18 semester units, prescribed in the State Chancellor's Office approved AA-T or AS-T with no less than a "C" or "P" (formerly "CR") in each course.
- Complete the CSU GE-Breadth pattern or IGETC pattern for CSU.
- Complete 12 semester units in residence at the college granting the degree.

The criteria for an AD-T are published in the College's 2015-16 Catalog (II.A.10). All approved degree patterns are listed at the beginning of a program's section in the Catalog.

All new and revised programs are approved by the College's Curriculum Committee, a subcommittee of the Academic Senate. In addition, they are reviewed by the District Technical Review Workgroup-Instruction (DTRW-I), and they are approved by the VCCCD Board of Trustees. The Curriculum Committee and DTRW-I ensure conformity to the standards of AP 4100 (II.A.11), Title 5 CCR §55063, and in the case of an AD-T, to the requirements of the state-adopted Transfer Model Curriculum (TMC). All degree programs must be approved by the state Chancellor's Office before being offered by the College.

During fall 2010, the practice of projecting course offerings two years out was established in order to plan appropriate time to completion. The Program Planning Matrices are available on the Oxnard College SharePoint site (II.A.13). This practice enables proper scheduling of courses needed for degree completion.

Analysis and Evaluation

All Oxnard College degrees and programs are designed in light of practices common to American higher education including their length, breadth, rigor, course sequencing time to completion, and synthesis of learning. All degrees meet the minimum requirement of 60 Associate Degree level units. College and District processes ensure full compliance with accreditation standards and Chancellor's Office requirements.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

As indicated in Standard II.A.5, in the fall 2010 term, the practice of projecting courses required for certificate and degree completion two years out was initiated at Oxnard College. Each discipline offering a degree or certificate developed a two-year scheduling matrix, identifying the semesters in which all courses will be offered. These matrices were carefully developed by the divisions/departments based on expected student demand and sequenced to ensure that any student pursuing the degree or certificate is able to register for the classes needed and complete the degree or certificate within a two-year time period. High demand courses are usually offered each semester while more advanced classes,

which only appeal to majors in the program, are offered on a less frequent basis. By following the matrices, Oxnard College addresses time to degree issues.

The divisions/departments carefully review the matrices during class schedule development. The overall scheduling blocks have been developed to make it possible for students to complete their graduation requirements by taking most of their classes at a time of day that is practical for their work/family schedule. The three basic time blocks are morning, mid-day, and evening. While sufficient enrollment is typically required to avoid class cancellation, some courses are offered despite low enrollment in order to facilitate students' completion of programs and degrees.

Analysis and Evaluation:

The combination of scheduling blocks and program matrices ensure that courses are scheduled in a manner that allows students to complete certificate and degree programs within a time period that is consistent with established expectations in higher education.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Oxnard College offers courses through several modes of instruction and systems of delivery: face-to-face, online, hybrid, and short-term formats. In all modes of instruction and systems of delivery, faculty take responsibility for verifying that the modality is appropriate to course content, facilitate student achievement of learning outcomes, and take into consideration the current and future needs of students.

The College offers several forms of distance learning including hybrid courses and totally online courses. Hybrid courses meet partially online and partially in a traditional classroom. Online courses meet almost exclusively online, but some instructors may require face-to-face orientation and/or on-campus testing.

The alternate modes of instruction in distance education benefit many current students because of the convenience and flexibility in scheduling. While these courses are offered through non-traditional modes of delivery, they have the same expectations and requirements as the classroom offerings. The principles of effective teaching that apply in a classroom are similar to those for teaching online.

The mission of the Oxnard College Distance Education Committee, a subcommittee of the Curriculum Committee, is to focus on the delivery and quality of distance education. The Committee also addresses web enhanced courses and professional development issues surrounding distance education. Distance Education Committee also discusses training for faculty, which is provided by a full-time Instructional Technologist who reports to the Vice

President of Academic Affairs and Student Learning; opportunities for ongoing professional development, and compliance with distance learning regulations. The Distance Education Committee developed the following expected outcomes:

- A venue for the College community to discuss planning and resources related to issues involving distance learning delivery, its enhancement, and student success in the distance learning environment.
- A completed Distance Education Handbook. (II.A.14)
- Appropriate policies and procedures regarding the acquisition, use, and maintenance of educational technology and information management systems in regard to distance learning.
- A source of information for faculty, staff, and management about available and appropriate educational technologies and information management systems in regard to distance learning.
- A source of information for professional development training for faculty teaching distance learning and for programs and projects that support student development and success in distance learning.

In addition to the work of the Distance Education Committee and its preparation of the Distance Education Handbook, the Curriculum Committee provides guidance for distance learning. The Curriculum Committee informs faculty that proposed or existing courses offered through distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of instruction in a course replaces face-to-face time, or if an entire course is to be provided through distance education. The review and approval process must follow the curriculum approval procedures outlined in VCCCD Administrative Procedure 4020 Program, Curriculum, and Course Development (II.A.15). “Courses offered through distance education shall be approved under the same conditions and criteria as all other courses.”

Oxnard College is committed to offering high quality distance learning to meet the changing needs of its students, in support of equity and success for all students. As stated in the Oxnard College 2013-2019 Educational Master Plan (II.A.16), “Distance Learning will continue to be an increasingly prominent mode of instructional delivery and student learning at Oxnard College.”

In terms of teaching methodologies, the range of methods of instruction available to teaching faculty at Oxnard College includes traditional lecture, collaborative group work, instructor demonstrations, multimedia presentations, and field presentations. In order to address the needs of a specific subject matter or student population, faculty members are encouraged to develop unique methods of instructional delivery and evaluation. For example, Oxnard College has been involved in a co-partnership with CSU Channel Islands (CSUCI) as part of the CSU GE Compass three-year grant project. The CSU “Give Students a Compass” was developed to provide California’s community college and university students with a more relevant, engaging, and coherent general education transfer curriculum. Under the Compass Project, teams of faculty for the California State Universities and their nearby California

Community Colleges experiment with alternatives to the current transfer curriculum, create local pilot programs that embed high-impact educational practices, and accommodate student mobility in ways that could ultimately inform an improved statewide curriculum. High-Impact Educational Practices (HIPs) are those that engage students intellectually. They are characterized by quality interactions between faculty and students and contextualized, real-world settings that illustrate the relevance of college learning.

As part of the Oxnard College component, “Enhancing Transfer Success with Sophomore GE Seminars,” faculty paired selected GE sophomore-level courses from CSUCI and Oxnard College in an interdisciplinary seminar format with a service learning experience in the classroom. During the spring of 2012, an Oxnard College Intercultural Communications course was paired with a CSUCI Sociology course. In the spring of 2014, a CSUCI Political Science course was matched with Oxnard College’s California Geography course. The goal was to improve student success rates in GE transfer courses and to make curriculum more pertinent to the student learning experience.

In addition, in spring of 2014, the idea of utilizing a collaborative structure across curriculum for developing instruction in STEAM (STEM and Art) courses was inaugurated (II.A.38). This effort was undertaken to make the sciences more engaging and to increase the student success rate at Oxnard College. Faculty collaborated in pairing two transferable GE courses, a Physical Geography course and an Art Appreciation course. This pairing allowed students enrolled in both courses to share service-learning projects that focused on sustainability. Students had direct experience with issues raised in both courses and the opportunity to analyze and solve problems in a college campus environment. The relevance of college learning was enhanced as students provided service to their community in a real-world setting.

Learning outcomes for students in STEAM included increased interest in the two targeted areas of curriculum; increased awareness of the targeted theme, sustainability; increased creative problem-solving and critical thinking skills; and increased awareness of STEAM integration. In support of STEAM at Oxnard College are: the STEM Center which provides funding and resources for faculty to develop and implement shared projects across the curriculum; academic departments involved; and maintenance and operations with staffing and support for campus-based projects.

In the fall of 2014, a cooperative project, “Aligning Learning and Academic Success (ALAS),” was launched by CSUCI and four regional community colleges: Oxnard College, Moorpark College, Ventura College, and Santa Barbara City College. These institutions pooled their resources and expertise to create the ALAS pipeline by focusing regionally on high-impact curricular practices and efficiencies that improve pathways to four-year degrees and support high-need students at critical transition points in the two-year to four-year pipeline.

Under Project ALAS, Oxnard College is charged with creating pathways to success strategies by forming learning communities of students, discipline faculty, and student services staff to

focus on accelerating the progress of students through the Oxnard College pipeline which involves earning an AA-T/AA-S degree and engaging in a four-year degree pathway. In addition, a Pathways to Success Outreach component facilitates outreach to high school juniors and seniors in the Oxnard College service area with the message: “College in Four Years: Two Years at Oxnard College and Two Years at CSUCI.” Under this grant project, faculty members are provided mini-grants to apply active learning and high-impact pedagogies in their courses.

In order to facilitate implementation of a wide range of teaching methodologies and learning support services, Oxnard College has maintained, and continues to support, a robust professional development program committed to educating faculty in the best teaching methodologies that reflect the diverse needs and learning styles of its student population. Prior to each fall term, a week of scheduled workshops is organized for faculty (II.A.17). Instructors in disciplines as varied as Art History and Biology learn to employ new and more effective ways to engage their students in various learning experiences.

Analysis and Evaluation

The College uses various delivery modes and emerging teaching methodologies, many of which have been developed in collaboration with CSUCI and neighboring community colleges. Such methodologies and learning support strategies reflect the diverse and changing needs of the student population in support of equity in success for all students. The College adopts new partnerships and methods in support of student success.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

All department chairs were surveyed to identify those departments that use department-wide and/or program examinations. Two programs, the Fire Academy and Transitional Mathematics, report using department-wide examinations.

The Fire Academy Coordinator reported that all California state-accredited fire academies are restricted to using one of two primary textbooks. State-approved exam questions are pulled directly from this material. Academies are granted the freedom to select from the approved library of questions when compiling block exams. This standardization of statewide exams was implemented to reduce bias and variation among academies and to provide consistent outcomes throughout the state.

The Math Department Chair reported that exams are standardized in Transitional Mathematics I and Transitional Mathematics II. The math faculty selects exam questions from the library of questions provided by the vendor of the software used for instruction and testing. Questions are selected to match the outcomes of each unit in the course, in order to

enhance reliability. Based on regular feedback from faculty teaching these courses and/or working in the Transitional Mathematics Lab, question-level changes are made in the standardized tests to address vocabulary barriers.

Assessment of prior learning is not formally implemented at the College, but the College does conduct placement assessment in English reading and writing, English as-a-Second Language, and Mathematics using the ACT COMPASS assessment program. This instrument was selected from the California Community Colleges Chancellor's Office (CCCCO) approved list of assessment instruments (II.A.18). The list was created pursuant to §55524 of California Code of Regulations Title 5, which required the Chancellor's Office to establish and update a list of approved assessment instruments as well as guidelines for their use. The CCCCCO was required to ensure that assessment instruments minimize or eliminate cultural or linguistic bias, are normed on the appropriate populations, and yield valid and reliable information. Under the auspices of the Transitional Studies Committee, consequential validity studies have been performed to aid in norming recommendations to the College population. Beginning fall of 2016, COMPASS will no longer be available and the College will be one of the first in the system to implement the new Common Assessment Initiative (CAI).

Scores for reading assessment and for the listening, reading, and grammar segments of the ESL assessment were adjusted based on study results and additional faculty validation activities.

Analysis and Evaluation

The College effectively employs multiple measures of assessment and follows processes that reduce test bias and enhance reliability.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit conversions. (ER 10)

Evidence of Meeting the Standard

The Ventura County Community College District awards credits that lead to certificates and degrees based on student attainment of learning outcomes. Program student learning outcomes are included in the catalog (II.A.10) and course student learning outcomes are included in the Course Outline of Record (II.A.1) and in the syllabus for each course offered.

Course units of credit are consistent with VCCCD Administrative Procedure 4020 Program and Curriculum Development (II.A.15) that sets forth procedures for program, curriculum, and course development. In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. The combination

of these hours is referred to as “student learning hours.” A course for which three units is awarded may meet four hours a week over a semester and still be in compliance with Title 5 Regulations §55002.5 if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

Oxnard College awards credit in compliance with Title 5, which specifies that one credit hour of community college work (one unit of credit) requires a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system. A course requiring 96 hours or more of lecture, study, or laboratory work at colleges operating on the semester system shall provide at least two units of credit. The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study, or laboratory work in half unit increments. Colleges of the District may elect to adjust the amount of credit awarded in proportion to the number of hours of lecture, study, or laboratory work in increments of less than one-half unit.

Consistent with federal regulations applicable to federal financial aid and eligibility, the District assesses and designates each of its programs as either a “credit hour” program or a “clock hour” program. For purposes of federal financial aid eligibility, a “credit hour” shall be not less than,

One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately (15 weeks for one semester or trimester hour of credit) or (10 to 12 weeks for one quarter hour of credit), or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This definition of the credit hour in AP 4020 is derived from Title 5 of the California Code of Regulations §55002.5, which is also quoted in the Oxnard College Curriculum Committee Handbook in the section providing directions for completing the Course Outline of Record (II.A.6).

When planning the schedule for an academic term, course sections are entered into the Banner system. The Instructional Data Specialist runs an hours verification report to ensure scheduling compliance with the credit-hour standards, and the departments/divisions adjust scheduling, if necessary.

Analysis and Evaluation

Oxnard College awards credit, degrees and certificates based on student attainment of learning outcomes and units are awarded according to generally accepted norms in higher education. Each program is designated as either a credit hour or clock hour program.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

In terms of transfer of credit, Oxnard College recognizes that in order to expedite certificate and degree completion for students with previously earned units from other institutions, and to facilitate student transfer to four-year institutions, transfer of credit policies and practices must be clear, easily accessible and aligned with the VCCCD, as well as with other California Community Colleges, the California State University (CSU) curriculum, and the University of California (UC) curriculum. Policies relating to transfer-of-credit for the VCCCD are encompassed in Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates (II.A.11) and are available to the public both in BoardDocs on the VCCCD website and in the Oxnard College Catalog (II.A.10) in the sections addressing Graduation Requirements and Transfer information. The policies that the VCCCD adopted in AP 4100 (II.A.11) are based on resolutions adopted by the Academic Senate for the California Community Colleges (ASCCC), including Resolution 09.02 S10, “General Education (GE) Reciprocity” and Resolution 15.01.S11, “Reciprocity for TMC courses in Associate Degrees for Transfer to facilitate time to degree.” In addition, AP 4100 (II.A.11) references the ASCCC’s Statements on Reciprocity, Course substitution, and Credit by Exam, in light of AA-T and AS-T Degrees (September 2013). These policies permit Oxnard College to apply coursework or a comparable course from regionally accredited colleges or universities toward the requirements for certificates and degrees.

In addition to having previously earned college credits, students come to Oxnard College with Advanced Placement (AP), International Baccalaureate (IB) and College Level Examination Program (CLEP) scores. These students are awarded credit as detailed in the District’s AP 4235, Credit by Examination (II.A.19). This policy appears in the Oxnard College Catalog (II.A.10) as well as in BoardDocs. Students must submit official scores so that evaluation of those scores can be completed by a counselor, using the AP, IB, and CLEP placement charts, approved by the Curriculum Committee, and published in the Oxnard College Catalog (II.A.10).

Oxnard College adopted the AP, IB, and CLEP placement charts endorsed by the ASCCC through Senate Resolutions 4.01 S09, 09.01 S10, and 09.01 S11. These placement charts

align the awarding of units within Title 5 General Education Requirements, §55063 with the CSU's policies for awarding credit toward fulfilling CSU GE-Breadth, in Executive Order 1065. They also align with the policies for awarding credit within the Intersegmental General Education Transfer Curriculum (IGETC) in the current version of the IGETC Standards.

Students seeking credit within specific majors for college credits earned prior to attending Oxnard College meet with a counselor to determine if credit can be awarded without a petition. It may be determined, however, that a petition will be required so that discipline faculty may review and approve.

For courses within the District, the VCCCD does not have a common course numbering system across the three Colleges, so the three Articulation Officers maintain the VCCCD Articulation/Comparable Course List (II.A.20). This list, which establishes course equivalency across the District, is updated annually by the Articulation Officers, approved by discipline faculty, and distributed to the Instructional Data Specialists and Counselors at all three Colleges. The Instructional Data Specialists input all course equivalencies into the Banner system to block students from registering for courses determined to be comparable to coursework already successfully completed and wherever credit would be duplicative. This procedure helps students avoid taking unnecessary courses and prevents repetition of courses not specifically permitted by Title 5, §55040 and §55041.

With regard to articulation, Oxnard College, as an early and active participant in the Course Identification Numbering System (C-ID), revised existing course outlines to align with C-ID descriptors and created new courses for Associate Degrees for Transfer (AD-Ts) using the descriptors. C-ID has expanded articulation and ensured that courses have common learning objectives and outcomes.

New transfer pathways have been secured with the creation of the AD-Ts, which add guaranteed CSU admission, a GPA "bump" (a slight percentage adjustment to a transferring student's GPA, to make them more competitive), and degree completion with 60 units serving as the articulated lower division major preparation coursework. Oxnard College has developed AD-Ts in every major in which it had an existing AA or AS degree that matched the 24 AD-T disciplines, as required by SB 1440, and met all CCCCO deadlines in the process. Further, the College focused on additional AD-Ts in new majors including Communication Studies, Geography, and Kinesiology. In addition, Oxnard College created new degrees in Global Studies and Social Justice Studies to match the Areas of Emphasis (AoE) templates. These new AD-Ts and Areas of Emphasis will standardize the transfer pathways for many of the Oxnard College students planning to transfer to CSU and will facilitate preparation for application to multiple CSU campuses. The guaranteed admission with the CSU system will mean that Oxnard College students will not need to wait an additional year to re-apply should they not be accepted to their CSU of choice. As faculty create more Areas of Emphasis and Model Curricula (MCs), Oxnard College will continue to develop aligned degrees to expand its offerings to students in order to facilitate degree completion and transfer.

Oxnard College maintains course-to-course and major preparation articulation agreements with all CSU and UC campuses through the ASSIST database and its processes as well as articulation agreements with some of the local independent institutions and others where Oxnard College students have a high transfer rate. Local private institutions include California Lutheran University (CLU), University of Southern California (USC), Pepperdine University, University of La Verne, and Loyola Marymount University. Articulation agreement requests by other four-year institutions are considered on a case-by-case basis. Articulation priority is given to VCCCD, in-state community colleges, CSU and UC campuses and to state-mandated programs and projects. When a new institution approaches one of the colleges within the District proposing articulation, all of the District colleges, through a College and District wide process, must approve this agreement according to AP 4050 Articulation (II.A.21).

Oxnard College will accept proposals only from regionally accredited institutions and examines their educational philosophy and alignment with the College's mission. The College also examines how an agreement with the transfer institution will serve Oxnard College students.

Analysis and Evaluation

The College makes clearly stated transfer-of-credit institution policies available to students and aligns expected learning outcomes for transfer courses to the learning outcomes of Oxnard College courses. The College develops articulation agreements, appropriate to its mission, where patterns of student enrollment between institutions are identified. Faculty work with transfer institutions to ensure documentation of course similarity is suitable.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Oxnard College describes its certificate and degree programs in terms of their general goals and purpose and their specific student learning outcomes. Together the general goals/purpose and student learning outcomes convey the scope of the program and its connection to the College's mission, and they enumerate the knowledge, skills and attitudes that the student completing a program will demonstrate. At the discipline level, faculty in all programs develop Program Student Learning Outcomes that include program-specific outcomes and outcomes that address the communication, information competency, quantitative competency, inquiry skills, ethical reasoning skills, and engaging diverse perspectives. As stated in the Oxnard College 2013-2019 Educational Master Plan (II.A.16),

Oxnard College provides an environment which encourages open-minded, independent and critical thinking. Classes are structured to emphasize in-depth

learning of fundamentals. Students are expected to take responsibility for their own learning, which means that they are expected to learn the art of independent study and to develop sound intellectual habits such as clarity, precision, and accuracy of thought; fair-mindedness; and conclusions drawn from facts and principles rather than prejudice, distortion, or half-truths.

All Oxnard College students who complete a degree need to achieve the Institutional Student Learning Outcomes (ISLOs) which focus on communication skills, critical thinking and analytic reasoning, quantitative reasoning, information retrieval and technological competency, and global perspectives and/or multicultural awareness. Not only do students complete some courses directly focused on some of these areas, but other courses included in certificate and degree programs further develop these skills as applied to the specific areas of study. These skill areas closely align with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes (II.A.22).

In addition, Program Student Learning Outcomes (PSLOs) that are specified in the College Catalog for each program include outcomes in communication and information competencies, quantitative competency, analytic inquiry skills, ethical reasoning, and ability to engage diverse perspectives, as well as program-specific learning outcomes. For example, the PSLOs for the Computer Networking/IT program include the following outcome:

Students will demonstrate competency in soft skills to include the ability to write utilizing proper grammar and spelling, the ability to work in a team in a research activity, and the ability to present a computer networking/IT topic as part of a team.

It is clear at the discipline level PSLOs are developed which address the communication, information, and quantitative competencies that pertain to each program within the discipline. These outcomes are in addition to program-specific outcomes for each program of study.

Analysis and Evaluation

Oxnard College includes in its programs, student-learning outcomes, appropriate to the program level, in communication, information, and quantitative competencies, analytic inquiry skills, ethical reasoning, and ability to engage diverse perspectives, in addition to program-specific outcomes.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based on student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and

interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting this Standard

Every degree offered by Oxnard College, whether within specific academic majors or career technical programs, requires completion of a pattern of general education. Within the College catalog, the various general education program options available for each major are explained (II.A.10). There are four options available, depending on the major chosen: Oxnard College General Education pattern, California State University General Education-Breadth (CSU GE-Breadth), Intersegmental General Education Transfer Curriculum (IGETC), and for those students completing the Associate in Arts (AA) in General Studies, Pattern II, they may instead choose to complete the general education pattern of their intended transfer institution, including meeting Title 5 minimum requirements (§55063).

College faculty developed a philosophy of general education for its degrees, as well as General Education Student Learning Outcomes (GESLOs) for all areas of general education, and both are published in the Oxnard College Catalog (II.A.10). Most recently revised and approved by the GE Committee and Curriculum Committee in April 2013, the opening statement of the General Education Statement of Philosophy and Rationale promotes the completion of a liberal arts curriculum that would help a student to develop the “capacity to think, communicate and live a fully human life” and that “a well-educated human being would understand the value of participating in the civic life of the community and contributing to the well-being of others.”

Recognizing that GE is not stagnant, the Statement of Philosophy goes on to say:

“These goals of general education are promoted and kept relevant by an on-going revision and expansion of the content of general education courses. In this way, new research and vital perspectives on human experience in all the cultures evident in world history and contemporary life are included in the curriculum.”

This philosophy has specific aims that address individual growth and career development, critical thinking skills, multi-cultural appreciation, and community life and responsibility.

GESLOs were developed through a robust process involving faculty across the campus during a two-year period beginning in March 2009 and ending in March 2011. The process included the GE Committee charging the various departments most closely associated with the GE areas to create drafts of GESLOs for their assigned GE area at department meetings. The Science department created the GESLOs for Natural Sciences. The PE/Health/Intercollegiate Athletics faculty, the faculty from Visual and Performing Arts (Art, Music) and the Humanities (Philosophy, English), and GE Committee members were provided with examples of GESLOs from other colleges to help begin their discussions. Once created, these drafts were then forwarded to the GE Committee for review and proposed edits and questions sent back to the departments for additional editing and

discussion. Finally, the GE Committee approved the GESLOs, sent them to the Curriculum Committee for approval. The result was an extensive list of GESLOs that reflect what the key outcomes for each area of GE. These GESLOs are mapped to both the CSLOs of the courses that fall within each GE area and to the ISLOs. The mapping of all GE courses to the applicable GE SLOs in that area was done by departmental faculty, reviewing CSLOs in each course approved for GE within an area and then linking each of those CSLOs to the GESLOs. In this way, reports can be run that show how the assessment of a single CSLO feeds into the GESLO and upwards to the appropriate ISLO.

The latest accreditation standards specify that “GESLOs include specific SLOs addressing the student’s responsible participation as a member of civil society” and “the importance of lifelong learning.” While these standards were expressed in Oxnard College’s GE Statement of Philosophy and Rationale, and inferred in several GESLOs, they did not appear in the GESLOs themselves. This prompted a minor revision to the existing GESLOs and specific SLOs in fall 2015/spring 2016. These new GESLOs were vetted through the Social Sciences department, General Education Committee, and then approved by both the Curriculum Committee and the Academic Senate. The Academic Senate also approved the entire list of GESLOs.

Oxnard College's GESLOs now address the Standard's requirement of "the student's responsible participation as a member of civil society" with the following GESLOs:

- Articulate the importance of responsible participation in their government, community and society.
- Explain the significance of cooperation and peaceful resolution in addressing societal conflicts.

The Standard's requirement of "lifelong learning" is now addressed in the following GESLO:

- Identify the skills they have learned in college that prepare them for lifelong learning.

Oxnard College’s GESLOs address the Standard’s requirements of “application of learning,” in the following GESLOs:

- Apply a methodological approach to scholarly analysis and critical assessment of the artistic and intellectual creations of Western and non-western cultures, for academic disciplines in the humanities. (Humanities)
- Apply critical thinking, methodologies, theories and paradigms appropriate to gender, ethnic, and multicultural studies. (Ethnic and Gender Studies)
- Assess the effectiveness and value of a given cultural artifact using standards appropriate to the medium and cultural origin of the work. (Humanities)

- Apply appropriate quantitative and qualitative methods to interpret and analyze pertinent data. (Natural Sciences)
- Utilize critical thinking skills in evaluating reports of scientific information regarding source, bias, and scientific method. (Natural Sciences)
- Apply critical thinking and methods of inquiry, including qualitative and quantitative analysis, appropriate to social science disciplines. (Social and Behavioral Sciences)
- Understand the complex blend of personal vision, social-cultural background, ethical values, and aesthetic judgment in their own artistic work. (Fine and Performing Arts)

There are many GESLOs that address “a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences” as evidenced, for example, in the following GESLOs:

- Demonstrate factual knowledge of the emergence and development of a set of ideas, an artistic form or medium, or a religious, philosophical, or artistic tradition. (Humanities)
- Explain how artistic (and literary) works from past and present civilizations are individual expressions of cultural, historical, and intellectual forces. (Fine and Performing Arts)
- Articulate how societies, cultures, and subcultures develop and change over time, and how they influence human behavior within specific contexts, including historic contexts. (Social and Behavioral Sciences)
- Demonstrate an understanding of the arts and humanities, including historical context and interrelationships with other disciplines. (Fine and Performing Arts)
- Demonstrate ability to utilize the research information technologies, reading abilities and theoretical frameworks that support lifelong learning about the study of human beings and their psychology, their behavior, their social interactions, their cultural diversity and the richness of their human heritages. (Social and Behavioral Sciences)
- Express an understanding of the relationships between science and other human activities that may include recognizing components of scientific decision-making and apply personal and social values within the process of decision making in scientific endeavors. (Natural Sciences)
- Properly use relevant quantitative and qualitative symbolic expressions to evaluate and understand argumentation and/or problem solving. (Communication and Analytical Thinking)

GE Approval Process

Every course proposed for inclusion in the general education curriculum is scrutinized by the General Education Committee, a subcommittee of the Curriculum Committee, comprised of

at least one faculty representative from each GE area prescribed by Title 5 including natural sciences, social and behavioral sciences, fine arts/humanities, language and rationality (English composition & communication/analytical thinking), and at least one from District graduation requirement areas of PE/health, and ethnic/gender studies, as well as a counselor. The Articulation Officer is a standing member of this Committee and the Curriculum Committee Faculty Co-chair or designee serves as co-chair. While additional faculty may also serve, to maintain balance on the committee, there are limits on the number of faculty from each discipline and department and no more than one dean may be a voting member (II.A.23).

The SLOs of all proposed courses are reviewed to make sure that the Course Level SLOs (CSLOs) fit within the GESLOs for the GE area where it is being proposed. GE committee members examine the course content to make sure the course is truly a GE course that meets the Title 5 definitions of courses appropriate for GE as outlined in §55063. The GE Committee also considers whether or not the course is typically a course approved for CSU GE Breadth and/or IGETC and where the CSU/UC would place a comparable course and examines where other District colleges place comparable GE courses. After the GE Committee votes to approve the GE courses as appropriate, they are placed on an agenda for the Curriculum Committee's approval, which is considered final.

While the three Colleges in the VCCCD have the same general education patterns and unit requirements, the process for course approval on each campus varies, as does the interpretation of which courses are appropriate to each GE area. In 2012-2013, an ad hoc District GE Committee was established by the District Council on Academic Affairs (DCAA) to address the VCCCD Board's Strategic Goal 1A "Establish a General Education subcommittee to develop ideas to improve commonality among courses at each college." The Committee consisted of the Curriculum Co-Chairs, Articulation Officers, and GE Chairs (or designee selected by the Co-Chair) from each of the three Colleges. The Committee was charged with the review of BP/AP 4025 Philosophy and Criteria for Associate Degree and General Education (II.A.12), particularly relating to GE SLOs and the use of GE SLOs for placement of courses and applicability of courses for fulfilling CSU GE/IGETC, to review the comparable GE courses across the District and their respective placement within GE areas at the various campuses with a goal of better alignment, and to examine practices of placement for courses in area F, Ethnic/Gender Studies.

Across the District, 71 GE courses were found to have discrepancies in their GE placement. The District GE Committee sent a spreadsheet reflecting the various GE placements at the three Colleges along with CSU GE/IGETC placement back to each campus. The GE Committee at each College examined these courses by reviewing their COR and SLOs and their placement within CSU GE-Breadth and IGETC. The GE Committees then made recommendations for changes in GE placement, including removal of some courses from GE altogether, and the Curriculum Committees at the individual campuses subsequently approved these recommendations and the results brought back to the District GE Committee for continued discussion. At Oxnard College, 31 courses were reviewed for alternative GE placement within the local GE pattern, with 21 courses ultimately removed from one or more

GE areas, and 4 courses approved for additional GE areas. The result of the effort District wide was that only 18 courses across the District remained in different GE areas. Some of the variations were due to differences in the COR and SLOs that make the placement of the course on each campus appropriate, others remained in a particular area because of alignment with CSU GE/IGETC approvals that were “grandfathered in” many years ago and others because of faculty decisions, particularly in regards to area F, where intent of the area is subject to interpretation. The GE committees on each campus have continued to monitor new courses added or removed from local GE patterns across the District to keep the Colleges aware of alignment issues.

Analysis and Evaluation

Oxnard College requires a component of general education in all of its degree programs based on a carefully examined philosophy that is stated in the catalog. The General Education Committee reviews courses for their appropriateness for inclusion in the general education curriculum in light of their student learning outcomes and competencies, and the Curriculum Committee approves the courses for general education.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All degree programs offered at Oxnard College include focused study in at least one area of inquiry or in an established interdisciplinary core. Oxnard College offers 36 Associate Degrees (AA and AS: Associate of Arts and Associate of Science), and 18 Associate Degrees for Transfer (AD-Ts: AA-T and AS-T.) Discipline faculty develops degrees according to standards and policies set forth by the Curriculum Committee. All new degrees are reviewed departmentally and by the Curriculum Committee, a committee of the Academic Senate, to assess applicability and alignment with the general College mission. Once approved at the District level by the District Technical Review Workgroup-Instructional (DTRW-I) and the Board of Trustees, degree programs are submitted to the California Community Colleges Chancellor’s Office for approval. All degree programs are published in the College Catalog with clearly stated Program Student Learning Outcomes that focus on study in at least one area of inquiry or in an established interdisciplinary core.

Proposed Career Technical Education (CTE) programs must additionally provide Labor Market Information (LMI) using a variety of data sources including regional economic studies, employer surveys, and news articles on industry/employment trends. An advisory committee must be created for each proposed CTE program, bringing together CTE faculty and local leaders and experts, to ensure that the curriculum is focused on an area of inquiry and meets industry needs.

Oxnard College seeks to guarantee that each program focuses on at least one area of inquiry and the relevance of each program, both new and existing degree programs, in both academic and career-technical areas through several institutional processes including the Program Effectiveness and Planning Committee's (PEPC) scheduled program reviews. In addition, the College requires regularized curriculum review of courses; the GE Committee's review of courses for inclusion in general education; local advisory committee meetings for CTE programs; and periodic departmental review. In addition to such coordinated processes, the Learning Outcomes Team (LOT) assists with the development and evaluation of course and program learning outcomes, a process that provides additional opportunities to examine specialized courses in an area of inquiry or interdisciplinary core.

Mastery, at the appropriate degree level, of key theories and practices within the field of study is based upon student learning outcomes and competencies developed for the specialized courses. Course Student Learning Outcomes (CSLOs) are integrated with and lead to attainment of program learning outcomes, which are integrated with and lead to general education learning outcomes, depending on the course, and institutional learning outcomes. The entire assessment of the SLO process, which includes assessment, review and dialogue and plans for improvement, ensures student mastery of the key theories, knowledge, skills, and practices within the field of study.

Analysis and Evaluation

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Specialized courses are based on student learning outcomes and competencies and include mastery, at the appropriate level, of key theories and practices within the field.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Students completing CTE certificate and degree programs demonstrate professional and technical competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. During the annual program effectiveness and review process, all CTE programs are required to complete additional sections of the program review report that focus on the advisory committee, employment opportunities, career trends, and current and projected labor demand (II.A.2).

When completing the PEPR, program faculty members draw data from various sources such as the Burning Glass and Economic Modeling Specialists International (EMSI) and other websites. The Program Effectiveness and Planning Committee (PEPC) members analyze the data in order to confirm continued need in the community for each CTE program so that student completers can secure employment.

All CTE programs undergo a District review every two years when they must present LMI data to the VCCCD Board of Trustees (the last time this was done was April, 2013). Programs track and report on gainful employment measures per Title IV Financial Aid rules. For example, in Dental Hygiene, the Commission of Dental Accreditation (CODA) requires that an annual survey of graduate employment be reported. In order to meet the requirement, program staff members annually distribute a graduate survey six to eight months after graduation (II.A.24). The Oxnard College Dental Hygiene program is able to report 100% employment of their graduates in a dental-related position.

Each CTE program must include in their PEPR a list of the members of the advisory committee, the date of the annual meeting, and minutes and agenda of the meeting. The advisory committees, which consist of faculty and industry professionals, discuss emerging trends in the field, as well as employment trends. Each CTE program relies on its advisory committee to provide observations regarding various aspects of the program including curricular changes, needs for newer technology, and performance of recent graduates. When an advisory committee recommends budget-reliant items such as new technology or equipment, the recommendation is linked to a resource request through the program review process and forwarded to the Planning and Budgeting Committee (PBC) for careful consideration. Recommendations for updating or adding to existing curricula are addressed through possible curricular changes that may be brought forward to the Curriculum Committee. The program effectiveness and planning process and input from advisory committees help ensure that students completing CTE programs meet current proficiency standards.

CTE program completers demonstrate competencies that prepare them for external licensure and certification. For example, the Dental Hygiene program, which leads to external licensure, has developed Program Assessment Competencies (PCA) (II.A.25) for each clinical skill taught in the program in order to satisfy the standards established by the Commission on Dental Accreditation (CODA). Students first learn the required information in a lecture format, followed by a demonstration of the skill in the lab. Next they are permitted to practice the skill, first on their typodonts (manikins) and then on their lab partners before being allowed to work on actual patients. Prior to demonstrating their competencies, they must apply their skills first on a typodont. At this stage of assessment, students may ask questions and faculty feedback is provided. If the faculty member observes that the student has successfully demonstrated the skill, he/she will direct the student to take a Program Competency Assessment (PCA) administered by the faculty. If the student does not succeed on the PCA, he/she is remediated and the PCA is re-administered until the skill is adequately demonstrated. Students are not allowed to progress in clinic until the PCA is mastered. At the end of each term, the PCAs are re-evaluated by the faculty for effectiveness. If it is determined that the PCA was not effective, a plan for modification is developed for implementation during the next PCA cycle.

At the beginning of the program, students are expected to perform at a “novice” level. At the midpoint, the students are expected to perform at a “beginner” level, and by the end of the program, they are expected to perform at a “competent” level. Student competency is

ultimately determined by pass rates for the written National Board Exams as well as the clinical state licensure exams. Oxnard College Dental Hygiene graduates have achieved a 100% pass rate for the last 10 years (II.A.26).

The Fire Academy program also leads to external certification. Consequently, the Fire Academy conducts skills testing for its students throughout the semester. These skills tests are mandated by the state, and students must successfully complete them in order to be certified. If the students do not pass their skills testing, they are remediated and retested.

In addition, students enrolled in the Emergency Medical Technician (EMT) program must pass skills testing in a laboratory setting in order to demonstrate competency. It is mandated that students earn a grade of “B” or better in their coursework in order to be eligible to take the National Registry EMT examination.

External certification is incorporated also in the Environmental Control Technology (ENVT) program. The curriculum, student learning objectives, and lab exercises for the program are designed to meet industry needs as determined through discussions with advisory board members and other industry participants. The primary goal of the ENVT program is to provide training in the skills and knowledge necessary to prepare students for employment in the ENVT field. In addition, Oxnard College provides students access to the environmental protection agency (EPA) certification exam. This certification is required for technicians wanting to purchase refrigerant and/or check system pressures, including the addition or removal of refrigerant. Although students can take this exam elsewhere, Oxnard College offers it at the lowest rate available with free study material, online practice exams and online testing. Oxnard College offers access to other online certifications but the EPA is the only industry-required certification.

External certification is incorporated as well in the Addictive Disorders Studies (ADS) program, which prepares students to enter the field of Alcohol and Drug counseling with all the responsibilities appropriate to that role. The Advisory Committee often recommends new curriculum for the program, and in some cases new courses have been created and approved by the Curriculum Committee. Also, all ADS program courses are approved by the California Association of Alcohol and Drug Educators (CAADE) organization. Upon completion of the ADS program, students are assessed through CAADE to become a certified Drug and Alcohol counselor through the State of California. In 2014-15, thirteen students were assessed, and eleven of those students passed, which is an 85% passage rate (II.A.27).

In the Computer Networking/Information Technology program, certification exams are not mandatory for students, but certification is important in the industry because it helps validate knowledge and student competency. As a result, students are encouraged to take certification exams at the conclusion of a course. The student is responsible for purchasing the certification exam to reduce the cost of the exams; Oxnard College became a Pearson VUE Testing Center and collaborated with Cisco and CompTIA to provide students with educational discounts on the certification exams. Several discounted exams are available:

CompTIA A+; CompTIA Network+; CompTIA Security+; Comp TIA Linux+, and Cisco CCENT/CCNA. The overall pass rate for Oxnard students has been 90-100% (II.A.28).

Another CTE program, the Culinary Arts/Restaurant Management Program (CRM), participates in an educational partnership with the Educational Foundation of the National Restaurant Association (EFNRA). This partnership provides professional certification for students who meet the competencies for each course. Certification is achieved when students demonstrate hands-on competency as well as competency in written exams provided by the EFNRA.

For the Automotive Technology program, Automotive Service Excellence (ASE) exams for certification are made available to students, but they are not required to take them to complete the program. These certification exams, however, are important in the industry since they help validate knowledge, so program faculty members encourage students to take them at the conclusion of a course. The College is unable to track certifications, however, unless students report results. The program is currently in the process of recertification through National Automotive Educational Foundation (NATEF), which is the instructional side of ASE. In addition, the automotive program has recently realigned the program structure in preparation for articulation with the newly developed BS degree to be implemented at Rio Hondo Community College in spring 2017.

The related Automotive Repair program, based on industry needs obtained through discussions with advisory board members and other industry participants, is designed to provide training, skills and knowledge necessary for employment in the Auto Body and Paint Industry. In addition, this training enables students to achieve ASE certification in collision repair. While student program completers have the option of taking the ASE after two years of relevant work experience and the I-Car Certifications, they are not required to do so. ASE certification requires prospective candidates to register for and take one or more of ASE's 40-plus exams. The tests are grouped into specialties for automobile, medium/heavy truck, truck equipment, school bus, and collision repair technicians as well as engine machinists, alternate fuels technicians, parts specialists, auto service consultants, and collision damage estimators.

Upon passing at least one exam and after providing proof of two years of relevant work experience, the candidate becomes ASE certified. Certification, however, is not for life. To remain certified, those with ASE credentials must be retested every five years.

In order to ensure that students completing CTE programs demonstrate technical and professional competencies that meet employment standards and lead to certification, assessment of learning outcomes is conducted. The course student learning outcomes are clearly stated on the course outline and syllabus so that all students know which learning objectives will be evaluated throughout the term. Faculty members are responsible for assessing these learning outcomes and reporting the results. In doing so, they follow the three-year program assessment calendar on which courses are scheduled for faculty to assess, evaluate, and modify. Part of the Program Effectiveness and Planning Report (PEPR) is designed to facilitate faculty discussion of both course and program SLOs (II.A.2). Faculty

members are required to address how they use results to improve teaching and learning in their courses. Faculty members provide program outcomes performance reports which are examined to determine how assessment results can be used to enhance program quality.

Analysis and Evaluation

Students completing CTE programs demonstrate technical and professional competencies that meet employment and certification standards.

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruptions.

Evidence of Meeting the Standard

At Oxnard College, the process followed for program discontinuance is based on Administrative Procedure (AP) 4021 Program Discontinuance (II.A.29). The program discontinuance policy states that when programs are discontinued, students currently in those programs will be given the opportunity to complete the program and/or transfer. The student will be accommodated by a teach-out period to complete the program in a timely manner.

Students affected by program discontinuance work with a counselor to create a plan of action in order to complete their educational requirements. As stated in the Oxnard College Catalog under Course and Program Information, (II.A.10) students enrolled in programs will be allowed to complete their degree or certificate, but they must meet with a counselor to create a plan to do so, and they must maintain continuous enrollment. As of fall 2012, no new students are able to declare a major in any discontinued program. Examples of discontinued programs include Ceramics, Computer Information Systems, and Accounting.

Analysis and Evaluation

When programs are being discontinued, appropriate arrangements are made with students so those students enrolled may complete the programs in a timely manner with a minimum of disruption.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting this Standard

Oxnard College evaluates its instructional programs through the Program Effectiveness and Planning Committee (PEPC). As explained in Standard II.A.1, each instructional program

had been required to conduct an annual review and a comprehensive review every three years, but as of spring 2016, all instructional programs moved to a three-year cycle, replacing the annual review with a shorter annual update (II.A.30). The Program Effectiveness and Planning Report (PEPR) (II.A.2) used for the three-year review includes analysis of data such as student enrollment, productivity, retention, and success rates, and labor demand (CTE only). Any program that chooses to make more frequent updates may do so.

This review also requires departments to assess curriculum changes, discuss plans for future curriculum, describe the SLO assessment process, and analyze the PSLO performance report. Finally, departments are required to report on the strengths of the program as well as any challenges to program improvement and its outcomes over the next year. In this way, the review process allows departments to evaluate their courses and programs on both quantitative and qualitative criteria and to identify current and future needs.

After significant discussion of quality issues and planned improvements, the Program Effectiveness and Planning (PEPC) process involves prioritizing resource requests. A key outcome of PEPC review is to identify program strengths and weaknesses and to determine where additional resources are required to plan and meet program goals in fulfillment of the College mission. The PEPC dedicates specific meetings each year to reviewing the completed PEPRs and then to assessing and prioritizing the resource requests. The timeline for this review is driven by the need to send resource rankings to the March meeting of the Planning and Budgeting Council (PBC). The PBC reviews all resource requests from the instructional and student services program review processes and makes allocation recommendations to the President when funds are available. As the institution moves forward on Institutional Effectiveness goals there is more data involving effectiveness of programs, their cost, and their standards.

Analysis and Evaluation

Oxnard College regularly evaluates and improves the quality and currency of all of its instructional programs including collegiate, pre-collegiate and career-technical programs regardless of delivery mode or location. The College systematically makes an effort to improve programs and courses in order to enhance learning outcomes and student achievement.

Standard II A: Instructional Programs List of Evidence

- II.A.1 [Course Outline of Record Template](#)
- II.A.2 [Program Effectiveness and Planning Report](#)
- II.A.3 [Curriculum Committee Membership](#)
- II.A.4 [Program and Course Approval Handbook](#)
- II.A.5 [Active Course List](#)
- II.A.6 [Curriculum Handbook](#)
- II.A.7 [ADS SLO Presentation](#)
- II.A.8 [2015 SLO Workshop Flyer](#)
- II.A.9 [LOT Meeting Minutes October 2015](#)
- II.A.10 [College Catalog](#)
- II.A.11 [AP 4100 Graduation Requirements for Degrees and Certificates](#)
- II.A.12 [AP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
- II.A.13 [Sample Program Planning Matrix](#)
- II.A.14 [Distance Education Handbook \(not yet approved by Academic Senate\)](#)
- II.A.15 [AP 4020 Program, Curriculum, and Course Development](#)
- II.A.16 [Educational Master Plan](#)
- II.A.17 [Professional Development Week Schedule Flyer](#)
- II.A.18 [California Community Colleges Chancellor's Office \(CCCCO\) approved list of
assessment instruments](#)
- II.A.19 [AP 4235 Credit by Examination](#)
- II.A.20 [VCCCD Articulation/Comparable Course List](#)

- II.A.21 [AP 4050 Articulation](#)
- II.A.22 [AAC&U Essential Learning Outcomes](#)
- II.A.23 [GE Committee Membership](#)
- II.A.24 [Commission of Dental Accreditation \(CODA\) Annual Survey of Graduate Employment](#)
- II.A.25 [Dental Hygiene Program Assessment Competencies](#)
- II.A.26 [Dental Hygiene Licensure Exam Pass Rates](#)
- II.A.27 [California Association of Alcohol and Drug Educators \(CAADE\) Passage Rates](#)
- II.A.28 [Computer Networking Certification Exam Passage Rates](#)
- II.A.29 [AP 4021 Program Discontinuance](#)
- II.A.30 [Program Effectiveness and Planning Annual Update](#)

B. Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College supports learning by providing sufficient library and learning support services to students. Librarians and staff collaborate in providing these services. One full-time Librarian and one part-time Librarian work with eight part-time Circulation Desk staff and one full-time Library technician. In addition, one part-time Writing-Reading Center coordinator works with 11 part-time tutors in the Center while one full-time Tutorial Services Specialist II works with 45 part-time tutors in the Tutoring Center.

In terms of capacity, the Library and Learning Resource Center's (LLRC) main floor computer lab area provides 90 computers for student use. These computers may be used to complete writing assignments, conduct research and attain information from the internet. The Writing-Reading Center provides 20 additional computers for students working to increase performance levels in reading and writing skills.

The Math Lab in the LLRC is used to teach courses in mathematics that use computers and software designed to help students increase mathematics skills. The Math Lab provides 37 computers for student use. Also in the LLRC is LLR 101 with 37 computers. While this room is used for large presentations, orientations, and trainings, it may be used as well to provide instructional support for smaller groups of students. In addition, seven study rooms are available to students and three more are set aside for faculty and staff use.

In terms of the holdings in the LLRC, the following provides a summary of titles, subscriptions and eBooks:

Titles held as of June 30, 2014 (all formats):	37,464
--	--------

Volumes held as of June 30, 2014 (print and electronic):	69,186
--	--------

Electronic Books (owned):	22,764
---------------------------	--------

Periodical Subscriptions:	65
---------------------------	----

eBooks leased from EBSCO for CY 2016 (generated from EBSCO search pages):

eBook Academic Collection	140,561
---------------------------	---------

eBook Community College Collection	51,786
------------------------------------	--------

Librarians provide ongoing instruction and orientations so that students and employees are able to develop research skills. Current orientations, workshops, reference services, and overarching research instruction are designed to promote positive student learning outcomes. Orientations and trainings are provided using learning technology and/or software available to students and faculty, both in the LLRC and in other classrooms using iPads and a projector.

Indirect assessment of all Library services, including reference, is conducted through general LLRC usage surveys. Survey responses reflect a strong correlation between successful research skill development and librarian reference assistance/instruction (II.B.1).

Faculty working with students in the Writing-Reading Center provides weekly workshops to help students focus on writing, reading, and study skills (II.B.2). Writing-Reading Center tutors participate in a tutor training program that consists of six hours of instruction prior to working with students and ongoing two-hour sessions that are conducted every two weeks

throughout the term. These two-hour bi-weekly sessions include faculty guest speakers from Letters and other departments on campus. During these sessions, tutors and faculty collectively address topics for future sessions. Faculty from departments across the College are contacted by the Writing-Reading Center Coordinator for suggested topics and input regarding tutoring practices in order to enhance the training sessions.

The Coordinator of the Writing-Reading Center uses GradesFirst to track student usage in the Center. Based on the data collected, hours and staffing are altered to meet the needs of students.

In addition to the Writing-Reading Center assistance provided to students, Oxnard College offers a robust tutoring program in multiple subject areas. All tutors who are hired to provide tutorial services are required to have at least one faculty recommendation and/or to provide unofficial transcripts with their employment application. New tutors are provided with a new tutor orientation on their first day of work. Tutors in content areas other than reading, writing, and mathematics are trained to assist students in one or more of these areas as appropriate and in the application of study skills as applied to the content in a broad range of courses including economics, biology, chemistry, physics, history, and Spanish. Tutoring is provided in mathematics and English-as-a-Second Language as well.

Throughout the term, tutors are also asked for input regarding potential professional development opportunities and areas for improvement through anonymous surveys and/or in-person meetings (II.B.3). During the 2015-16 academic year, the Tutorial Services Specialist has been working with the Writing-Reading Center Coordinator to research the College Reading and Learning Association (CRLA) National Tutor Certification. It is this staff member's goal to develop a specialized tutor training program that meets the CRLA standards for this Certification.

In addition to face to face tutoring in the LLRC, in-person tutoring is provided to science and math students in the STEM center (II.B.4). Online tutoring is also provided through a formal agreement with Smarthinking, Inc. as addressed in Standard II.B.4.

Analysis and Evaluation

Oxnard College provides sufficient library and other learning support services to students and to personnel responsible for student learning and support. These services are most adequate in terms of quantity, currency, depth, and variety to support the educational programs, regardless of location or means of delivery, and include a wide range of library collections, tutoring, Writing-Reading Center, computer laboratories, learning technology, and ongoing instruction for users of the library and other learning support services.

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The librarians and support staff, working in collaboration with the math instructors in the Math Lab, Writing-Reading Center, and the Tutoring Center Coordinator, select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission. The Assistant Dean of Transitional Studies, Academic Support and Library Services works with the Instructional Technology staff to determine specifications of computers, laptops, mobile devices, tablets, and other instructional technology requested by staff and faculty for instructional and student services utilization.

In addition, the librarians work with faculty and the library technician to order instructional materials including reference books, articles, anatomy models, and other materials requested by faculty and staff for student use. Hard copy and online library collections of books and articles including access to online databases such as CountryWatch, ERIC, MEDLINE, JSTOR, ProQuest and others are provided to students.

Analysis and Evaluation

Oxnard College selects and maintains educational equipment and materials sufficient to support student learning and enhance the achievement of the mission.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

As indicated in Standard II.B.1, indirect assessment of all Library services, including reference, is conducted through general LLRC usage surveys. Survey responses reflect positive evaluation of the services provided. According to in-class orientation evaluations (II.B.5), most students find the classroom sessions useful and informative. Students indicate intent to use the resources that are introduced. Students' comments indicate that library instruction is effective in supporting the curriculum and in meeting the Student Learning Outcomes of being able to identify, find, and evaluate relevant, reliable resources (II.B.6).

Assessment is conducted through hard copy and online surveys collected regularly throughout each term. LLRC staff members print hard copies and place signage throughout the library, including a link to the survey's online version. Students are encouraged to complete the survey.

Responses are reviewed by the Assistant Dean of Transitional Studies, Academic Support and Library Services and shared with the LLRC faculty and staff. Overall, through these surveys, students share that the LLRC provides excellent customer service and a welcoming and stimulating learning environment.

The LLRC staff works to make sure that the surveys are readily accessible on the student portal by sending them campus wide to all Oxnard College students and through text messages through the GradesFirst software.

With regard to evaluating the Writing-Reading Center's effectiveness, students are surveyed as part of the online and hardcopy surveys conducted through the LLRC. The Writing-Reading Center Coordinator, however, is in the process of working with the Dean of Institutional Effectiveness to create measurable student learning outcomes that can be assessed each term. Assessment of learning outcomes will then be conducted in addition to the LLRC survey for the Writing-Reading Center evaluation.

Tutoring services use GradesFirst to gather data on usage to respond to student need and to provide information for institutional research on student success.

Analysis and Evaluation

Oxnard College evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence they contribute to attainment of student learning outcomes. Results are used as the basis for improvement.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Oxnard College has documented formal agreements between the College and other institutions and/or third party companies that provide resources and services for instructional programs. The following are examples of some of the documented agreements:

- The College works with Smarthinking, Inc. to provide students online tutoring (II.B.7).
- The College works with Skills Tutor, Read and Write Gold, and Merit Comprehension Program for providing skills development in basic skills and English-as-a-Second Language (II.B.8,9,10).
- The LLRC purchases most of its student databases content from the Community College Library Consortium, a cooperative among all California Community Colleges. Additional vendors include JSTOR and American Psychiatric Publishing.
- Interlibrary loan services are managed through the Oxnard College Library Consortium (OCLC) as part of a District wide contract (II.B.11). In addition, the

- College is a member of the Gold Coast Library Network (II.B.12), a multi-type library cooperative in Ventura, Santa Barbara and San Luis Obispo Counties.
- The LLRC is a member of the Council of Chief Librarians, which represents the interests of the California Community College Library Deans and Directors to the California Community Colleges Chancellor's Office and to the Community College League of California (CCLC).

The resources and services available through these formal agreements are adequate for Oxnard College's intended purposes and are easily accessible and utilized. Information gathered through the LLRC surveys assists the staff in evaluating the services provided.

Analysis and Evaluation

Oxnard College collaborates with other institutions and other sources for library and learning support services for its instructional programs. The formal agreements are documented and the resources and services provided are adequate, easily accessible and utilized. Oxnard College takes responsibility to assure the security, maintenance and reliability of the services provided through the contractual agreements and regularly evaluates the services that are available.

List of Evidence Standard II B: Library and Learning Support Services

- II.B.1 [General LLRC Usage Survey](#)
- II.B.2 [Writing-Reading Center Workshop Schedule](#)
- II.B.3 [Anonymous Tutor Improvement Surveys](#)
- II.B.4 [STEM Tutoring Flyer](#)
- II.B.5 [In-class Library Orientation Surveys](#)
- II.B.6 [Library SLOs](#)
- II.B.7 [SmarThinking Service Agreement](#)
- II.B.8 [Skills Tutor Agreement](#)
- II.B.9 [Read and Write Gold Agreement](#)
- II.B.10 [Merit Comprehension Agreement](#)
- II.B.11 [District-Wide Library Consortium Contract](#)

C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Student Services regularly evaluates the quality of student support services and utilizes this information to make improvements. The College uses a significant amount of data and dialogue to identify students' need for support services and to monitor the quality of the services provided. One means of evaluating the quality of the services is conducting annual program review. Informing this process is the ongoing feedback regarding the effectiveness and satisfaction with the services. Student focus groups are conducted to assess effectiveness, and both paper and online surveys are administered. Specific steps are taken by departments to regularly evaluate the quality of the services provided, and much of the data collected is reflected in the annual program reviews, as illustrated by the following examples.

Admissions and Records (A&R): Each spring, A&R utilizes SurveyMonkey to poll student opinion on topics such as clarity of communication, professionalism, staff preparation, and effectiveness (II.C.1). Students are surveyed a week after they are provided the service in order to ensure that the experience is recent.

Student responses indicate a high level of satisfaction with the services provided, although continued improvement would enhance effectiveness. The survey results, which are used to identify specific areas that need improvement, are discussed in staff meetings.

Outreach and Recruitment: During the fall of 2015, conducted a Student Leadership Conference at Oxnard College in partnership with California State University, local school districts, and United Way. In 2015, over 500 high school students attended the event, which consisted of college information panels, financial aid workshops, and career workshops. Each year, participants of the Student Leadership Conference conduct survey evaluation of the event (II.C.2). Survey results are shared with partners in attempt to improve the event each year.

Student Health Center: During fall 2014, the Student Health Center contracted with the American College Health Association-National College Health Assessment to conduct a health survey designed to determine if students receive the type of services needed and if the services support academic success. (II.C.3) This survey, made available to each student enrolled in the College through their institutional e-mail, elicited the health and psychosocial issues that students identified as having impact on their academic achievement. Based on the

results of the survey, mental health services were increased and mental health success workshops were conducted in subsequent terms.

In addition to this special survey, the Student Health Center conducts an annual survey (II.C.4) to ensure that learning outcomes are met.

Educational Assistance Center (EAC): The EAC conducts an annual student satisfaction survey, both on paper and online (II.C.5). The EAC staff evaluates results and discusses improvements needed with counselors who also identify students having difficulties and accommodations needed in specific courses. The EAC Coordinator and counselors determine means to increase course completion and student success as well as movement to higher level courses.

The EAC administered an early alert electronic faculty survey asking about student progress in class and the kind of assistance that might be provided. Students who need assistance are sent an e-mail note, text message, or phone call to schedule an appointment with a counselor to discuss progress in class and the effectiveness of the accommodations provided.

Counseling: Counseling distributes a General Counseling survey each term with generally positive results (II.C.6). In 2014-15, however, with the implementation of the Student Success and Support Program (SSSP), General Counseling absorbed additional responsibilities to ensure that all new students completed an educational plan and follow-up services, but this area did not hire new counselors to meet the increased student demand for these services. As a result, the wait time to see a counselor exceeded two hours during the busy enrollment period. This extended wait time was a major concern that students expressed in the General Counseling survey.

Based on the survey results, General Counseling implemented, as of 2015-16, Express Counseling, group counseling sessions for all new students and arrangements for completion of an abbreviated educational plan after orientation. These initiatives helped reduce the wait time to see a counselor and increased the completion rate of educational plans and follow-up services.

Since the implementation of the SSSP, a broad array of campus constituents work in collaboration to evaluate and improve access to core services: orientation, assessment, registration, counseling/advising, and follow up with at-risk students. The Student Services managers conducted an in-depth review of the 2014-15 SSSP data (II.C.7) in order to make changes in the 2015-16 SSSP Plan (II.C.8). The data was presented to the Academic Senate, Classified Senate, Student Success Committee, Transitional Studies Committee, and the Associated Student Government.

The SSSP Task Force continues to meet monthly to review and recommend policies, procedures, and activities to enhance campus wide understanding of the philosophy and process of matriculation, to monitor SSSP data, and to determine ways to increase student success for all students.

To provide additional support for students, Oxnard College developed a Student Equity Plan (II.C.9) with assistance and direction from the Student Success Committee. In addressing student equity, the Student Success Committee examined achievement gaps in areas of student access, course completion, ESL and basic skills course completion, degree and certificate completion, and transfer. The Oxnard College student equity data indicated that disproportionate impact existed and was evident in a number of areas, especially among male students, and that lack of preparation for college-level work was a barrier to student success for a significant number of students. In addition, data showed that foster youth, veterans, and disabled students are disproportionately impacted. To address evident gaps, the Student Success Committee supported three major goals for the 2015-16 Student Equity Plan:

1. Institute an Equity and Access Pathway by creating cohorts of incoming students from underrepresented populations.
2. Implement a support program for male students, OMEGA, designed to increase achievement and retention levels through a learning community, tutoring, and mentoring.
3. Increase completion and success of basic skills students in mathematics and English courses.

In providing direction for the Student Equity Plan, the Student Success Committee recommended ways to link the Student Equity Plan with the Basic Skills Initiative (BSI) annual action plan (II.C.10). This connection was necessary to achieve the third goal, in particular, in the Student Equity Plan. The Student Success Committee now carefully monitors achievement of the three major goals for the 2015-16 Student Equity Plan, and the Counseling Department monitors the SSSP Plan activities. The student's portal includes a checklist of SSSP services completed by the student and a reminder to follow up with any remaining required services.

The Student Equity and Student Success and Support Program (SSSP) were carefully aligned with the college mission (II.C.11). The following are examples on the collaboration and alignment between the two student success plans:

1. Counselor Training on working with at-risk male students
2. Hiring of a Financial Aid Specialist through Student Equity to ensure disadvantaged groups such as foster youth, male students, and veterans; complete the financial aid process.
3. Hiring of a Student Equity Counselor to provide advisement and follow-up services to underrepresented student groups.

During the summer of 2016, Student Equity and SSSP will jointly offer an expanded summer orientation for incoming freshmen called "Condor Fest". The purpose of the orientation is to link new students to college services, meet faculty, and engage with counselors.

Analysis and Evaluation

Student Services regularly evaluates the quality of student support services and demonstrates that the services, regardless of location or means of delivery, support student learning and enhance accomplishment of the mission of the institution. The College recognizes that the ongoing evaluation of these support services will be a significant undertaking. Therefore, resources have been allocated to increase the capacity of the Office of Institutional Research to assist with evaluation. SSSP and Student Equity funds were used to hire a Dean of Institutional Effectiveness and Grant Initiatives to assist with evaluation of activities in both the SSSP and Student Equity Plans. Moreover, the College hired an Assistant Dean of Student Success to help manage the day-to-day planning and management of the SSSP Plan in coordination with faculty and staff.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The Division of Student Services provides the primary structure for fostering dialogue about student needs. Services provided by the various student services help students experience a smooth transition to post-secondary education and become familiar with the tools they need to succeed. Each year all student services areas complete program reviews (II.C.12). Prior to the 2015-16 academic year, a comprehensive program review was conducted every three years. Starting in 2016, all Student Services departments now conduct program review annually. Within each program review, the Student Support Service Department establishes and evaluates Student Learning Support Outcomes while providing appropriate services and programs for student achievement of those outcomes. Evaluating and reporting SLO results leads to continuous improvement of the services provided. (II.C13)

Below are examples of steps taken in student services as a result of the program review process, related analysis of SSSP and student equity, data, and assessment of learning support outcomes.

1. As mentioned in Standard II.C.1, in the fall of 2015, the Student Services Managers reviewed the SSSP data for 2014-15 and assessed gaps in students' completion of the core services through data analysis and extrapolation of data by gender, age groups, and ethnicity. The Student Services Managers used this data to make changes in the 2015-16 SSSP Plan.
2. The Student Success Committee provided direction for the Student Equity Plan based on analysis of data, with the goal to continually improve support program services. The Transitional Studies Committee, Classified Senate, Associated Students, and Academic Senate contributed to the Student Equity Plan as well. The Equity Plan was

designed in coordination with the SSSP Plan and the BSI plan. It supports SSSP initiatives as well as efforts funded through grants and the General Fund. The aim is to provide high quality instructional programs and student services that are clearly shaped to effectively support student success for all students.

Analysis and Evaluation

Student Services identifies learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Survey data has been used as one form of assessment (II.C.I). Assessment data is used to continuously improve student support programs and services. The program review process is central to identification and assessment of learning support outcomes and for making needed improvements.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Oxnard College provides appropriate comprehensive and reliable student services that promote equal opportunity and access. Services to students are delivered in person, through the [MyVCCCD student portal](#), the Welcome Center, and through e-mail and text messaging. The General Counseling Office offers academic advisement services that are accessible in person and online. The steps required to be admitted to Oxnard College are outlined on the College website and included in the College Catalog (II.C.14). All students must complete the following:

1. Apply for Admission
2. Complete the FAFSA online
3. Complete the English and Math Assessments
4. Complete the New Student Orientation
5. Develop a Student Educational Plan (SEP)
6. Register for Classes

Assessment placement levels are determined by multiple measures including COMPASS Basic Skills Assessment scores and the evaluation of test scores, high school transcripts, and transcripts from other institutions. Testing accommodations are provided for students with disabilities and non-native English speakers.

In September 2012, VCCCD went live with DegreeWorks, a planning tool to help students select and track the appropriate courses to meet their educational needs. Student educational plans are created in DegreeWorks to ensure student access to their educational plans. This tool allows students to create “What if” scenarios with different majors. When they run an

audit for different majors, they can see what courses need to be completed. Utilizing this tool has significantly assisted with student advisement when checking student progress.

GradesFirst was implemented also in 2014 to replace the SARS-GRID appointment system. This new appointment system is utilized District wide so counselors from the other two Colleges can view the comments. Having District wide access to the notes has also helped with student advisement. The services provided to students are tracked through GradesFirst. Students now receive text message reminders through GradesFirst to ensure they keep their appointments. Additionally, the College contacts students who are missing the SSSP requirements via email, text messages, and phone calls. This helps alert students of the need to complete the SSSP requirements to receive priority registration status.

The Catalog is updated on an annual basis with admission policies, degree/certificate and transfer goal additions or deletions, and all academic policies. The complete catalog is available online with the latest degree/certificate and transfer requirements (II.C.14). Students may visit the Transfer Center to speak with the transfer counselor to discuss student progress.

Oxnard College has taken multiple steps to increase equitable access. For example, the College has strong connections with the feeder high schools in the Oxnard Union High School District (OUHSD). Oxnard College hosts various Outreach and Recruitment events to promote a successful transition from high school to college. An AB 540 Guide (II.C.15) was developed to streamline and address the needs of undocumented students. In addition, the College has established, in partnership with OUHSD, opportunities for professional development for staff and community members, including:

- Oxnard Union High School Counselor In-Service
- Financial Aid CSAC Event—training for high school counselors and parents (English and Spanish)
- Financial Aid Cash for College
- Counselor Exchange: training for high school and college counselors

Oxnard College takes special steps to increase access for special populations. Examples of the steps taken include:

- Veterans Center is the central hub for our veterans program, offering a wide array of services to our student veterans including computer access, processing of veteran benefits, and counseling.
- Outreach and Recruitment conducts extensive school and community presentations to ensure students from local feeder schools and community residents are aware of the college's matriculation process and programs.
- Welcome Center with bilingual staff, maintains a "student first" philosophy to assist first-time students as they transition to college and continuing students who require assistance. The Welcome Center offers a wide array of student services designed to accommodate their needs in a "One-Stop Center" that promotes student success and

retention in a nurturing and welcoming environment. The Welcome Center staff assist students with their portal, answers general questions related to financial aid and registration, set up college tours, conducts classroom presentations, publish a student success handbook (II.C.16), and reminds students of SSSP requirements. The Welcome Center is managed by a Student Services Specialist and 4-5 Student Ambassadors.

- Educational Assistance Center (EAC) provides services and courses to support students with disabilities in the achievement of their academic and vocational goals. The instructional component promotes equal participation in mainstream academic programs through preparatory and skill maintenance courses, and offers courses for personal growth. The department strives to maintain a climate dedicated to open exchange and a commitment to the needs of those served.
- Foster Youth Kinship Center, established in 2015, this program assists foster care providers, relative/kinship care providers and nonrelative extended family members in learning essential skills for parenting the troubled and at-risk children in their care. The Foster and Kinship Care Education Program provides quality education and support opportunities to caregivers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth. The Foster and Kinship Care Education Program is a statewide program that includes an assessment of education needs, the development and provision of specialized instruction, educational support services, and jointly organized outreach efforts to the foster care parent population.
- Extended Opportunity Program and Services (EOP&S) provides services to low income and educationally disadvantaged students. Oxnard College EOPS is designed to give EOPS students the opportunity and assistance necessary to successfully complete their academic transfer and/or vocational program. EOPS support services assist students in overcoming the many obstacles that a new environment, new school or a new setting can present. Services for EOPS Students include: Specialized counseling, expanded orientation, book voucher, early alert program, and peer mentoring.
- CARE (Co-operative Agencies, Resources for Education) is an educational support assistance program under the umbrella of EOPS, for single heads of households (one parent household), currently receiving CASH AID/TANF/CalWORKs, with at least one child UNDER the age of 14.
- The California Work Opportunities and Responsibilities to Kids Program (CalWORKs) at Oxnard College work in collaboration with the Department of Social Services (DPSS) and the Greater Avenues to Independence Program (GAIN) to assist students who receive Temporary Aid to Needy Families (TANF) as a means of public assistance. Services include individualized counseling, work study opportunities, student success workshops.
- Student Health Center offers quality, confidential medical health care and psychological therapy for all currently enrolled students, who have paid their health fee. Seeing a physician, nurse or mental health therapist is always free (low cost fees apply to some procedures, tests, labs and prescriptions). The student health fee includes treatment for acute, short-term illnesses, health education, referrals as

- needed, injuries, and general health screening, including women's health and mental health therapy.
- Condor Middle College High School at Oxnard College is an instructional high school delivered through Oxnard Independent Study School. The independent study venue offers the flexibility necessary to take one or more college courses concurrently with high school courses that are taught by a fully credentialed, highly qualified teacher. Because each teacher is assigned an average of only 25-30 students, instruction is highly individualized with high levels of accountability.

In addition to in-person services, Oxnard College provides a number of online services that facilitate equitable access. Admissions and Records list services for students on the website. Various forms can be downloaded and class searches and registration can be completed online. Students needing assistance with the admissions process online are provided help by the Welcome Center staff in the Student Services Building. The primary goal of the Welcome Center is to provide students or the general public with answers to less than complex questions. The Center transfers more challenging questions to department personnel with the appropriate knowledge.

A number of additional services are available electronically, including online orientation , online College Catalog, and online counseling forms. Also, Financial Aid provides a variety of services online in order to increase equitable access. These services assist students and their families with obtaining the financial resources that enable students to pursue higher education. Ease of access to information through a 24/7 website provides much needed support to students. The College has partnered with Higher One, an independent financial services corporation that provides debit card functionality for students to access financial aid payments. The Financial Aid Office communicates with students through MyVCCCD student portal and e-mail. For example, when FAFSA is received, the Financial Aid Office communicates additional information if necessary, notifies students when files are complete, posts awards to the student portal, and alerts students regarding the status of missing documents. The Financial Aid Office website features Steps to Financial Aid as part of How to Apply, as well as a section on the FAFSA, types of aid including federal, state, and local, forms and links, guidance for maintaining eligibility, and other items of information as necessary.

Analysis and Evaluation

Oxnard College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

II.C.4 Co-Curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Co-curricular programs and athletics programs are suited to Oxnard College's mission and contribute to the social and cultural dimensions of the educational environment. The mission of the Student Activities Office is to provide co-curricular programs that enrich a student's college life through student engagement and leadership development. Through such programs, Student Activities seeks to empower students in becoming leaders through professional and social development while promoting purposeful connections to the Oxnard College campus. Activities related to advocacy, leadership, academic scholarship, legislation, social awareness, visual and performing arts, and cultural diversity enhance campus life and students' experiences. Through varied programs and activities, students demonstrate and articulate newly acquired skills and abilities. Demonstration of skills and abilities is facilitated through participation in student organizations, honor societies, Associated Student Government (ASG), and Participatory Governance Committees. The experiences gained through such participation ultimately leads to strong and effective leadership skills that can be applied in numerous contexts.

Sound educational policies and standards of integrity are adhered to and enforced by governing documents such as the Associated Student Government Constitution and Bylaws (II.C.17), the VCCCD Standard Operating Practices for Associated Students (II.C.18), the VCCCD Board Policies regarding student activities (II.C.19), and the Facilities and Student Center building policies (II.C.20). Oxnard College is committed to providing equity, access and inclusion and to fostering a campus environment that provides positive, high quality experiences that enable all students to benefit and have a collective and powerful voice.

Submission of an annual budget to the Vice President of Business Services facilitates monitoring and financial administration of the ASG. The ASG Advisor and Treasurer work closely with the college's Fiscal Services Supervisor to review and audit financial reports. In addition, comprehensive training is provided to student organization club members and Associated Student officers regarding College policies and procedures related to finance, managing trust accounts, expenditures, deposits, and fundraising.

With regard to athletics, all Oxnard College athletic programs are conducted with sound educational policy and standards of integrity. The mission of the Oxnard College Athletic Department is to provide a broad-based diverse and gender-equitable program, built upon unconditional integrity with regard to the rules and regulations of the California Community College Athletic Association (CCCCAA). The CCCCCAA continuing eligibility standards (II.C. 27) are strictly enforced. Weekly eligibility reports are submitted to all relevant parties. Self-imposed progress reports are required of the student athletes as well. If these reports are not completed, the students are not allowed to practice or compete until the requirement is satisfied. The Athletic Department publishes a Student-Athlete Handbook outlining expectations and information relative to the collegiate experience (II.C.21).

The athletic program, focused on the mission of the College, belongs to the very competitive Western State Conference and abides by all the conference constitution bylaws and sports supplements. The goals of the intercollegiate athletics program are the following:

- Ensure that all student-athletes are provided maximum opportunity and support for achieving their academic goals.
- Provide the best possible environment for each student-athlete to compete to the fullest extent of his or her capability.
- Establish support systems enabling student-athletes to become well-rounded, mature, and responsible citizens.
- Encourage student-athletes to assume leadership roles both on campus and in the community.

The Athletic Department faculty and staff realize the importance of the term “student-athlete.” The students are encouraged and coached to apply themselves in the classroom since athletics is viewed merely as the vehicle for reaching degree goals. In order to ensure that student-athletes’ educational plans are completed and to provide follow-up services, the College hired an hourly counselor using SSSP funds to work with student-athletes for six to eight hours per week. In addition, one general counselor is assigned to work with student-athletes. The counselor participates in athletic orientation activities to inform students about requirements for graduation and transfer and to ensure that sound educational policy is well understood.

Oxnard College also takes full responsibility for the control of the athletics programs including their finances. Financial protocol is clearly defined by the Oxnard College and by the District. The VCCCD Board Policy BP 5700 Athletics (II.C.22) is enforced by the Athletic Department staff and administration. The coaching staff receives training on policy implementation at each department meeting, and an Oxnard College Coaching Manual is provided upon employment (II.C.23). An entire section of the Manual details expectations regarding Athletic Department budget information, VCCCD purchasing procedures for coaches, and Trust and Agency account fundraising and facility use.

Analysis and Evaluation

Co-curricular and athletics programs, focused on the mission of the College, contribute to the social and cultural dimensions of the students’ educational experience. Co-curricular and athletics programs are conducted with sound educational policy and standards of integrity. Oxnard College takes full responsibility for the control of these programs including their finances.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful,

and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

In alignment with the College mission statement, the Counseling Department facilitates student success by providing comprehensive academic, career and personal counseling vital to the students' successful completion of their educational programs. Counselors assist full-time and part-time students, both individually and through group counseling in conjunction with orientations, in the process of determining educational goals and developing plans to achieve those goals. There are various educational options, including earning an AA/AS degree or an AA-T and AS-T degree, transferring to a four-year institution with or without an AA-T or AS-T, completing a Certificate of Achievement, and/or successfully completing skills proficiency courses both in the CTE areas and in basic skills and English-as-a-Second Language. Students also have the educational options of enrolling in career exploration courses and personal growth courses.

To receive counseling services, most students are seen by general counselors, either individually or in group sessions. Students who are served by categorical programs, however, are seen by counselors dedicated to those programs. In response to the Student Success Act of 2012 and its expectations and to ensure that students understand the requirements related to their programs of study, including graduation and transfer, the Counseling Department offers Express Counseling and Academic Success Workshops for at-risk students, conducts classroom visits, participates in Academic Standing Workshops and provides online resources so students can e-mail the department with questions and/or requests for assistance.

In order to reach out to current students, counselors have been increasing the number of classroom presentations in order to encourage an increased number of students making appointments with counselors. The classroom visits and collaboration with instruction faculty have been effective in increasing the number of students coming to the counseling office for assistance. Also, new programs such as DegreeWorks and GradesFirst have been instrumental in helping counselors better meet the needs of students and provide them accurate information relative to academic requirements. DegreeWorks has served as an educational planning tool and enables documentation of that service, and GradesFirst has facilitated documentation and MIS reporting. Counselors implement GradesFirst to contact students via email and text who miss appointments or are missing SSSP requirements

Extensive counseling services are also provided through categorical programs including EOPS/CARE and CalWORKs. The EOPS/CARE program offers qualified students additional grants along with priority registration. CalWORKs students, supported by the county, receive information and additional support from the CalWORKs program beyond academic counseling. In addition, the Education Assistance Center (EAC) offers students with disabilities accurate information and accommodations including extra time for test taking, note takers, records, and sign language interpreters.

In terms of professional development, counseling requires continual training and updating. Counselors at Oxnard College attend weekly department meetings, bi-weekly joint counseling meetings, and monthly in-service meetings. They attend annual CSU and UC conferences in order to remain abreast of academic changes, particularly those that affect students intending to transfer. In addition to academic changes, counselors remain informed of all state level changes that affect students.

As a result of their on-going training and participation in conferences, Oxnard College counselors are knowledgeable and maintain positive working relationships with other student services departments and instructional faculty. They are informed by the evaluation process. Counselors are evaluated by students annually and by peers every three years. The process is designed to provide the counseling faculty feedback on their performance and the information they provide. This process enhances counselors' opportunity to facilitate student development and success in reaching educational goals.

Analysis and Evaluation

The counseling program at Oxnard College orients students to ensure they understand the requirements related to their programs of study. Timely, useful, and accurate information about relevant academic requirements is provided to students.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Oxnard College is an open access college. Admission to the College is open to high school graduates, those possessing a high school proficiency certificate or GED, and to any adult 18 years of age or older who may benefit from instruction. Minors may be permitted to take College courses as Special Admission students. The intent of Special Admissions is to provide minors who can benefit from advanced scholastic education the opportunity to take college-level courses that are not available through their K-12 school or other educational alternative. Open access extends to all College facilities, services, and courses other than those with established prerequisites. All students, including distance education students, may register and pay their fees online.

As indicated in Standard II.C.3, the College's admissions policies are consistent with its mission to provide multiple pathways to student success and conform to parameters outlined in Title 5 and in VCCCD Board Policies. Specific steps made available on the College website and in the College Catalog (II.C.14) are required for admission:

1. Apply for Admission
2. Complete the English and Math Assessments

3. Complete the New Student Orientation
4. Develop a Student Educational Plan
5. Register for Classes

With implementation of the Student Success and Support Program (SSSP), each new student is required to complete assessment, orientation and an educational plan in order to obtain priority registration. After completion of 15 units, students are required to have a comprehensive educational plan. Oxnard College is in the process of updating the policy regarding the comprehensive educational plans in that all continuing students must have a comprehensive plan by the end of the second semester to be eligible for priority registration.

VCCCD went live with DegreeWorks, as indicated in Standard II.C.5, to help students plan, track, and select appropriate courses to meet their educational needs. Students' educational plans are created in DegreeWorks, thus ensuring student access to educational plans. Also mentioned in Standard II.C.5, and in earlier Standards, is GradesFirst, which was implemented in 2014 to replace the SARS-GRID appointment system. This new appointment system, which is utilized District wide, facilitates student advisement.

In order to ensure that any changes to admissions policies, degree and certificate modifications and any changes in academic policies are communicated to current and prospective students, the College updates the Catalog annually. The complete catalog is available online with the latest degree, certificate, and transfer requirements. Students may also access the Transfer Center to speak with the transfer counselor to discuss changes and/or progress.

In addition, outreach and recruitment efforts are made to promote the new SSSP requirements at the local high schools. Students are informed in advance of the required steps that must be completed to enroll. Oxnard College's application acceptance period has been opened much earlier to be consistent with CSU's application period. In an effort to facilitate application, the College changed its application acceptance period to begin in October when the CSU application period is initiated.

Analysis and Evaluation

Oxnard College has adopted and adheres to admission policies consistent with its mission. These policies specify the qualifications of students appropriate for its programs. The College defines and advises students on clear pathways to complete degrees and certificates and to reach transfer goals.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

All incoming students are informed of the five required steps for admission to the College which represent the core SSSP core services. The Admissions and SSSP staff members evaluate the SSSP process and work collaboratively to enroll students. On a monthly basis, the SSSP staff members pull reports from GradesFirst and Banner to determine the number of new students who have completed the core services and to follow up with students who have remaining steps to take. An intrusive model is followed in contacting students that involves e-mails, phone calls, and classroom presentations.

Each spring semester, the College sponsors a week-long matriculation event called “Senior SOAR Week.” During this week incoming students complete the matriculation process in one day. SOAR stands for “Success, Orientation, Assessment and Responsible” Educational Planning. In the spring of 2015, over 500 new students participated in the event. The SOAR was implemented again in the spring of 2016, with an increased amount of students participating and completing the SSSP requirements compared to 2015.

In addition, in the spring of 2015, Oxnard College submitted its SEVIS certification (II.C.24) which permits international students to enroll at the College. The Registrar submitted a plan to the President and campus community regarding implementation of the plan for international student enrollment at the College.

The Admissions and Records Office takes a proactive approach in regularly evaluating admissions practices and much effort has been made to provide prospective students the most current information and to facilitate and streamline the steps to admission. The Admissions and Records Office administers a student satisfaction survey (II.C.1) during the spring semester as part of its program review and assessment of Student Learning Outcomes process. Students are asked questions that assess the level of service provided by Admissions and Records. Of the 60 students who responded to the survey in the spring of 2015, over 90% expressed satisfaction with the services provided. Survey results are discussed with staff and the practices are adjusted if necessary. The admissions steps and information on the website are updated regularly as a result of student feedback and as a result of changes in process. The acceptance letters that students receive are also updated routinely.

With regard to online applications, when the College transitioned to the new OpenCCCApply application in January 2014, a CCCApply steering committee was formed to review the application process on a regular basis. Updates to the online application are completed to reflect new regulations and input. The most recent online application was redesigned to be more student friendly. Online applications are monitored on a daily basis by Admissions and Records staff to prevent delays in completing the remaining steps.

Evaluation of the Special Admission Form for K-12 students (II.C.25) is evaluated each semester to determine the need for updates. In 2013, the Admissions and Records Office

completed a major revision to this form. Any revisions are disseminated to local high schools and are posted to the College website for easy access.

All information on the website is evaluated and updated regularly. The VCCCD switched to Drupal as the tool to update the website and provided training for all staff members responsible for updating the information.

Evaluation of DegreeWorks has been conducted as well. While DegreeWorks was implemented in September 2012, additional enhancements have been made, particularly those that enable students to input their educational plans. The DegreeWorks Working Group met frequently to identify issues and to streamline implementation processes and continues to monitor the status of DegreeWorks and make updates as necessary.

The process for receiving transcripts has also been evaluated. In November 2014, the College implemented OnBase (scanning of transcripts) to scan all incoming documents. Documents that are scanned into this imaging system are available to all District staff members who have access. In September 2015, OnBase was upgraded to a new version to resolve a browser issue identified by co.unselors. Now access to imaged documents can be achieved by clicking on a link in the MyVCCCD Portal without browser problems.

In addition, SSSP data is reviewed on a regular basis during monthly Student Services Manager Meetings and SSSP taskforce meetings. The data is discussed by staff to determine how to better streamline the enrollment process for entering students. As a result of these discussions, the College implemented large scale enrollment activities such as school based SSSP activities and Senior SOAR Week.

In terms of admissions and placement instruments and practices, Oxnard College uses COMPASS as the assessment tool for mathematics, English (reading and writing) and ESL placement. This instrument was approved for use by the California Community Colleges Chancellor's Office (CCCCO) and is validated using the Standards, Policies and Procedures for the Evaluation of Assessment Instruments used in the California Community Colleges. Cut scores are used to determine placement of students in the appropriate level of English, math, and ESL course(s). For placement in reading courses, cut score ranges are linked to specific reading course recommendations (II.C.26) and for placement in writing courses, specific cut score ranges are linked to writing courses (II.C.26). Cut scores in mathematics are linked to various courses at the pre-algebra, algebra, college algebra and trigonometry levels.

For ESL placement, COMPASS cut score ranges are linked to course sequences in ESL listening, reading, and grammar (II.C.28).

A new Matriculation Specialist, who was hired in June 2015, consulted with department chairs of the English, Reading, ESL, and Mathematics Departments to confirm that the cut scores being used were current and that they were accurately reflected in the COMPASS software. With regard to current cut scores, changes were made to the ESL scores as a result

of the modifications in the course offerings. In addition, changes were made to the cut scores for reading. As a result of these discussions, the printout of assessment test results and related course recommendations that is given to students now accurately reflects the cut scores and course recommendations, and an interpretation of placement levels and course eligibilities is provided to students as part of the pre-enrollment activities. Prerequisites for reading, English, math, biology and chemistry courses are communicated to students and staff, and they are electronically enforced through the evaluation of transcripts from other colleges. Computerized placement files are maintained and linked to registration within Banner.

Ongoing evaluation to determine the accuracy of placement levels is conducted by comparing students' successful course completion with assessment scores. The Assessment Office works with the faculty in the Transitional Studies program to establish and refine basic skills placement levels in reading, English writing, mathematics, and English-as-a Second Language.

The Counseling Office is responsible for the evaluation of transcripts, test scores, and degrees from other institutions. Moreover, Oxnard College uses multiple measures as an approach to increase placement accuracy. Common multiple measures used include COMPASS results, high school transcripts providing GPA, grades in specific classes, and additional test scores such as AP scores and life experience.

In addition to on-campus assessment and placement, the College's SSSP staff provides early assessment activities at the high school sites and during events such as Senior SOAR Week. These events allow high school seniors to complete assessment, orientation, and educational plans during their spring break. In 2014-15, Oxnard College served more than 400 high school students during SOAR Week assisting them with completion of the matriculation process.

Also, as part of SOAR Week, the matriculation staff members explain the assessment process and advise students about pre-assessment activities that familiarize them with assessment items. These activities including online COMPASS preparation programs. During the summer, the College offers mathematics and English booster programs to help students improve assessment scores. All students are advised to take assessment seriously in order to achieve greater accuracy in course placement.

The COMPASS assessment will expire in November 30, 2016. As a result, Oxnard College will be an early adopter of the new statewide Common Assessment. The College will have access to the new common assessment platform in the fall of 2016. Faculty initiated planning meetings with in Mathematics, English, and ESL to determine subject area competency levels for the new assessment.

Analysis and Evaluation

The Admissions and Records office regularly evaluates the effectiveness of its practices and tools of admissions. The Assessment Office evaluates placement processes used to ensure

consistency and accuracy with course placement and to ensure there is no evidence of cultural and linguistic biases in the placement test items.

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Oxnard College adheres to strict regulations and procedures for maintaining student records permanently, securely, and confidentially, and with provision for secure backup of all files. Pursuant to the Federal Educational Rights and Privacy Act (FERPA), the California Education Code (§76240 et. seq.) and the California Administrative Code Title 5, and Board Policy and Administrative Procedure 5040 Student Records, Directory Information, and Privacy (II.C.29), student records are maintained in a manner that ensures privacy of such records. The Registrar is designated the College custodian of records and is responsible for the custody, processing, maintenance, and disposition of District student records. FERPA regulations are published in the College Catalog (II.C.14) and posted on the website. All College staff members adhere to federal and state laws, Board policies, and FERPA guidelines that define maintenance and classification of student records. Ongoing staff training ensures their proper handling. The annual FERPA notification regarding the release of student records is available on the Admissions and Records webpage and in the College Catalog. Security access to edit or change data is assigned and monitored by the Registrar to protect data security. In addition, all transcript requests require student signature and may not be faxed. All counter transactions require College identification or other form of identification.

In terms of storage, applications are submitted by students electronically, and all incoming transcripts are scanned and stored as electronic documents. When students apply to the College with paper application, their applications are scanned into the College's OnBase document imaging system. Access to the database is limited to those designated by their managers. All paper documents received are scanned, and the physical documents are maintained in a locked vault and file cabinets. All documents are/will be scanned into OnBase to ensure that a permanent backup of the student records is maintained. The College is in the process of outsourcing the scanning of archived documents. A Title 5 grant is utilized to ensure that these documents are scanned and indexed into OnBase. Funds are being used to hire provisional employees to assist with the scanning of those documents.

In addition, counseling appointments are made for students using GradesFirst with the counseling notes entered and locked to ensure confidentiality of these records. GradesFirst is backed up by various District servers. Original documents are stored in locked file cabinets and only authorized staff members have access to them.

All student discipline records are maintained in locked file cabinets in the Office of the Vice President for Student Development. Access to these files is limited to authorized staff and can only be released to third parties with written authorization from the student in question.

Specialized or program specific information and records in departments including EOPS, EAC, CalWORKs, Financial Aid, and CARE are maintained by those departments. The files are stored in locked offices and cabinets, and access is limited to authorized staff in those offices. Any release of information must have an authorization for release form signed by the student. Financial Aid also stores documents in a locked vault and scans the documents into the document imaging system.

The Student Health Center (SHC) uses Pyramed electronic medical records (EMR), a secure remote desktop to store records. No medical records are stored in College computers. All students are provided printed information regarding Health Insurance Portability and Accountability Act (HIPPA) when visiting the SHC. HIPPA requirements are also met by the athletics program. All athletic records for student intercollegiate athletics programs are stored in locked cabinets.

Analysis and Evaluation

Oxnard College maintains all student records permanently, securely, and confidentially and makes provision for secure backup of all files. The College publishes and follows established policies for release of student records.

Standard II C: Student Support Services List of Evidence

- II.C.1 [Admissions and Records Student Satisfaction Survey](#)
- II.C.2 [Youth Conference Survey](#)
- II.C.3 [American College Health Association National College Health Assessment Survey](#)
- II.C.4 [Annual Student Health Center Survey](#)
- II.C.5 [EAC Annual Student Satisfaction Survey](#)
- II.C.6 [General Counseling Survey](#)
- II.C.7 [Student Services Review of 2014-2015 SSSP Data](#)

- II.C.8 [Student Success Support Plan](#)
- II.C.9 [Student Equity Plan](#)
- II.C.10 [Basic Skills Annual Action Plan](#)
- II.C.11 [College Mission Statement](#)
- II.C.12 [Student Services Program Review Template](#)
- II.C.13 [Admissions and Records program review](#)
- II.C.14 [College Catalog](#)
- II.C.15 [AB 540 Guide](#)
- II.C.16 [Student Success and Support Handbook](#)
- II.C.17 [Associated Student Government Constitution and Bylaws](#)
- II.C.18 [VCCCD Standard Operation Practices for Associated Students](#)
- II.C.19 [Board Policy on Student Activities](#)
- II.C.20 [Board Policy on Student Centers](#)
- II.C.21 [Student Athlete Handbook](#)
- II.C.22 [BP 5700 Athletics](#)
- II.C.23 [Oxnard College Coaching Manual](#)
- II.C.24 [SEVIS Certification](#)
- II.C.25 [K-12 Special Admission Form](#)
- II.C.26 [Reading Placement Cut Scores](#)
- II.C.27 [Math Placement Cut Scores](#)
- II.C.28 [English as a Second Language \(ESL\) Cut Scores](#)
- II.C.29 [AP 5040 Student Records, Directory Information, and Privacy](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the District/system. In such cases, the District/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

III A. 1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting this Standard

Within the Ventura County Community College District (VCCCD), human resources activities include hiring and evaluating employees, maintaining employee records, and managing other human resources matters are centralized at the District Administrative Center (DAC). VCCCD employs qualified personnel to support student learning programs and services, wherever offered and by whatever means delivered, to improve institutional effectiveness. The District employs academic faculty and administrators, Classified staff, Confidential and Classified management employees and hires student workers to fulfill CalWORKs requirements to assist students in their financial aid programs and to provide job training. The District employs professional experts for specific needs such as performing deliverables in grants or serving as subject matter experts for instructional programs. Student workers and professional experts are not considered employees of the District.

At Oxnard College, human resource planning needs are discussed in each instructional program's Program Effectiveness and Planning Report (PEPR). Student Services and Business Services departments identify their personnel needs through separately developed continuous quality improvement processes. All faculty and academic administrators hired at Oxnard College meet the minimum qualifications (III.A.1) for faculty and administrators in the California Community Colleges as adopted by the Board of Governors. The degrees and certificates held by full-time faculty and administrative staff are included in the listing of faculty and administrators prior to the index in the College Catalog (III.A.2). District hiring procedures assure that all non-contract faculty members meet minimum qualifications identical to those for full-time faculty (III.A.1).

A Personnel Commission governs the use of a Merit System through which all classified staff

and administrators are hired. The Merit System is a process that ensures the selection of employees is based on established minimum qualifications and experience required for open positions and ensures that the retention of employees is based on merit and fitness.

The VCCCD maintains a [Human Resources website](#) where all job openings are listed. All open position descriptions include criteria, qualifications, and procedures for selection and are available through a downloadable PDF file containing the same information.

Analysis and Evaluation

Administrators, faculty and staff are qualified by appropriate education, training and experience to provide and support its programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the College.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The job duties and responsibilities stated in the position openings for faculty clearly include the requirements for subject matter knowledge and requisite skills. Qualifications also include appropriate degrees and professional experience and the requirement to evaluate student performance and assessment of student learning outcomes in instruction, as well as participation in curriculum and program development. Criteria for selection of faculty are defined in consultation between department chairs and area deans focused on the requirement for evidence of subject matter expertise, teaching demonstrations, and scholarly activities.

In terms of selection committee composition, the College adheres to VCCCD Administrative Procedure (AP) 7211, Minimum Qualifications and Equivalencies for faculty, which provides the policy regarding selection committees (III.A.3). All degrees held by faculty are from accredited colleges or universities and are verified by human resources personnel prior to offering a candidate an academic position.

Analysis and Evaluation:

Qualifications for faculty include meeting minimum qualifications and demonstrating subject matter knowledge, discipline expertise, and professional experience as well as teaching skills. Faculty hired also demonstrate ability to participate in curriculum review and development and assessment of learning outcomes.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

As indicated in Standard III.A.1, administrators are hired through the Merit System governed by a Personnel Commission. The Merit System is a process that ensures the selection of employees is based upon established minimum qualifications and experience required for open positions and that the retention of employees is based upon merit and fitness. Academic administrators at Oxnard College meet the minimum qualifications for faculty and administrators in the California Community Colleges, as adopted by the Board of Governors. The VCCCD maintains a human resources website where all job openings are listed. All administrative position descriptions on the website are readily available to the public and include a downloadable PDF file.

While administrators at Oxnard College meet or exceed the minimum qualifications for their positions, the VCCCD has implemented the Learn Empower Achieve Develop (L.E.A.D.) Academy for administrators in an effort to provide in-house professional development. Administrators are encouraged also to participate in external professional development activities and to remain informed regarding their programs and any proposed changes at the state level, which could include proposed Title 5 changes shared through the California Community Colleges Chancellor's Office.

Analysis and Evaluation

Oxnard College administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The Associate Vice Chancellor of Human Resources is the officer responsible for the administration of District personnel policies and procedures. The VCCCD personnel policies and procedures are outlined in Board policy and are available online through the District Portal, [MyVCCCD](#). These policies and procedures, accessible to all employees, indicate that required degrees held by faculty, administrators and other employees must be from institutions accredited by recognized U.S. accrediting agencies, and that equivalence must be established if degrees are from non-U.S. institutions.

The VCCCD has established policies, guidelines and procedures, outlined by Board policy for all employment activities, which are available online and accessible to all employees through the District portal, MyVCCCD. Administrators and supervisors are charged with following employment procedures to ensure that all prospective employees are treated fairly.

Analysis and Evaluation

All Oxnard College faculty, administrators, and other employees hold required degrees from institutions accredited by recognized U.S. accrediting agencies, or equivalence has been established for those degrees from non-U.S. institutions.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

At Oxnard College all personnel are evaluated at contractually prescribed intervals. For faculty and classified staff, the evaluation process is dictated by their respective collective bargaining agreements. Tenured faculty members are evaluated once every three years. Tenure-track faculty members are evaluated every year until granted tenure. Noncontract faculty are evaluated at least once during the first semester of employment with the District and at least once every six semesters thereafter.

All classified staff and administrators are evaluated annually. The evaluation process for College administrators is one of continuous self-improvement and relies on input from College constituencies in an effort to achieve continuous quality improvement. The Human Resources department monitors the evaluation process for administrators. This process is outlined in the document, Administrator Evaluation Process, established on February 19, 2009. (III.A.4)

Evaluation of classified employees is both a collective bargaining process and a function of the Personnel Commission, as articulated in the Classified Employee Handbook (III.A.5), effective July 1, 2013, Agreement between the Ventura County Community College District and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO and the Service Employees International Union, Local 88, AFL-CIO Agreement (III.A.6,7).

Since procedures and timelines for personnel evaluation are clearly defined and articulated, the College is in large part up-to-date with evaluation of all staff. The deans work with supervisory staff to ensure that all personnel, administrators, faculty, and staff have been evaluated according to the specified intervals. Currently, some faculty evaluations are not up-to-date; however, the College has made great strides in the last two years and is making a concerted effort to adhere to the timelines for 2015-16 (III.A.8)

Analysis and Evaluation

Oxnard College adheres to an appropriate evaluation process for administrators and supervisors. Division deans made a concerted effort in 2015-16 to complete any outstanding faculty evaluations.

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Faculty evaluation is a collective bargaining issue, and the process and criteria for evaluation are outlined in the Agreement between the American Federation of Teachers Local 1828 and the Ventura County Community College District (III.A.6). According to the current agreement, faculty are required to participate in the assessment of learning outcomes and use results to improve teaching and learning, as discussed in Standard II, Student Learning Programs and Support Services. This participation is reflected in the Administrator and Peer Evaluation Form (III.A.9) that must be completed by each member of the evaluation committee.

Analysis and Evaluation

Faculty participate in assessment of learning outcomes and work with their colleagues in determining how to make improvements based on results.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Oxnard College maintains a sufficient number of full-time faculty to effectively maintain the academic programs and services in support of the College's mission. In the spring of 2015, the College had 88 full-time faculty, 143 part-time faculty, 79 classified staff, 13 managers, and 9 supervisors for a total of 332 employees. The need for additional faculty, as well as administrators and classified staff, is analyzed through annual program effectiveness and planning activities.

Because of the goal to offer the highest quality programs possible, the College has hired five additional full-time instructional faculty to begin in the fall of 2016 and plans to hire one more during the fall 2016 semester. Improved state funding has enabled funding these positions.

Analysis and Evaluation

Oxnard College continually evaluates staffing needs, both in discussion at President's Cabinet and through annual program review activities. Each year, the Planning and Budget Committee (PBC) develops a full-time faculty hiring priority list so that the College is prepared to hire the number of full-time faculty required to meet the District's annual Faculty Obligation Number (FON) (III.A.10). The College also hires part-time faculty on an ongoing basis to meet student demand for course offerings.

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Part-time and adjunct faculty are well-integrated in the life of Oxnard College. They teach a large number of classes and contribute significantly to the academic programs and student services.

While there is no official orientation for adjunct faculty, the department chairs provide new adjunct faculty an orientation to their areas, and division deans hold an orientation session for part-time faculty during Professional Development Week each fall. The oversight and evaluation of adjunct faculty is addressed by the dean for the area supervised.

In terms of professional development, the College provides several opportunities for adjunct participation. For example, professional development funding is available to adjunct faculty commensurate with full-time faculty for workshop and conference attendance. Each department also has adjunct Academic Senate representation and adjunct faculty are invited to participate in a number of College committees and events. Adjunct participation in Academic Senate has increased. (III.A.11)

Analysis and Evaluation

The College provides professional development opportunities for adjunct faculty through conference funding, and through scheduled presentations and seminars during self-assigned flex days. The College ensures that they are integrated into the life of the College by encouraging them to serve on committees, including them in SLO assessment activities, and encouraging their participation in College events.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

At Oxnard College, staffing recommendations are made through the Program Effectiveness and Planning Committee and Planning (PEPC) and Budgeting Council (PBC) processes. The recommendations made are based on many factors including programmatic accreditation requirements, work load, and support for the College mission.

During lean budget years, reductions in positions were made. Several classified positions were not replaced or were cut during those years. The number of classified staff members has increased since the 2012 budget crisis, but more positions need to be filled. For example, additional Lab Assistants/Lab Technicians are needed to support students in some programs. A number of College programs would clearly benefit with additional classified staff support. With the shortage in personnel in Human Resources at the District level, however, the approval process for filling classified positions has been delayed. The College is working to address the need for increased classified support. In spring 2016, a hiring pause for non-faculty positions was announced due to budget concerns. (III.A.12)

Analysis and Evaluation

The College works to ensure that adequate staff are available to support programs across the College, within budget parameters set by the Board of Trustees and implemented by the Chancellor and staff.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Oxnard College addressed administrative support through a reorganization which was initiated in 2014-15. The plan, developed by the former College president, was to move from two vice presidents to three. In order to accomplish this goal, the Executive Vice President's position, which assumed responsibility for both academic affairs and student services, was eliminated, and the Dean of Student Development position was eliminated as well. These positions were replaced with the Vice President of Academic Affairs and Student Learning and the Vice President of Student Development positions. In addition, through various funding sources, new administrative positions were added: the Assistant Dean for Transitional Studies, Academic Support, and Library Services, and the Dean of Institutional Effectiveness.

Analysis and Evaluation

With the reorganization and additional administrative positions, the College now has a sufficient number of administrators to provide the services necessary to support the College mission.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Vice Chancellor of Human Resources is the officer responsible for the administration of District personnel policies and procedures. The VCCCD personnel policies and procedures are outlined in Board policy and are available online and through the District portal, MyVCCCD, which is accessible to all employees. Administrators and supervisors are charged with following employment procedures to ensure that all employees are treated fairly.

Analysis and Evaluation

The College implements all personnel policies on a fair and equitable basis.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

As indicated in Standard III.A.4, the VCCCD has established policies, guidelines, and procedures as outlined in Board policy for all employment activities. These policies, guidelines and procedures are available online and are accessible to all employees through the District portal, MyVCCCD.

The administration of all employment procedures is centralized at the District Administrative Center. Administrators and supervisors are charged with following employment procedures to ensure that all employees are fairly treated. All employees involved in hiring committees receive training and are provided a review of District hiring procedures at the beginning of each hiring process. Finally, Board Policy (BP) 7100, Commitment to Diversity requires support of employment equity and diversity (III.A.13).

Analysis and Evaluation

The College consistently follows District policies, guidelines, and procedures while also engaging in continual dialogue regarding issues of equity and diversity. (III.A.14)

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The VCCCD maintains a Code of Ethics for its employees through Board Policy (BP) 7205, Employee Code of Ethics (IIIA.15). The code specifies expectations of District employees regarding their responsibilities in the public service, provides examples of conflicts of interest and ethical problems, and provides information regarding how and to whom unethical conduct should be reported. In addition, District supervisory and management staff have received ethics training, are expected to model ethical behavior, and must convey ethics information and expectations to their peers and subordinates.

Analysis and Evaluation

The VCCCD regularly provides access to professional webinars that offer training to all management staff regarding issues of ethics and legal practices within the workplace. These webinars allow management staff to stay up to date with changes in the law and use case studies to train the staff in proper implementation of ethical standards and practices.

III A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Oxnard College has an active Professional Development Committee (PDC). The membership and activities of this representative participatory governance committee are defined in the 2015 Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (III.A.16). This committee is charged with supporting and advancing appropriate professional development activities of faculty, staff, and administration as delineated in AB 1725 and Title 5. The PDC coordinates with the College President on a comprehensive organizational and professional development program for all College employees and evaluates all professional development proposals. PDC also oversees the coordination of self-assigned flex activities at the College during each academic year. In addition, this committee assists in planning the All College Day (III.A.17) each year in coordination with the Academic Senate President and employment agreements. All College Day is a mandatory flex day at all three colleges in the District at which the College Administration welcomes faculty back from summer break and sets the stage for upcoming events, activities, and plans for the academic year. While not an activity of the PDC, the College's Literature, Arts, and Lecture Series affords faculty and staff the opportunity to develop presentations in their areas of expertise and benefit from the variety of learning opportunities presented in this weekly venue.

With the elimination of state funding for professional development, the College and District have allocated general funds for professional development. These funds are the only

resources available to the PDC to award faculty and classified staff on a semester-by-semester basis. As the PDC proceeds, its goal is to plan and encourage low or no cost faculty and staff generated activities on campus to address teaching and learning needs

Some instructional units, however, have received grants that include funding for professional development. For example, Carl Perkins IV-C funding supports professional development for CTE faculty. The Science, Technology, Engineering and Mathematics (STEM) grant supports development activities for faculty teaching in these disciplines. Whenever possible, and only if appropriate, these additional funding sources are made available to other faculty across the disciplines.

The College also funds a full-time Instructional Technologist position to provide constant training opportunities in the use of the most current instructional technologies. This person is also responsible for training and certifying that all instructors wishing to teach online are properly trained in the use of the District-provided Learning Management System and effective strategies for online instruction.

Analysis and Evaluation

Oxnard College provides all personnel appropriate opportunities for professional development and supports their participation.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Each employee at Oxnard College has access to his/her personnel records in the MyVCCCD portal which is available 24 hours a day and can be accessed from both the office and from home. The College follows the VCCCD's strict rules for privacy, security, and confidentiality (III.A.18).

Analysis and Evaluation

There is no evidence that the privacy rights of any Oxnard College employee have been violated or that any employee has been denied access to their personnel file.

Standard III A: Human Resources List of Evidence

- III.A.1 [Minimum Qualifications for California Community Colleges](#)
- III.A.2 [College Catalog](#)
- III.A.3 [AP 7211, Minimum Qualifications and Equivalencies for Faculty](#)
- III.A.4 [Administorator Evaluation Process](#)
- III.A.5 [Classified Employee Handbook](#)
- III.A.6 [AFT Agreement](#)
- III.A.7 [SEIU Agreement](#)
- III.A.8 [Sample Division Evaluation Matrix](#)
- III.A.9 [Faculty Evaluation Form \(Peer and Administrator\)](#)
- III.A.10 [2016 Faculty Hiring Prioritization List](#)
- III.A.11 [Academic Senate minutes, May 2016](#)
- III.A.12 [DCHR Minutes April 2016](#)
- III.A.13 [BP 7100, Commitment to Diversity](#)
- III.A.14 [Student Success Committee minutes](#)
- III.A.15 [BP 7205, Employee Code of Ethics](#)
- III.A.16 [Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual \(PGM\)](#)
- III.A.17 [All College Day Announcement](#)
- III.A.18 [HR Hiring Confidentiality Form](#)

B. Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Oxnard College ensures that its physical resources are constructed according to federal, state and local codes. These include the Division of State Architect (DSA) and/or California Building Code (UBC) standards; the National Electrical Code (NEC); California Electric Code; California Fire Code; California Plumbing Code; California Mechanical Code; Occupational Safety and Health Administration (OSHA); and Americans with Disabilities Act (ADA) standards. Construction, maintenance, and facility repairs are made in compliance with these standards to assure safe and accessible facilities.

Inspections are conducted by public agencies including the City of Oxnard Fire, Building, and Safety Department and the City of Camarillo Fire, Building and Safety Departments. The Ventura County Department of Health, Ventura County Department of Vector Control, Ventura County Environmental Health, and the Air Quality Management District (AQMD) also conduct inspections of College facilities.

The College's Material Safety Data Sheet Inventory (III.B.1) is available online and/or by hard copy, master copies are maintained by facilities. The chemical inventory and disposal are completed by C.J. Seto Company. Staff conducts various inspections to ensure access, safety, and security and work to promote a healthy learning and working environment. Some of the inspections conducted include:

- Annual inspections by insurance underwriters, Statewide Association of Community Colleges (SWACC)
- State Elevator Inspection and Certification
- Routine inspections, repair and maintenance conducted by maintenance and operations staff and patrol conducted by campus police
- Annual Fume Hood Inspection and Certification
- Electrical Distribution Condition and Testing Survey, EMP and FMP

In addition to addressing safety and maintenance issues on an on-going basis, the college engages in a number of planning activities to ensure access, safety and security. Review of facilities by Campus Use and Development and Safety Committee, the Business Services Council, Program Effectiveness and Planning Committee, and the Planning and Budget Committee. Facilities prepares a Five Year Capital Building Plan including both an Initial Planning Proposals and Final Project Proposal (III.B.2). The college prepares and files with the State Chancellor's Office an Annual Scheduled Maintenance Plan (III.B.3) as well an Annual Space Inventory Plan (III.B.4). The College also completes

and maintains a Facilities Assessment Report (III.B.5).

Some projects that have been completed to support campus access, safety, and security and promote a healthy learning and working environment include:

- Installation of campus wide Blue Light Emergency Phone system
- Installation of solar powered flashing crosswalks
- Construction of new ADA ramps for Dental Program and Fire Tech Buildings
- Campus wide surveillance system
- Upgraded and expanded outdoor lighting for streets, parking lots and walkways
- Architectural barrier removal projects
- Installation of ADA automatic doors for LRC, CSSC, Campus Police buildings
- Restroom renovation for LA, OE, and Condor Hall buildings
- Complete infrastructure replacement: electrical, water, gas
- Sewer repair project
- Athletic field renovation for safety and PE building remodel
- Child care remodel to improve function and meet new safety standards
- Auto Tech building renovation including installation of dust control system and new paint booth
- Increased emergency lighting capacity and exit signs
- Numerous sidewalk and walkway replacements to eliminate trip and fall hazards
- Annual tree maintenance program to reduce risk of falling limbs and trees
- Water runoff detention basin
- New interior lighting in all facilities to improve color rendition and provide eye relief
- Streets and parking lots repaved campus wide
- Earthquake shut-off valves installed for all buildings
- All center lines and crosswalks restriped campus wide
- New campus way-finding signs and directories
- Thirty year old elevator upgraded to meet new ADA standards in Condor Hall
- Classroom furniture replaced and ADA desks added to all classrooms in LA building
- Remodel of two chemistry labs in LA building
- Created a One-Stop Student Service Center
- Upgraded four computer labs
- Installed LED parking lot and walkway lights
- Implemented Ekahau emergency notification system

Since the passage of the Measure S bond in 2002 to build, renovate, remodel and repair physical resources, the College has invested millions of dollars completing projects to ensure access, safety, and security and to promote a healthy learning and working environment. Many of the completed projects directly addressed the physical condition of the College facilities. Significant progress has been made in terms of accessibility, safety, and appearance of the entire campus.

In terms of new structures, Measure S funds were used to construct and equip a Performing Arts Center, a Learning Resource and Library building, a combined Fire/Sheriff Training Academy (FSTA) building, and a Dental Hygiene building.

In addition, Measure S funds were used for the modernization of Condor Hall, and many infrastructure upgrades, including the safety-related items listed above, have been completed within the past six years. Oxnard College continues to improve its facilities and equipment in order to provide an accessible, safe, secure and healthful learning and working environment.

Analysis and Evaluation

The College ensures that safe and sufficient physical resources at all locations are provided and well maintained.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets in a manner that assures effective utilization and the continuing quality necessary to support its programs and achieve its mission.

Evidence of Meeting the Standard

Oxnard College uses its Educational Master Plan (EMP) (III.B.6) as the principal document to define and ensure that all College physical resources are constructed and maintained in a manner that supports the College's mission statement and goals. Programmatic needs which include physical space, facilities and equipment are identified by departmental staff. The needs articulated are evaluated and prioritized by College participatory governance committees and administration. The Planning and Budgeting Council (PBC) reviews the fiscal implications of identified needs in light of available or anticipated funding. Priorities are then developed and recommended to the President (III.B.7). The Campus Use, Development, and Safety Committee (CUDS) meets monthly and identifies issues that may have direct impact on the physical resources and how they are used, accessed, maintained, and renovated. CUDS is also responsible for developing and updating the College's Emergency Preparedness Plan (III.B.8).

During the facilities review process, the EMP becomes the fundamental document that is used to develop the Facilities Master Plan (FMP) (III.B.9). The FMP describes ideal physical resources development and the ultimate utilization plan. The FMP shows how physical structures are arranged to support access, space planning, efficient, and financially supportable design and wayfinding. The educational delivery system as articulated in the EMP is supported by leveraging available funding and planning for efficient use of space. Data derived from the space inventory documents submitted annually to the California Community Colleges Chancellor's Office is used to compare the ideal physical resource model in Oxnard College's FMP with actual measured utilization of existing facilities. The data, used to identify deficiencies in current facilities, provides a solid basis for supporting

needed upgrades, renovation, equipment, access and maintenance. The quality of service provided by the College is facilitated by its diligent use of the resource management tools at its disposal.

Enabling the College to fund completion of critical renovation projects and upgrades was the District wide Measure S bond issue which the voters passed in March 2002. Oxnard College received approximately \$111,000,000 as its share of the District wide allocation. With receipt of these funds, Oxnard College was able to proceed with a number of capital building projects, renovation of existing buildings, and a complete upgrade of the campus infrastructure. The Facilities, Planning Steering Committee (FPSC), formed after the passage of Measure S, identified the College construction and renovation priorities, and soon thereafter, the building program was initiated. Subsequently, the Campus Use, Development, and Safety (CUDS) Committee took on the responsibilities of the FPSC.

While facilities planning is ongoing, and as renovation and upgrade projects are completed, the Maintenance and Operations Department staff is responsible for day-to-day operational fitness, function, and cleanliness of the institution's physical resources. Automated work scheduling software (SPMMS) is used to track all requests for service and to ensure timely response to facility maintenance needs. The department is responsible also for submitting the College's Five-Year Capital Plan (III.B.2) and the annual Scheduled Maintenance Plan (IIIB.3). Both of these documents are the College's primary tools for requesting and obtaining state funding.

Oxnard College assures that overall quality and service result from the effective integration of planning, resource allocation, and communication. The College's systematic approach to establishing priorities, securing funding, and taking appropriate action ensures that it will be in a position to maintain an acceptable level of use, maintenance, quality and serviceability of all facilities.

Analysis and Evaluation

Oxnard College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and achieve its mission.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Facilities and equipment needs are reviewed annually during the program review and unit planning process. Requests for space increases, repairs or upgrades, and equipment are considered in the program review and unit planning documents and process. The departments articulate program resource needs for facilities and equipment in the Program

Effectiveness and Planning Reports (PEPRs). After a program priority list is developed by each department, the departments' priorities are submitted to the full Program Effectiveness and Planning Committee (PEPC) for final review and submission to the Planning and Budgeting Council (PBC).

In addition, data from the program review and unit planning documents is incorporated in the Five-Year Capital Construction Plan (III.B.2) to secure state funding. The Educational Master Plan (EMP) (III.B.6) is used to articulate the five-year facility needs.

Recommendations for use of existing space utilization and any safety or access issues are the responsibility of the Campus Use, Development, and Safety Committee (CUDS). This participatory governance committee is charged with assuring facilities needs are clearly communicated to other College committees, administrators and the facilities department.

Effective use of facilities in support of the institution's programs and services are evaluated by reviewing and updating the Space Inventory Report (III.B.4) which is updated annually and submitted to the State of California by the Director of Facilities, Maintenance and Operations. The Director compares year-to-year utilization of facilities and makes recommendations to administration for improving scheduling of classes and efficient use of all College facilities. Documented efficient use of existing facilities is critical to the College's ability to secure state funding for new construction and repairs.

Recommendations for equipment needs are developed during the PEPC and continual quality improvement reviews. Primary funding for equipment is through the Instructional Equipment, Library and Materials (IELM) grants received from the state. New buildings receive primary equipment budgets from the state as part of the Furniture, Fixture, and Equipment (FF&E) grant for new construction. When possible, equipment funding for new construction through Measure S is used to augment FF&E funding. Equipment grant funding has been provided also through Carl Perkins IV-1C, Title V and STEM grants and the general fund when possible.

As discussed in Standard III.C, computer upgrades are ongoing through the technology refresh program. Smart technology has been installed in many classrooms, with the goal of installing smart technology campus wide. Various grants have been used to open a new faculty resource center and provide equipment to many program areas spanning virtually all areas on- and off-campus.

The College uses all resources at its disposal to evaluate, plan and equip College facilities. The evaluation process is comprehensive, participatory, collegial, and effective in securing needed funding and maximizing the use of physical assets. Obtaining adequate funding is a challenging task, especially in years of economic downturns. Long-term plans, incorporated in the Facilities Master Plan, Educational Master Plan, and Program and Effectiveness Planning Reports, have enabled the College to make significant progress in construction of new facilities and renovation. The College continues to make every attempt to pursue all

available sustainable grants and to consistently leverage general and bond funds to address equipment and facility needs.

Analysis and Evaluation

Oxnard College plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The Facilities Master Plan (FMP) (III.B.9) serves as a comprehensive planning tool for long-range capital planning. Needs expressed in the FMP are prioritized by the College's participatory governance committees and then submitted to the state in the Five-Year Capital Plan subsequent to District approval. The Five-Year Capital Plan (III.B.2), updated annually by the College and the District, is driven by the Educational Master Plan.

The College utilizes several avenues in its approach to securing facilities funding. Funding sources include local bonds (e.g. Measure S), Certificates of Participation, Foundation contributions, and the state. State funds contributed to the construction of the new Warehouse and the Performing Arts Center. Because the College has been effective in defining its needs through the EMP and the FMP and during the submittal of its Five-Year Capital Plan, it received \$1.94 million to construct the new Warehouse and approximately \$7.0 million dollars in 2010 to construct the new Performing Arts Center. Receipt of these funds demonstrates the College's ability to submit comprehensive documentation needed to secure state funding.

Other projects such as the Student Services and Administration Building and the Learning Resource Center were funded totally by Measure S. For these projects, and many others, the College demonstrated its ability to communicate its needs to the community.

Overall, Measure S enabled the College to significantly reduce its space shortages. Measure S funding augmented Scheduled Maintenance funding received from the State and contributed in numerous ways to the overall appearance and maintenance of the campus. Equipment needs were also funded through Measure S.

The total cost of ownership is now integrated in College dialogue at all levels. College committees are increasingly aware of the financial implications of large building programs. Many costs of facility expansion are not readily apparent at the start. Costs of environmental impact compliance and fees associated with various mitigation requirements are high as well. In general, new facilities impact the institution in energy usage, supplies, maintenance and staff needed to service and support the buildings, and they compete with older buildings for scheduled maintenance funding. Large capital improvements require significant equipment as

well, which requires technical support and eventual replacement. The College is addressing the total cost of ownership issues for its building and renovation program through ongoing budget planning processes.

Analysis and Evaluation

Long range capital plans support institutional improvement goals. However, it is time for the College to hire an outside consultant to work with the college to develop a new Facilities Master Plan.

Standard III B Physical Resources List of Evidence

- III.B.1 [Material Safety Data Sheet Inventory](#)
- III.B.2 [Five Year Capital Building Plan](#)
- III.B.3 [Annual Scheduled Maintenance Plan](#)
- III.B.4 [Annual Space Inventory Plan](#)
- III.B.5 [Facilities Assessment Report](#)
- III.B.6 [Educational Master Plan](#)
- III.B.7 [PBC Budget Recommendations](#)
- III.B.8 [Emergency Preparedness Plan](#)
- III.B.9 [Facilities Master Plan](#)

C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The Information Technology Services (ITS) Department at Oxnard College manages technology and technology services, to include computer hardware, software, networking equipment, wide area and wireless network equipment, smart classroom and other presentation equipment, enterprise telephony, and e-mail. The department utilizes several software tools in order to provide a more cohesive operation and to allow for better internal communication and collaboration. Service Manager, a software package and work order

ticketing system, allows the department to manage day-to-day operations and maintain a task list for the department's team members. The work order platform also provides a mechanism for users to submit work requests to the department when specific needs arise and confirms that the average number of open and closed work orders per period is consistent. Consistency with these two metrics demonstrates that the amount of work generated matches the amount of work being completed. The ITS department is currently evaluating the use of Service Level Agreements that can be adopted with the Service Manager platform with the goal of enabling the department to prioritize projects and tasks more effectively.

In addition to meeting work order needs, the ITS department designs, manages, and implements all smart classroom technology on campus involving 72 classrooms equipped with smart media presentation equipment. The ITS department establishes the standard for the presentation equipment in order to maintain consistency and fluidity with applications and systems. Another benefit of the standards is the assurance of seamless platforms for instructor presentations. While ITS, in conjunction with the academic divisions, identified standards for the smart classrooms, the department is currently reviewing and evaluating them in order to ensure that instructional technology remains current with industry standards.

The ITS department continues to adopt new network strategies, evaluate network infrastructure design, and perform best practice analysis in order to validate and confirm the quality of services provided to the College. On an ongoing basis, ITS upgrades network diagnostic tools to help identify problems across the College. The Oxnard College ITS department has recently deployed HP's IMC network management system to address management, alerting, and diagnostic concerns relating to campus local and wide area networks. The management product has provided solutions to address scheduled and automated backups in addition to providing a mechanism to standardize configurations. The College ITS department has developed a centralized log repository to further assist with the diagnosis and management of the enterprise class network on campus.

Analysis and Evaluation

Technology services, professional support, facilities, hardware and software adequately and appropriately support the College's management functions, academic programs, teaching and learning, and support services.

III.C.2 The institution consistently plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard:

The Information Technology Services (ITS) department has multiple systems including Kaspersky and Microsoft System Center Configuration Manager which provide an inventory of equipment and a method to evaluate computer and network systems in a way that permits efficient updating and maintenance. Detailed information, provided by the inventory systems,

identifies the age, capacity, and functional level of each system. The inventory systems include information regarding both hardware and software components of the majority of the systems and desktop computers on campus. Such detail permits ITS to address not only hardware issues but software issues as well.

Using this information, the department has developed a scorecard method (III.C.1) which evaluates the criteria and establishes a priority for the upgrade and replacement of computer systems. In order to upgrade and replace equipment as scheduled, Business Services established a Technology Refresh budget that provides the resources to continually enhance and increase available technology in support of the College mission.

While a comprehensive computer lifecycle plan is not in place at Oxnard College, the ITS department is in the process of developing a comprehensive plan. This plan will include detailed inventory information regarding the various platforms and provide a comprehensive view of the technology owned and operated by the College.

Analysis and Evaluation:

Oxnard College continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Oxnard College has three locations where it offers courses, programs, and services. Each of these locations is equipped with standard technology which is designed, evaluated, and implemented to have the same level of quality as on-campus technology. Information Technology Services (ITS) has made significant effort to ensure that technology resources and platforms are implemented at all locations with the same degree of quality and effectiveness including: wireless networking, high-speed internet, and wide area network connectivity. All classrooms are equipped with the same software packages and standard of equipment which is evident in the College inventory and equipment scorecard system (IIIC.1). The on-campus smart classroom standards have been applied to classrooms at all locations.

Analysis and Evaluation:

ITS works constantly to ensure that technology resources function properly. The online work-order system, combined with a regularly staffed support desk, allows all College employees to report defective or non-working equipment to ITS which allows for timely

repair or replacement. As a result, instructional activities are rarely affected by faulty equipment.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College provides instruction and support for faculty, staff, students, and administrators in the use of technology. The College ITS Department currently operates directly under the guidance and direction of the Associate Vice Chancellor of Information Technology and the District wide technology ITS department. It is common for the District to delegate local issues to the Vice President of Business Services at Oxnard College.

The ITS Department at the College provides College-wide instruction to faculty, staff and administrators using a variety of mechanisms including courses, workshops, and self-service training. In addition, the College and District ITS department staff provide training that does not require synchronous in-person meetings. Many workshops have been offered utilizing the Lync (Skype) system. Some training sessions have been recorded and posted on the portal or website. In addition, ITS provides self-service guides using a variety of links and instructions that are posted for faculty and staff including online training material available through Lynda.com. These links address the most frequently asked questions and the most commonly utilized software systems.

An Instructional Data Specialist at the College is assigned to assist with providing instruction and support for eLumen for documenting the assessment of student learning outcomes. An Instructional Technologist schedules various training sessions for faculty in the use of Instructional Technology available to all faculty.

Students are assisted with technology through multiple sources, including self-service training for Desire2Learn in each course shell. Personal assistance for resolving issues in technology is provided in the Learning Resource Center.

In addition to on-campus instruction and training, faculty and staff have access to external training through the Professional Development Committee (PDC) and through funding from various grants. Each year, the College designates \$10,000 to faculty and \$10,000 to staff for professional development activities which may include training in technology. The PDC reviews applications and makes funding recommendations to the president (III.C.2). Applicants who receive funding are required to share the knowledge they have gained after their return to the College.

ITS has continued to evolve in its structure and services provided as the College has evolved and in light of technological advances. To meet the needs of the College, the manager of the ITS Department, who functions at both the College and District level and who coordinates

the day-to-day operations of the Department, works with two ITS specialists, an Information Technology Support Specialist I and an Information Technology Support Specialist III. The ITS department frequently collaborates with the computer technology learning programs on campus where student interns, volunteers, and work-study students are able to receive valuable work experience in the area of information technology.

In order to remain current, the ITS staff members have the opportunity for on-going training and professional development. ITS staff at the College takes every opportunity available to participate in on-going professional development.

Analysis and Evaluation

As previously mentioned in Section III.C.4, the College employs a full-time Instructional Technologist whose sole responsibility is to ensure that faculty is trained on the most up-to-date instructional technologies and techniques. Other staff receives necessary training from ITS staff.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Oxnard College has many policies and procedures in place that provide for the most practical application of technology in the teaching and learning process. The Instructional Technology Advisory Committee (ITAC) provides District-level guidance for the development and prioritization of instructional technology goals. The Administrative Technology Advisory Committee (ATAC) creates and adopts administrative technology goals (III.C.3). The District Strategic Technology Plan (IIIC.4) and the College Educational Master Plan (III.C.5) describe the strategies for achieving the goals designated by ITAC and ATAC.

In terms of policies and procedures regarding appropriate use of technology, the College has many safeguards in place to protect information and technology resources. The portal has enabled the College to implement a password protected single-sign-on system for the most heavily and widely used systems including Banner, Desire2Learn, payroll and finance. The College also complies with other state and federal statutes such as the Health Insurance Portability and Accountability Act (HIPAA), Occupational Safety and Health Administration (OSHA), and the Family Educational Rights and Privacy Act (FERPA).

In order to promote the continued appropriate use of technology in the teaching and learning process, the District wide Information Technology (IT) department has created a strategic plan (III.C.4) which is current through 2018 and includes District and campus technology related strategies. The College will use this strategic plan to guide the development of an updated, more comprehensive College specific Technology Plan for 2016-2021.

Analysis and Evaluation

Oxnard College's policies and procedures effectively guide the use of technology in the teaching and learning process.

Standard III C: Technology Resources List of Evidence

III.C.1 [IT Equipment Replacement and Upgrade Scorecard](#)

III.C.2 [PDC Funding Recommendations](#)

III.C.3 [ATAC Goals](#)

III.C.4 [District Strategic Technology Plan](#)

III.C.5 [Educational Master Plan](#)

D. Financial Resources

Planning

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The District's total 2015-16 adopted budget, excluding Capital Projects Funds and Reserves was \$266,079,270. Of the total, the General Fund Unrestricted budget was \$146,710,231, or 55.1 percent of all resources.

Of the District's Unrestricted General fund resource allocation, the General Fund Unrestricted Adopted Budget for Oxnard College was \$28,082,104 or 19 percent of the total General Fund Unrestricted allocation to the District. The General Fund Unrestricted budget allocation to the College is distributed through the District Allocation Model that was adopted by the Board of Trustees in May 2015 (III.D.1). For other College funds, the 2015-16 General Fund-Designated College budget was \$3,266,019 and the General Fund-Restricted budget was \$8,115,447. Resources to the College totaled \$39,311,638 for the 2015-16 fiscal year (III.D.2).

Upon receipt of the annual allocation, the resources are distributed to the various units of the College based upon projected costs for salaries and benefits, estimated costs for supplies, and other fixed costs. Any funding that is available above the College's fixed costs can be distributed based upon priorities that have been identified and recommended for funding.

In order to determine the priorities, budget and program planning is conducted at the unit and department levels where planning recommendations that are linked to program reviews are identified and submitted to the Program Effectiveness and Planning Committee (PEPC) for instructional programs, to the Student Services Leadership Team for student services programs, and to the Business Services Council for business services areas. These groups review the planning recommendations and identify recommendations to submit to the Planning and Budgeting Council (PBC). After review and discussion of these recommendations in March, April and May of each year, the PBC identifies recommendations and submits them to the President. Such recommendations may address positions, materials and equipment or other services that should receive available funding. After analysis of the PBC recommendations, the President determines which recommended requests will receive funding in the subsequent year. This cycle continues annually. During lean budget years, the process is used to recommend budget reductions or realignment of funds.

During the state budget crisis, resources allocated to Oxnard College were negatively impacted. There were reductions in course offerings, classified staff, hours for student and College services, and the loss of the four-week summer session. With such reductions, consolidation of various College and educational services, and reduction of services considered duplicative, the College continued to serve students and delivered the maximum services possible while operating with reduced funding. While resources were limited, Oxnard College made adjustments in its expenditures and re-allocated resources to support its educational programs and operational services.

An improved economy and state budget, coupled with FTES growth yielded increased funding for the College in 2014-15 and in the 2015-16 fiscal years.

Analysis and Evaluation

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College manages its financial affairs with integrity and continuous planning which involves participatory governance groups.

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District mission and goals are central to financial planning and are integrated into college planning. The Board reviews goals twice a year in February and June. The major Board policies that guide budget development are Board Policy 6200 Budget Presentation (III.D.3), 6250 Budget Management (III.D.4), and 6300 Fiscal Management (III.D.5).

The College financial planning process begins with District and College discussions regarding the projected resource allocation for the upcoming fiscal year. As this number is determined, institutional needs and outlines for program compliance and needed program/educational improvements for all programs are discussed in the various departments, divisions, and councils through their respective planning processes. Program review is at the heart of the College's planning and decision-making processes. Receiving and discussing the program reviews are three designated groups: the Program Effectiveness and Planning Committee (PEPC) for instructional programs, the Student Services Leadership Team for student services programs, and the Business Services Council for the business services areas. When discussing the program reviews, each of the three groups uses parameters including the College's mission statement, master plans and strategic plans, and state and federal mandates.

After thorough deliberation, each of these three recommending bodies prepares recommendations for the Planning and Budgeting Council (PBC). The PBC also develops and follows certain criteria for resource allocation, including the College mission, goals, and values (III.D.6), the College's master plans and strategic plans and federal and state mandates and applies them to all recommendations for funding with highest priority given to health and safety, ADA and federal and state mandates. The PBC develops recommendations based on the established criteria and presents recommendations to the President, who makes final decisions regarding allocation of resources. (III.D.7)

Since the PBC reviews all requests to ensure they are consistent with and support the College mission, the PBC is also charged with reviewing and recommending changes to the College mission statement in order to reflect the changing educational, technical, and service needs of the community. In 2013-14, the PBC recommended a new mission statement, which was adopted by the College in 2014 (III.D.8).

Once the Board of Trustees approves the Adopted Budget, the document and executive summaries are posted on the District website for public access (III.D.9). Business Services is available to answer questions regarding all budget and financial questions. The College makes a conscious effort to openly engage campus constituents regarding fiscal planning and budgeting. This occurs through presentations and discussions at PBC and other committee meetings as well as campus budget forums.

After resources have been allocated, regular staff budget reports are provided to the Board and College leadership as part of regular Board meetings, Chancellor's Cabinet meetings, and meetings of the District Council on Administrative Services (DCAS), which is the District wide participatory governance council responsible for budget development. As

demonstrated by prior budget expenditure reports, Oxnard College expends all of its allocated funding pursuant to program plans, staff, and other budgeted expense items.

Analysis and Evaluation

The College's mission and goals are the foundation for financial planning which is integrated with and supports all institutional planning. Policies and procedures ensure sound financial practices and fiscal stability. Appropriate financial information is disseminated through the institution in an on-going and timely manner.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Oxnard College clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Budget development is guided by the District Council on Administrative Services (DCAS) and the College Planning and Budgeting Council (PBC). These separate yet cooperative committees have established timeframes during which they conduct formal meetings and discussions, both at the College and at the District, regarding institutional plans, budgets, and other financial matters. Members of these committees represent the various College constituency groups such as the Academic Senate, College and District administration, Classified staff, and the Associated Student Government of Oxnard College.

The Planning and Budgeting Council (PBC) is responsible for helping set College budget-planning priorities, in addition to discussing and recommending the process and protocol for establishing new College funding priorities. The PBC members are required to disseminate the outcomes of the discussions and decisions from these meetings to their constituencies through oral or written reports. Also, PBC minutes are posted on the College website for general College review.

The budget allocation process is clearly defined, with funding provided to Oxnard College using the allocation model. College groups have an opportunity to provide input to the allocation process in a formal participatory governance environment, which includes dialogue at the department and division levels. Budget planning and development documents are disseminated to College constituencies, with the College budget and other financial information discussed and approved at Board meetings. When budget changes and adoptions are made, the information is made available on the District's website and is available to anyone who seeks the information.

Analysis and Evaluation

Oxnard College clearly defines and follows its guidelines and processes for financial planning and budget development. All constituencies have opportunity to participate in the process.

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

In order to develop the District's budget and conduct a realistic assessment of financial resource availability, regular updates regarding the assessment and projections of financial resources, including state economic projections, are presented and discussed at the District Council on Administrative Services (DCAS) with information from those meetings forwarded to the College. This information is used to develop the District and Colleges' budgets.

Institutional planning at the College involves management, faculty, and staff. The Planning and Budgeting Council (PBC) was created to serve as the main entity for participatory governance, planning and budgeting at the College by the authority of the Oxnard College Shared Decision Making And Collegial Consultation document approved in 2006 (III.D.10). This document was approved by the Academic and Classified Senates, Associated Student Government, and Management. The PBC reports directly to the President of the College. These constituencies recently reaffirmed the authority granted to the PBC in the Participatory Governance/Standing, Advisory and Ad Hoc Committees Manual, 2012 (III.D.11).

The program review process for each of the College divisions serves as the basis for budget planning and development and identification of priorities. As described in Standard III D.3, the College's budget priorities are recommended to the PBC. The PBC discusses these priorities and makes recommendations to the President.

Once adopted by the Board, the District and Colleges' budgets are distributed widely throughout the District and is also accessible on the District's website. Copies are placed in all College libraries, and numerous copies are provided to College and District constituencies. The College also conducts regular budget forums to ensure that all constituencies are aware of current fiscal conditions. Additionally, the College provides budget information to its constituencies through newsletters, various College department meetings, and through the PBC.

Analysis and Evaluation

Oxnard College's planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Both the District and the College have a number of mechanisms in place to assess the use of financial resources. In evaluating the effective use of financial resources at the District level, focus is placed on monitoring enrollment growth related to WSCH/FTEF. Since the single largest component of the budget is instructional salaries and benefits, the District devotes significant time monitoring enrollments and evaluating the use of instructional resources each term. The more effectively instructional resources are used, the more students can be served.

The College reviews Banner fiscal reports to provide expenditure reports and assesses College fiscal trends and needs (III.D.12). Annual audit reports are reviewed to ensure adherence to fiscal processes and prompt attention to any audit exceptions. (III.D.13) The units also use program review to determine program needs based upon past levels of funding and anticipated future funding.

As part of budget monitoring, departments and the College's Fiscal Services Office reviews College areas of funding to identify possible savings and any problem areas that potentially may need funding beyond the approved budget allocation. Deans and Directors have access to Banner (the District's financial system) and can run budget reports and research budgets whenever they please. The Fiscal Services Supervisor and/or the Vice President of Business Services alert department managers of potential fiscal issues and to make budget recommendations to ensure that funds are used effectively.

College departments and managers also review Banner fiscal reports, and with reports from the Business Office, reconcile expenditures to stay within approved budget guidelines. These fiscal reports are also used by managers to re-allocate funding within their departments to ensure that funding is used efficiently within their divisions, as well as to help address needed program or service improvements (III.D.12). This budget management and evaluation process is continued throughout the year to address program needs. This process also assists divisions with determining long term resource needs which are then addressed through unit program reviews and submitted to the PBC for its review and recommendations (III.D.14).

Analysis and Evaluation

Regular meetings are held with College and District groups to assess the best use of limited financial resources. Program reviews and other fiscal data are used to assess College needs and to make adjustments in order to best meet the needs of the students and the community. Fiscal plans are updated as needed to improve core programs and services.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

The current District budget allocation process is reviewed annually to ensure that it continues to meet its objectives and provides an equitable distribution of resources to Oxnard College. Audits are conducted annually to review College expenditures and to ensure that all funds are expended in light of state and federal requirements and that all expenditures are consistent with the College's program plans. Audits are conducted in a timely manner, and very few management findings have been noted. Any findings that are documented are addressed quickly and appropriately.

All College funds are allocated based on the College's program and department needs, a practice that allows the College to meet its current learning goals and objectives, as well as future objectives. The Banner financial management system is accessible to all College budget managers to monitor financial activity. The system is updated in real-time and managers have full access to the system to monitor their units' financial activity in a current and timely manner.

To assist the college with maintaining fiscal integrity the District provides multiple training opportunities for staff whose work assignments include requisitions, budgeting, and fiscal management. Managers, staff, and faculty are able to seek assistance at any time in order to enhance their knowledge of financial transactions.

In addition, financial documents and audit reports are provided to the College's Fiscal Services Office and are available for review by College managers, faculty and staff. Training on the financial system has been provided to each of the department managers and their administrative staff to assist them with generating their own financial reports. Fiscal staff is readily available to meet with instructional staff regarding budgets and operating plans. The financial documents reflect the real-time unit allocations and document budget changes. Audit reports reflect the College's responses to any audit exceptions (III.D.13).

Analysis and Evaluation

College financial documents demonstrate appropriate use of fiscal resources; additionally financial audit reports indicate that financial management is sound within the District and Oxnard College. The Banner financial management system is adequate and accessible for budget management. Financial policies and procedures ensure effective internal controls

with multiple levels of review.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Audit reports indicate financial management is sound with appropriate internal controls. Any findings and/or recommendations cited in the audit reports are addressed immediately. The District responds to those that are institution-wide. The College is provided copies of the audit exceptions that are directly related to its operations and with assistance from the District staff, Oxnard College responds to the issues immediately (III.D.15). To ensure the exceptions have been adequately addressed, auditors reexamine exception areas in the subsequent year's audit and include their current findings in the next year's audit report.

Analysis and Evaluation

Annual External audits are used to identify shortcomings within the District internal controls and Vice Chancellor of Business and Administration work with colleges to resolve them. Responses to audit findings are communicated to the affected College managers and departments as appropriate and necessary changes are implemented to comply with all findings.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Oxnard College and Ventura County Community College District (VCCCD) formally review internal controls once a year, during the independent auditor's review of District and College internal controls. In addition to offering an opinion on the District financial statement, auditors also test the adequacy of internal controls and provide a report on the results. The annual external audit process is extensive and comprehensive (III.D.16). All audit reports are reviewed and progress towards implementation of correction active plans for all audit findings are tracked by the District's fiscal services team on an ongoing basis. External auditors review progress of corrective actions annually. These responses are presented to the Finance and Capital Planning committee of the Board and also to the Board of Trustees for acceptance. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis. Information from external audits is provided to the Finance and Capital Planning Committee, governing board, the Chancellor, and the Vice Chancellor of Business and Administration, and is used to evaluate and improve the District's financial management and internal control systems.

Auditors comply with requirements set forth in the Contracted District Audit Manual (CDAM) (III.D.17) and choose random transactions to test for compliance and accuracy. Additionally, Oxnard College and the VCCCD personnel informally discuss internal controls at the District Operational Council.

Analysis and Evaluation

The College responds to audit findings and appropriately improves processes as needed. By way of example: During the District's 2012 audit, the auditor discovered that the Oxnard College Bookstore special ordered a computer and printer for a student, however the bookstore did not require a deposit nor advance payment. Unfortunately, the student never picked up the computer and printer, and the bookstore was unable to sell the items. The college strengthened the bookstores' internal controls by not placing special orders without prior payment.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The total reserves of the District are evaluated as adequate to meet both short and long-term financial emergencies. The reserves are divided into four distinct categories for the 2015-16 adopted budget (III.D.9). These categories are the following:

1. General Fund Unrestricted-Designated Reserve – State Required Minimum (5 percent)
In accordance with the California Community Colleges Chancellor's Office Accounting Advisory FS05-05: Monitoring and Assessment of Fiscal Condition, issued in October of 2005 (III.D.18), the System Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent - \$7,991,634.
2. General Fund Unrestricted-Designated Reserve – Reserve Shortfall Contingency – The Board of Trustees has designated that this reserve should be a minimum of \$5,000,000 and will be used only to cover unanticipated mid-year revenue shortfalls.
3. General Fund Unrestricted Reserve – Unallocated - This reserve is made up of remaining ending balance after the reserve requirements above have been met. At June 30, 2015, this amount was \$6,648,593.
4. General Fund Unrestricted-Designated Reserve – Budget Rollover – Although not an actual reserve, the Adoption Budget at June 30, 2015 (III.D.9), included ending balances of \$21,834,354 from the four budget units that will be designated for one-time expenditures in 2015-16 at the specific sites that generated the balance.

Outside of District reserves, the only other access to cash would come from borrowing through the issuance of Tax and Revenue Anticipation Notes (TRANS) or Certificates of Participation (COPs). The District does not anticipate the need for borrowing any cash in the near future.

Oxnard College receives the bulk of its state funding through the normal apportionment

process. In the past, this process had resulted in approximately 1/12th of the annual state allocation, which was received monthly throughout the fiscal year.

The College receives local property tax funding, primarily in December and in April, with small deposits occurring throughout the year. The College receives its enrollment fee funding primarily in the months of April through August and November through January.

To date, neither the VCCCD nor Oxnard College has been faced with cash flow difficulties that would require borrowing cash, primarily due to the reserve balances that the District has accumulated over time. Even with state funds now being deferred for several months, the District does not expect to borrow cash in the near term due to the level of reserves.

The District is a member of the Statewide Association of Community Colleges (SWACC), which is property and liability Joint Powers Authority. In addition to loss coverage, SWACC provides the District with programs and resources to mitigate loss exposure through loss control services, trainings, and risk transfer and, therefore, has reserves to handle unexpected losses. Participation in a Joint Powers Authority (JPA) also spreads the impact of losses over time. In addition, the District carries small reserves specifically designated to handle self-insured exposures such as self-retained deductibles.

Analysis and Evaluation

The District is in full compliance with the state mandate which requires 5 percent of General Fund revenue to be set aside for reserves. There is sufficient cash flow to meet College obligations.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

All areas of District funding are managed under the same financial oversight and management systems. District staff members also coordinate training for new grant or auxiliary fund managers. Budget development management processes and controls are similar to those of the College's general fund. At the College level, the Vice President of Business Services and the fiscal staff routinely run Banner reports to oversee and manage the College budget. Department budget documents and forms are reviewed to ensure consistency with Board and fiscal policies to ensure training is provided for the appropriate fiscal manager. In all cases, steps are taken to ensure that violations of Board policies are prevented.

Current audits and financial program reviews indicate no significant findings or recommendations, and all routine findings are addressed annually (III.D.13). In addition, College budget staff members periodically review the rate at which funds are being spent and provide budget detail reports to assist managers and staff with program and department management. The information is presented to and discussed with managers to make revisions, if necessary, to their respective budgets. By way of example: the Vice President of Student Development, and the Fiscal Supervisor, met at least twice over a couple of months to review expenditure progress on both years of the SSSP grants. They determined that since the College was not able to hire the new assistant dean (who will serve as the SSSP coordinator/administrator) in this department until April 4, 2016, it could be justified to transfer 1/3 of the Vice President's salary and benefits into the program since this position had been performing the coordination function for the first 9 months of the fiscal year. The attached evidence documents this transaction and budget change (III.D.19).

Contracts, grants, and foundation requests all undergo a thorough review at the College level by departments and deans, or other College managers, prior to recommending approval to the President of the College. Requests are then submitted by division deans and managers to the President's Cabinet for review. If there are District wide implications, the requests are discussed as well at various District wide committees such as the District Council on Administrative Services (DACs), the Administrative Technology Advisory Committee (ATAC), and the District wide Council on Human Resources (DCHR). If recommended for approval at the College or District levels, the requests are discussed at the Chancellor's Cabinet. If the requests are approved, they are signed off the by the Vice Chancellor of Business Services at the District Office. Quarterly and annual fiscal report for categorical and other grant programs are then prepared by staff and reviewed by College management and budget staff, prior to being sent to the District Office for review and submission, as needed, to governmental agencies.

Evidence from audits and financial program reviews shows that Oxnard College and the VCCCD are both in compliance with recognized reporting and accounting standards and there are no fiscal management irregularities which need to be corrected. Proper oversight is provided by the College and the District's business offices, in addition to the respective departments responsible for financial aid, grants, and categorically funded programs, and contracts.

Analysis and Evaluation

The District and College practice effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Liabilities

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The VCCCD has established budgetary processes to address all long-term College obligations. A reserve has been fully funded to cover the long-term liability related to faculty workload balancing. The District also established a separate fund to cover retiree health liability, and the VCCCD fully implemented GASB 45 in 2007-08. The most recent actuarial of its retiree benefit obligation was performed in 2014 (III.D.20). Insurance costs are covered on a pay-as-you-go basis and are budgeted annually in the District wide services budget within the General Fund Unrestricted budget.

In 2012 the Board approved the Infrastructure Funding model (III.D.21) and established a sub fund to account for revenues and expenditures. The fund was created to help address total cost of ownership and the growing structural deficits in infrastructure categories. As specified in the funding plan, resources are re-allocated from the General Fund-Unrestricted, which may accumulate from year to year to address the Colleges infrastructure needs.

Building maintenance costs, as well as scheduled maintenance costs, are budgeted in the Oxnard College operating budget and its capital projects budget. The College also has local capital, which can be used to assist with the maintenance of College facilities.

Program review by each of the divisions provides short term as well as long term goals for achievement and outlines needed improvements to meet the changing needs of the students.

The only long-term obligations the College experiences are related to facility lease and equipment lease purchase agreements. These obligations are identified annually during budget development, and the College is required to include these costs in its operating budget.

In terms of employee benefits, the District uses predetermined percentages when estimating employee benefits, which makes it easy for the College to conduct cost analyses and properly budget for position expenses. With regard to the College's long-term issues such as scheduled maintenance, capital improvements, and other ongoing cost obligations, adjustments are made during the District Tentative and Adopted Budget processes to cover cost of living and other necessary increases to these budget line items. To date, the funding allocated is sufficient to cover current projected long and short-term benefits and liabilities.

Analysis and Evaluation

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

An actuarial study for post-retirement benefits was performed in November 2014 (III.D.20), estimating the amount that should be accumulated under the requirements of GASB 45. Actuarial studies are performed every two years. The District's long-term liability as of that date was estimated at approximately \$138.3 million. In order to reduce the overall cost to the District, in FY2010-11 the District established an irrevocable trust fund for the partial funding of that liability (III.D.22).

As a means of accruing the amount required under GASB 45, the District makes an annual required contribution (ARC), assessed as an employer expense, that includes rates that range from 7 percent to 20 percent on each payroll dollar depending on employee type and funding source. These fringe benefit rates are assessed to all eligible employees' salaries in all funds, including categorical, grants and contracts, and auxiliary services. In the Adoption Budget, using this methodology, the expenditure for post-retirement benefits is projected to be approximately \$12.8 million for all funds. Health benefit premium costs for retirees are paid directly from the Retiree Health Benefits fund and are estimated at \$11.8 million. The difference between the two actual amounts will be transferred to the irrevocable trust to help mitigate the long-term liability.

Vacation leave for classified and management employees are capped at a maximum accrual of 240 hours per employee. Load bank activities for certificated employees also have a maximum balance based on the collective bargaining agreement. The College reviews and has fully accrued obligations for employees relating to compensated absences and load banking.

Analysis and Evaluation

The District continuously monitors for potential increases in OPEB and other employee-related obligations and takes action accordingly.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The only debt instrument issued by the Ventura County Community College District is a General Obligation Bond which is paid through an ad valorem tax, collected and transferred by the County Assessor.

III.D.14 All financial resources, including short-and long-term debt instruments such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Oxnard College maintains financial accounts in accordance with the Budget and Accounting Manual (BAM) (III.D.23) published by the California Community Colleges Chancellor's Office. This manual ensures a uniform accounting system for accurately reporting financial aid, grants, debt service, and externally funded programs in discrete categorical accounts. Both the College and the District business offices review grant budgets for program compliance in terms of expenditures. College and District audits and reviews by external auditors and agencies show that the system of fiscal oversight and financial management is effective.

The College does not have any Capital Equipment Leases, nor does the College or District have Tax Revenue Anticipation Notes or Certificates of Participation, but the District does have a General Obligation bond, as discussed in Standard III.D.13. In accordance with state law, the District formed a Citizens' Oversight Committee (III.D.24), which meets on a regular basis to review projects authorized by the voters. In addition, the District has a separate performance and financial audit of the bond expenditures.

The Oxnard College Foundation, an auxiliary organization of the College, provides support to campus development, student scholarships, and educational programs in order to promote the progressive and continuing advancement of Oxnard College, to support initiatives in educational excellence, and to enable the College to serve as an exemplary multi-cultural community resource. The Foundation's financial statements and records are reviewed by the independent auditor on an annual basis (III.D.25).

Analysis and Evaluation

Oxnard College uses all financial resources with integrity and in a manner consistent with the intended purpose of the funding source. The College is diligent in ensuring that funds are used for their intended purpose.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Oxnard College does not offer student loans.

Contractual Agreements

III.D.16 Contractual agreements with external entities are consistent with the mission and the goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Several agreements have been established between the College and outside agencies, including agreements with local high schools and universities through the Title V program (III.D.26); Science, Technology, Engineering and Mathematics (STEM) agreements with outside educational institutions (III.D.27); and child care grants through the child development program (III.D.28). All grants and contracts for support services are reviewed for their direct linkage to the College mission statement. Support for the College mission is part of the Board's request for approval process for grants and contracts.

College administrators must initially approve and sign off on any outside agreement. Each agreement, reviewed as necessary to meet College and community needs, must be consistent with the College plans and the mission statement. The agreement is then sent to the District office for review and approval. After approval by the Vice Chancellor of Business Services, the College provides the necessary controls to administer and execute the agreement. Proper fiscal and program oversight is provided by the College business office and instructional departments. Contracted programs which do not meet approved standards are not renewed.

Analysis and Evaluation

District and College policies and procedures ensure that all contractual agreements maintain the integrity of the College and fulfill the College mission.

Standard III D: Financial Resources List of Evidence

- III.D.1 [District Budget Allocation Model](#)
- III.D.2 [2015-16 College Budget](#)
- III.D.3 [BP 6200 Budget Presentation](#)
- III.D.4 [BP 6250 Budget Management](#)
- III.D.5 [BP 6300 Fiscal Management](#)
- III.D.6 [PBC Resource Allocation Criteria](#)
- III.D.7 [PBC Minutes](#)
- III.D.8 [College Mission](#)
- III.D.9 [2015-16 Adopted Budget](#)
- III.D.10 [Oxnard College Shared Decision Making and Collegial Consultation Document
2006](#)
- III.D.11 [Participatory Governance/Standing, Advisory and Ad Hoc Committees Manual
\(PGM\)](#)
- III.D.12 [Banner Fiscal Report](#)
- III.D.13 [Annual Audit Report](#)
- III.D.14 [Sample Program Effectiveness and Planning Report](#)
- III.D.15 [Audit Exceptions Report](#)
- III.D.16 [District Annual External Audit Report](#)
- III.D.17 [Contracted District Audit Manual](#)
- III.D.18 [California Community Colleges Chancellor's Office Accounting Advisory FS05-
05: Monitoring and Assessment of Fiscal Condition \(2005\)](#)

- III.D.19 [SSSP Budget Transfer Authority Document](#)
- III.D.20 [2014 Retiree Benefit Obligation Actuarial](#)
- III.D.21 [Infrastructure Funding Model](#)
- III.D.22 [GASB 45 Irrevocable Trust Fund 2010-11](#)
- III.D.23 [Budget and Accounting Manual \(BAM\)](#)
- III.D.24 [Citizens Oversight Committee Agenda](#)
- III.D.25 [Oxnard College Foundation Annual Audit](#)
- III.D.26 [Sample Title V Program Agreement](#)
- III.D.27 [Sample STEM Agreement](#)
- III.D.28 [Sample Child Care Grant](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college Districts or system, the roles within the District/system are clearly delineated. The multi-college District or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

In order to facilitate innovation and improvements regarding practices, programs, and services, the leadership of Oxnard College strongly supports engagement in the participatory governance process. Oxnard College strives to be a model of shared governance through leadership and transparency. Four constituencies, which include administration, the Academic Senate, the Classified Senate, and the Associated Student Government, are represented on participatory governance committees as specified in the Participatory Governance/Standing, Advisory, and Ad Hoc Committees Manual (PGM) (IV.A.1). The PGM has been reviewed at two-year intervals for the past six years, with the goal to continually add stakeholders and leaders to appropriate committees. All committees have demonstrated commitment to engagement in data driven analysis and decision making efforts. Committee members take their work seriously and complete their homework prior to the scheduled meetings. Attendance at meetings has been consistent and agendas and thorough minutes are provided in a timely manner. All participatory governance meetings occur under the guidelines of the Brown Act, and community members have the opportunity to attend these meetings and provide public commentary and input.

Participatory governance committees have significant charges and wide-ranging innovative accomplishments. The Planning and Budgeting Council (PBC) has vetted the Educational Master Plan (EMP) (IV.A.2), reviewed hiring priorities across campus, and recommended restoration of programs that were cut during 2010-2012. PBC's recommendations to the President were carefully considered. The Student Success Committee reviews institutional effectiveness and student performance data and participates in the American Association of Community Colleges' Voluntary Framework for Accountability, which exceeds the basic metrics required by the Scorecard. This committee focuses on establishing standards and the Program Effectiveness and Planning Committee (PEPC) operationalizes those metrics to the best of its ability during the annual program review process. PEPC scores instructional programs according to rubrics related to student success as well as timeliness and sufficiency of offerings and then reviews related resource requests from the program areas. With its work in ranking programs and providing analysis to PBC, PEPC has an extensive list of accomplishments.

PEPC sends its findings regarding faculty hiring and resource requests to PBC. PBC ranks the requests related to faculty positions using a set of rubrics related to Full-Time Obligation Numbers (FON), program plans submitted during the PEPC process and such factors as student demand for courses and alleviating workflow issues related to having one person departments. PBC then sends its recommendations to the President who carefully reviews PBC's considerations.

Another excellent example of successful participatory governance is evident in the work of the Curriculum Committee. This committee has become increasingly efficient in making needed changes to curriculum in order to provide better pathways for students.

Significant changes in administration at the College since the last self-study resulted in a number of interim appointments in the roles of president and vice president. The individuals holding these interim positions remarked that they were most impressed with the smooth working of the College's shared governance system.

Analysis and Evaluation

Oxnard College continually increases involvement of all constituencies in recommending innovation and improvements through the participatory governance process. Institutional leaders create and encourage such innovation and support all groups in taking initiative for improving practices, programs, and services. Stakeholders participate with a strong sense of involvement and attention to using data in decision-making.

IV.A.2 The institution establishes and implements policy and procedures authorizing administrators, faculty and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

As described in Standard IVA.1, the College strongly supports engagement of all constituencies in the participatory governance process and implements policy and procedures authorizing their participation in the decision making process. The College's long-standing practices regarding full participation of all groups, including students, are clearly conveyed in the Participatory Governance/Standing, Advisory, and Ad Hoc Committees Manual (PGM). (IV.A.1)

Student engagement with the decision-making process is clearly defined in the PGM. Since the leadership of student government changes on a regular basis, efforts are continuously made to solicit participation from each new group of ASG leaders and senators and inform them of their rights and responsibilities regarding shared governance.

Institutional leaders encourage students to take initiative for improving practices in areas in which they are involved. Students are represented on numerous participatory governance committees. They attend Academic Senate meetings regularly and may convey their concerns through the Academic Senate President to the committee. The Associated Student Government (ASG) also appoints students to the following governance entities: Planning and Budgeting Committee; Accreditation Committee; Program Effectiveness and Planning Committee; Curriculum Committee; and the Campus Use, Development, and Safety Committee.

The ASG has fostered a climate conducive to clubs and student activities, such as Multicultural Day (IV.A.3) involving student participation. The ASG has taken an active

role in helping students understand changes in financial aid policies, and it has sponsored scholarship and financial aid workshops that were well attended. The ASG also supports study groups such as The Agora and the Street Law group that permit students to engage in policy analysis and decision making at levels beyond the campus.

In addition to encouraging participation of all groups, including students, in participatory governance processes, the College specifies the manner in which individuals bring forward ideas and collaborate on appropriate policy, planning, and special-purpose committees. The PGM provides direction regarding the process for bringing ideas and concerns forward to the appropriate group(s). In addition, the Academic Senate acts as a point of contact in directing interested individuals to the appropriate committee for presentation of ideas and/or concerns.

Analysis and Evaluation

Institutional leaders strongly encourage all groups to engage in innovation and initiatives designed to improve practices, programs and services. The participatory governance process clearly makes provisions for and supports student participation and input as well. The systematic participative processes at the College are used to assure opportunity for providing input, ideas and concerns and to encourage collaboration on appropriate policy and planning.

With the addition of a full-time Student Activities Coordinator, regular participation by students in campus events and in participatory governance should increase.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Oxnard College is part of a multi-college District that allocates funding and plans budgets through a District Allocation Model (IV.A.4). The Vice President of Business Services sits on two District wide decision-making bodies: the District Operations Council (DOC) and the District Committee for Administrative Services (DCAS). The Academic Senate is represented on DCAS by the Academic Senate President. DOC and DCAS are the two bodies that recommend budget to the Board's Finance Committee. DCAS has operated by consensus for the past ten years, and members have agreed on the Allocation Model and on each annual budget.

At the College level, Oxnard College provides administrators and faculty clearly defined roles in institutional governance. Both exercise a substantial voice in institutional policies, planning, and budget. For example, the College assesses opportunities for growth through two committees: the Program Effectiveness and Planning Committee (PEPC) and the Planning and Budgeting Council (PBC). These committees make recommendations to both the Vice President of Business Services and the President. PBC minutes are maintained and all constituencies of the College are encouraged to participate. Responses are recorded in

PBC minutes. The Vice President of Business Services co-chairs PBC and is a conduit of information between the College and the District.

Analysis and Evaluation

Over the past six years, administration and faculty representatives on various District and local committees has ensured continuous input into and substantial influence over institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Oxnard College's Curriculum Committee, while composed of members of all College constituents, is predominately populated by faculty. The Vice President of Academic Affairs and Student Learning co-chairs the committee with a faculty member. They work together to ensure that curriculum advances from the faculty authors to the various levels of local and state approval and through articulation channels, as appropriate, involving both the University of California and the California State University systems.

In the past six years, much work has been accomplished. For example, the Course Identification (C-ID) process resulted in a large number of curricular changes, and numerous Associate Degrees of Transfer were developed and approved. These course changes and development of degrees were accomplished in a timely fashion through a partnership of the Office of Academic Affairs and the Curriculum Committee.

The collaboration of administrators and faculty through policy, procedures and well-defined structures resulted in a significant number of course outlines of record that were updated in a relatively short time period. In 2010, a large number of course outlines were out of date or lacked current components. By 2013, those problems were remedied and by 2014, the Curriculum Committee had no backlog of course approvals. At this point, the Curriculum Committee was able to assist faculty with curriculum approvals in record time. The full implementation of CurricUNet required a great deal of professional development for faculty, which was managed by the Office of Academic Affairs. This system now functions well.

Key to this well-functioning system for curriculum approval was the provision of a detailed and color coded calendar system, which provides information to all faculty members about curriculum deadlines. This system was designed by the faculty co-chair of the Curriculum Committee and the staff of the Office of Academic Affairs.

At Academic Senate, however, it was noted that some aspects of automated curriculum review result in less real-world dialogue within departments about curriculum. To address

this concern, departments took definite steps to change processes so that traditional forms of dialogue and discussion about curriculum occur. Department minutes reflect an increase in real-world, face-to-face discussion about curriculum.

Three subcommittees of the Curriculum Committee are composed largely of faculty with administrative involvement, and these subcommittees function smoothly because of their well-defined structures, policies and procedures. The subcommittees are the Distance Education Committee, General Education Committee (GE), and the Learning Outcomes Team (LOT). These subcommittees have accomplished a significant amount of work. For example, the Distance Education Committee established policies regarding regular effective contact. The General Education Committee addressed GESLO's and other policies. The Learning Outcomes Team effectively worked with faculty regarding the inclusion of learning outcomes in the course outlines.

Analysis and Evaluation

The Curriculum Committee has never functioned better, as evidenced by the sheer amount of work that it has accomplished in a timely fashion and with increased efficiency. By fall 2015, the Curriculum Committee had caught up with all of its required tasks and because members had been thoroughly trained, curriculum now moves to the Board for approval in a timely manner. This committee may well be the best-functioning and most finely tuned committee on campus. It is composed primarily of Department Chairs, by design, since the departments have been prudent in choosing their Chairs and keeping incumbents in the role. Incoming Department Chairs receive mentoring and training on curriculum which is now systemized and easy to complete. Faculty and administrators attend the Academic Senate for the California Community Colleges (ASCCC) Curriculum Institutes to ensure that any changes at the state level are immediately incorporated into local processes.

Minutes of the Curriculum Committee are thorough and up to date. Numerous annual calendars and charts aid in building an efficient curriculum process. Annual reports are made to both District (DTRW-I) and Academic Senate regarding curricular processes. Any changes in State requirements regarding curriculum are communicated quickly and efficiently.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Through a system of Board and College governance, Oxnard College ensures appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action on institutional plans, policies and curricular change. The College committees are aligned with District and Board committees. This alignment,

initiated in 2009, required a couple of years to achieve. The Board of Trustees has changed the structure of its committees in various ways since that time, but always in alignment with processes at the College level. The Board has undergone extensive professional development in the various areas of oversight and through the alignment of the various committees and a system of Board and College governance, the College ensures appropriate consideration of relevant perspectives.

All new policies and all budgets go through an extensive participatory governance process involving the District committees and Oxnard College committees. For example, the Planning and Budgeting Council (PBC) handles campus involvement in the budget discussions. The Academic Senate reviews new Board Policies and participates in the creation of Administrative Procedures (APs), which are jointly written by District and College administrators in consultation and with a goal of consensus with the Academic and Classified Senates. The Administrative Procedures, which operationalize Board Policies, are submitted to the Board of Trustees as information items, but Board feedback on the APs is welcome. Many AP's require frequent revision, due to budget changes, innovations and legal changes.

Analysis and Evaluation

Through its system of Board and College governance, Oxnard College ensures the appropriate consideration of relevant perspectives and timely action on institutional plans, policies, curricular change, and other considerations.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The processes for documentation and communication of the decision-making process and resulting decisions is quite clear. The Participatory Governance/Standing, Advisory, Ad Hoc Committees Manual (PGM) is posted on the College website and stored in the Oxnard College SharePoint site. Hard copies of the PGM are distributed when revisions have been made. Every participatory governance body keeps minutes and posts them on SharePoint. Many participatory governance bodies also post their minutes on the College website. All meetings of all participatory governance bodies begin with a review and approval of the minutes which serve as a major mechanism of campus wide communication.

Analysis and Evaluation

Decision-making processes are well documented and effectively communicated across the College and District.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Evaluation of Oxnard College's leadership roles and decision-making policies and processes is regularly conducted, and results are communicated and used for improvement. In 2008-2009, one area of focused review was Program Effectiveness and Planning. An issue that became apparent was the need for greater assistance and support for the institutional research function. With only one institutional researcher, it was difficult for the Program Effectiveness and Planning Committee (PEPC) to fulfill its charge as described in the Participatory Governance/Standing, Advisory, Ad Hoc Committees Manual (PGM) (IV.A.1). In 2014, the Board of Trustees approved a new position for Oxnard College, Dean of Institutional Effectiveness, which was filled in October, 2015. While PEPC continues to review the program reviews of all instructional programs, enhancement of processes for reviewing Student Services and Business Services program reviews has been accomplished as well. For example, the Planning and Budgeting Council (PBC), rather than PEPC, evaluates the Business Services program review, using an outcomes-based model as of 2014. The PGM will need to reflect changes made in program review processes and any other changes in decision-making policies and procedures. The current version was revised in 2012 and accepted by stakeholders in 2013. The timeline for review of the PGM required that it be reviewed again in 2014. The College President and the Academic Senate President began this review, but the retirement of the College President in May 2015 delayed the process. The Interim President and the Academic Senate President agreed that it would be best to wait for a permanent College President to effectuate further changes to the PGM. The new College President arrived on May 23, 2016.

Academic Affairs has not conducted a formal program review, but the Vice President of Academic Affairs and Student Learning either attends Academic Senate meetings or consults with the Academic Senate President regularly regarding the effectiveness of Academic Affairs. In one sense, nearly every measure of institutional effectiveness ends up as a tacit review of Academic Affairs. Even the measures of student success discussed by the Student Success Committee reflect directly to Academic Affairs and areas needing improvement.

The decision-making policies, procedures, and processes of Academic Affairs are informed as well by the Deans' Council. During Council meetings, conducted on a regular basis, ideas and suggestions are shared for Academic Affairs.

The Academic Senate, while continuously giving input to Academic Affairs, has never sought a formal review of itself from any campus wide constituency, encouraging instead that traditional methods of debate and representation are used in a bimonthly fashion to shape Academic Senate.

Establishing annual goals for both the Academic Senate and Academic Affairs has been suggested as a way to focus ongoing review of these two areas. The goals will be proposed by the Academic Senate President and the Vice President for Academic Affairs and Student Learning.

The District committees also conduct annual reviews of their effectiveness, and the Board of Trustees evaluates its own performance with input from the Consultation Council and others.

Analysis and Evaluation

Most College committees conduct an annual review of their performance. The Program Effectiveness and Planning Committee, for example, review its processes annually to ensure that institutional needs are properly being met. The Participatory Governance/Standing, Advisory, Ad Hoc Committees Manual will need to be updated to reflect how leadership roles and the College's governance and decision-making policies, procedures, and processes are regularly evaluated and to reflect how results of these evaluations will be communicated and used for improvement.

Standard IV A: Decision-Making Roles and Processes List of Evidence

- IV.A.1 [Participatory Governance/Standing, Advisory, Ad Hoc Committees Manual](#)
- IV.A.2 [Educational Master Plan](#)
- IV.A.3 [Multicultural Day Flyer](#)
- IV.A.4 [VCCCD Funding Allocation Model](#)

B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

From 2007 until mid-2015, Oxnard College was fortunate to have the leadership of one President, Dr. Richard Durán, who was most effective in his role and who significantly increased the quality of Oxnard College. For example, Dr. Durán provided administrative approval for all participatory governance processes and utilized the processes to create a new committee, the Student Success Committee. This committee's charge is "to develop, implement, and assess a model that examines data for the evaluation of student success and advise appropriate shared governance bodies." Dr. Durán chaired this committee, hired a trainer to transform the entire committee into data analysts and coaches, and enrolled the

College in a number of voluntary initiatives for analysis of institutional effectiveness and student success. The focus on student success was so keen that the Student Success Committee eventually conducted ongoing College wide reviews of student success initiatives. This committee also performs regular analyses and schedules study sessions focused on a number of innovations and improved student pathways to success.

The President plays a crucial role in college communication. Both Dr. Durán and Dr. Limbaugh used a Presidential Newsletter (IV.B.1,2) to communicate about programs, events, standards and all else pertaining to college functioning.

Dr. Durán also took the lead in involving the community in College events. With a new Performing Arts Center, but no funds for a Theater Program, the President worked diligently, with the help of former Dean of Liberal Studies, Ken Sherwood, now Vice President of Academic Affairs and Student Learning, to create the Oxnard College Institute for Latino Performing Arts (OCILPA). Performances, well attended and now known throughout Oxnard and beyond, have included Broadway plays, dance and mariachi performances, and live conversations with Hollywood stars such as Edward James Olmos, Esai Morales, and Danny Trejo (IV.B.3). The President also signed a memorandum of understanding with Teatro de las Americas, a well-known community theater, to join OCILPA as an artist in residence (IV.B.4).

In order to firmly establish the OCILPA and increase the number of artistic events scheduled at Oxnard College, Dr. Durán identified funds to institutionalize the Arts and Lectures Series which brought then Poet Laureate of California, Juan Felipe Herrera (now national Poet Laureate), to campus. These examples illustrate how Oxnard College has made enormous strides in leveraging scant resources, available bond money and sheer effort to make good use of facilities in order to bring arts and literary events to campus and encourage community participation in College events.

Dr. Durán identified means to restore athletic programs at the College, including men's and women's basketball and cross-country. In addition, he identified the necessary resources to sustain the Culinary and Restaurant Management (CRM) program. When the Board of Trustees and Chancellor closed cafeterias at all three Colleges due to budget reasons around 2009-2010, Dr. Durán was able to work with managers and faculty to structure CRM lab hours at lunch time to provide café services to the College.

In addition, when filling new positions, Dr. Durán focused on diversity issues and was intimately involved in the hiring process. For example, he encouraged discussions of diversity during the process of identifying the best possible candidates for full-time faculty positions and ensured all hiring committees had diverse representatives.

Additionally, because Oxnard College is in a multi-college District, Dr. Durán was a member of several District wide committees and task forces. He was requested to provide District wide leadership for the Student Success and Support Program (SSSP) implementation team, which organized the District's information technology staff, registrars, counselors and other

personnel to effectively implement SSSP. Dr. Durán also provided leadership for filling positions required to meet the goals of the SSSP, the Basic Skills Initiative, and Student Equity.

From July 2015 to mid-May 2016, Dr. James Limbaugh, Interim President, provided leadership for Oxnard College. He announced three priorities for the College during his term of appointment: building enrollment, ensuring a successful accreditation visit, and improving campus safety and security. He also continued membership on multiple District committees and provided necessary day-to-day leadership to move the College toward its goals.

Analysis and Evaluation

The CEO has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President has consistently encouraged innovation and improvements in the participatory governance process and ably represents Oxnard College at the District level.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

From 2007-2015, Dr. Durán made a number of changes in administrative structure at the College, consistent with the recommendations of the Student Success Committee and support from the Planning and Budgeting Committee. The goal was to create the position of Vice President of Student Development to provide focused leadership for the student services area. In order to fund this position, it was necessary to eliminate the position of Dean of Student Services. In addition, it was essential to eliminate the position of Executive Vice President, which provided leadership and oversight for both academic affairs and student services, and to replace that position with the newly-created post of Vice President of Academic Affairs and Student Learning. This realignment of functions and duties was accomplished in spring of 2015 after Dr. Durán discussed the concept with all appropriate administrative and governance bodies and received Board approval.

Dr. Durán also created the Assistant Dean of Transitional Studies, Academic Support, and Library Services position and moved Transitional Studies into the same division as the Library and Learning Resources, along with assessment services. When the position was filled, Student Equity planning also became the responsibility of the Assistant Dean, who was charged with addressing the key components of the Student Equity Plan related to disproportionate impact. For example, in order to address the disproportionate impact on male students underachieving in English, the Assistant Dean of Transitional Studies

developed a specialized support program that led to the introduction, in the fall of 2015, of the Oxnard Male Educational Goal Achievement ([OMEGA](#)) Initiative.

Dr. Durán created the position of Dean of Institutional Effectiveness for providing leadership with research and analysis of data. The office of IE has been instrumental in providing data for accreditation.

The President has the authority to delegate authority for oversight of the major areas of campus to the appropriate vice president. The three-vice president model has been working well and has since been adopted by Oxnard College's sister college, Ventura College. The increased reliance on data and analysis in each area has been recognized, and hiring searches have been organized in order to identify staff with expertise in those areas.

Analysis and Evaluation

Reorganization of administration, primarily through the leadership and vision of Dr. Durán, has led to clear delegation of duties to the major areas and has expanded the College's capacity to meet student needs and state mandates.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *Establishing a collegial process that sets values, goals, and priorities;*
- *Ensuring the college sets institutional performance standards for student achievement;*
- *Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *Ensuring that the allocation of resources supports and improves learning and achievement; and,*
- *Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The President guides institutional improvement of the teaching and learning environment. A major step that Dr. Durán took was the establishment of the Student Success Committee as a participatory governance committee. This Committee has established institutional standards in areas including course completion, persistence, degree and certificate completion, disaggregated by entry-level assessment, gender, and ethnicity. The Student Success Committee devotes much effort and time reviewing and analyzing related data. At the same time, the Distance Education Committee was charged with reviewing and addressing data

regarding the different success rates for students enrolled in distance learning courses. The new Dean of Institutional Effectiveness will help ensure that evaluation and planning rely on high quality research and analysis of external and internal conditions.

As described in Standard III.D, educational planning is integrated with resource planning and allocation to support student achievement and learning. While the College's mission and goals are the foundation for financial planning, program review drives resource requests. After thorough analysis is conducted by the Planning and Budgeting Committee (PBC), recommendations are submitted to the President who may ask administration for clarification if necessary. Dr. Durán prioritized safety and secondary accreditation compliance in the allocation of resources as well as increased student learning and achievement.

Procedures have been established to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. The Participatory Governance, Standing, Advisory and Ad Hoc Committees Manual (IV.B.5), 2012 addressed in Standard III.D provides much guidance regarding procedures of participatory governance used for planning and program review involving multiple committees. The College regularly evaluates and updates its Educational Master Plan (IV.B.6), Facilities Master Plan (IV.B.7), and Technology Plan (IV.B.8), discussed in Standard III.C. Careful review of these documents clearly assists the College with evaluation of overall institutional planning and implementation efforts to achieve the mission.

Dr. Limbaugh further refined the planning process by working with the PBC in implementing a matrix whereby programs and resources are directly related to the College mission. Resource allocation is thereby linked to the mission as well.

Analysis and Evaluation

Educational planning is well integrated with resource allocation and follows a collegial process that allows for effective vetting by all constituencies. Continued effort, however, will focus on clarification of the respective roles of the Student Success Committee, the Program Effectiveness and Planning Committee and the Planning and Budgeting Council. It has been suggested that these committees identify annual goals and evaluate performance in light of those goals. It has been proposed as well to schedule periodic meetings to include the participatory governance committee co-chairs, the College President, Academic Senate and Classified Senate Presidents and the President of the Associated Student Government to establish annual goals and to evaluate the accomplishments of the participatory governance committees.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

All of the Oxnard College presidents, both permanent and interim, have focused significant time and attention on accreditation. Their leadership has been invaluable with regard to informing faculty and staff about the Eligibility Requirements, the Standards, and Commission policies. They have encouraged broad participation in completion of the self-evaluation and have determined appropriate timelines for this work and related discussions. Faculty, staff, and administrative leaders of the College also have responsibility for assuring compliance with accreditation requirements and work together to ensure that the College meets or exceeds the requirements. The Eligibility Requirements are met or exceeded, as are the vast majority of the Accreditation Standards. Some work remains to be accomplished in a few areas but actionable improvement plans have been scheduled.

The Presidents have been active in secondary accreditations, such as those conducted for the Fire Technology Degree Program, the Fire Academy, and the Dental Hygiene program. The secondary accreditations have served to focus continual attention on accreditation issues.

The Presidents have each acted swiftly when the Accrediting Commission and others conducting secondary accreditations have made suggestions for improvement. Dr. Durán also provided leadership for addressing District wide accreditation issues and worked with task forces formed to identify solutions. Dr. Durán also served on the District Committee for Accreditation and Planning, which was created after the 2010 accreditation comprehensive evaluation visit.

Analysis and Evaluation

Accreditation Standards and Commission policies are discussed and addressed regularly, assuring compliance with accreditation requirements. Committees are aware of the ways in which their work relates to the Accreditation Standards. Each President of Oxnard College has attended accreditation meetings and has met regularly with the Academic Senate President and the Accreditation Liaison Officer (ALO) to ensure that timelines are being met and that the self-evaluation is being written in an appropriately inclusive manner.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President ensures that College planning processes are in line with all policies, including Board policies, and with all statutes and regulations. All institutional planning as described in Standard I.B.1 is driven by the College's mission and policies including budget development and expenditures. The Budget is well managed and the College President understands his/her responsibility to adhere to District policies and principles regarding

budget. The College spends within its budget and has an annual carry over to the subsequent year.

Analysis and Evaluation

The College adheres to statutes, regulations and Board policies, and the President ensures that the College's practices are consistent with its mission and policies.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Both the former President and Interim President have communicated effectively with the communities served by Oxnard College. In addition to public forums often related to the budget, budget reductions, and planning at the College, they have reached out to the community through the Oxnard College Institute for Latino Performing Arts and the Arts and Lecture Series. Dr. Durán was instrumental in bringing the Condor Middle College High School to the College campus in working with the Unified High School District and in implementing the STEM grant, which is intricately threaded through the local high schools. Every president encourages and expects administrative staff to participate in these local community events as well. Many have regularly attended Chamber of Commerce meetings, held membership in local civic organizations, and participated in cultural events throughout the city and county.

The Presidents hold forums on budget and accreditation when necessary (IV.B.9). The Presidents also encouraged District Vice Chancellors to attend these forums where appropriate.

Both Dr. Durán and Dr. Limbaugh have worked closely with the Oxnard College Foundation to establish relationships with the local community. The Santa-to-the-Sea Donations exemplify this kind of partnership. The fundraising success of the Oxnard College Foundation has resulted in hundreds of student scholarships, textbook purchases for the library and a promise to provide new lab space in the biological sciences. In spring 2016, the Foundation donated \$1,000,000 to the science building project.

Analysis and Evaluation

Dr. Durán had a long history of community engagement and ensured direct communication with the various groups in the College's service area. Dr. Limbaugh, as Interim President, continued this legacy through weekly newsletters and maintaining a high visibility on campus and in the community.

During the transition between Dr. Durán and Dr. Limbaugh, fewer budget forums were held than is typical at Oxnard College.

Standard IV B: Chief Executive Officer List of Evidence

- IV.B.1 [Sample President's Newsletter \(Dr. Duran\)](#)
- IV.B.2 [Sample President's Newsletter \(Dr. Limbaugh\)](#)
- IV.B.3 [Danny Trejo Flyer](#)
- IV.B.4 [Teatro de las Americas MOU](#)
- IV.B.5 [Participatory Governance, Standing, Advisory and Ad Hoc Committees Manual](#)
- IV.B.6 [Educational Master Plan](#)
- IV.B.7 [Facilities Master Plan](#)
- IV.B.8 [Technology Plan](#)
- IV.B.9 [Sample Budget Forum Announcement](#)

C. Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Board of Trustees is comprised of five members elected from the respective voting districts of Ventura County and one student board member elected by the student organizations from all three District Colleges. The Board functions as the public's representative with an understanding that the District's resources need to be utilized in a manner that provides for the educational needs of the students and the communities of Ventura County. The Board is responsible for reviewing institutional effectiveness data and tying fiscal planning to student success. The Board is also responsible for establishing policies, which provide the basis for the shared governance creation of administrative procedures. The Board adopts the final budget for the District as well as the District allocation model.

Board members participate in Board committees to gain relevant knowledge of the various departments and functions of the Colleges, including the academic programs and services that support students. Board meetings are typically held once a month on the second Tuesday in the District's Board Room. The Board schedules study sessions for various

topics of interest or when there is a need to ensure in-depth knowledge is gained before major decisions are made. The District's Chancellor is responsible for agenda preparation for each Board meeting. The Chancellor is responsible for notifying of all board members and the public of meetings and study sessions; compiling Board agenda; preparing meeting minutes; maintaining records of all proceedings and documents; posting and filing all financial reports as required by law; conducting all official correspondence of the Board; and signing and executing all official documents. The Chancellor's office is also responsible for following the precepts of the District's Decision Making Handbook (DMH) (IV.C.1) document, which gives Consultation Council the right to review the Board agenda.

The District Vision (IV.C.2) states that the Ventura County Community College District "will become the leader in the development of high quality, innovative educational practices and services . . . modeling best practices in instructional and service delivery, student access, community involvement, and accountability." These ideas are also clearly incorporated in the District Mission and Values. The Mission includes ". . . comprehensive educational opportunities that support student learning and student success."

Analysis and Evaluation

The Board consistently meets and generally focuses on items that are properly agendized. VCCCD had some difficult financial times in 2008-2012 but remained solvent and able to operate with the budget affirmed by the Board of Trustees, although the total number of students enrolled declined as a result of reduced offerings of both courses and services. The Board has generally kept the District in a stable financial position by maintaining appropriate levels of reserves, although concerns have been voiced at public comment and through the shared governance process regarding the manner in which revenue shortfalls or increased expenditures affects college-operating budgets.

The Board generally adheres to the standards above, although minutes and record-keeping do not always give conclusive evidence of this compliance. The Board is given time to consult with the Academic Senates, although such consultation is rare. While the Board appropriately relies on its Chancellor for information, it is important to note that the District has experienced significant turnover in this position, with three Chancellors (permanent or interim) in six years (2010-2016), as detailed in Standard IV.C.3.

IV.C. 2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The governing board strives to act as a collective entity. All members have opportunities to voice their issues and concerns regarding the workings of the Colleges and the District during regularly scheduled meetings covered by the Brown Act. The Board, through its Chair, may request to add an agenda item prior to the publication of the agenda. The public may also request to place agenda items that relate to District business.

In executing its responsibilities, the Board is committed to its obligation to ensure that appropriate members of the District's administration participate in developing recommended policies for board action and administrative procedures for the Chancellor's action under which the District is governed and administered. When the Board reaches a decision, all Board members act in support of the decision. Any difference of opinion is openly discussed at Board meetings, with the exception of closed session items. Members of the Board have been encouraged to contact the Chancellor individually to voice concerns so that public discussion can be held.

Analysis and Evaluation

Where individual Board members have concerns, the Chancellor needs to place an item on the agenda for full discussion and a vote before acting to address the concern. If the item is not within the purview of the Board, the Chancellor needs to explain this to any individual Board member who seeks to have an issue addressed by actions of the Chancellor and his/her staff.

The minutes of the Board do not always provide the level of transparency expected of a publicly-elected supervisory entity, given that complex decisions may have taken place without adequate public discussion, and committee minutes often do not provide the detail necessary to explain adequately the actions of a public body.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or District/system.

Evidence of Meeting the Standard

The Board has policies for selecting the chief executive officers of the District (*BP 2431, BP 7100*) and the Colleges (*BP's 7100, 7120-A*). The District has administrative procedures for these selection processes (*AP 2431, 7100, AP 7120-A*). As to regular policy and procedure, final interviews for the Chancellor position are conducted by the Board of Trustees. *BP 2431 CEO Selection (IV.C.3)* mandates the Board establish a search process to fill the vacancy and that the process shall be fair and open and comply with relevant regulations.

However, some aspects of the process are not clearly defined (specifically, the selection of interim College Presidents and Chancellors). From 2010 to the present, the Board of Trustees has had the opportunity to select three permanent and/or interim Chancellors. In 2011, Chancellor James Meznek resigned and the Board followed policies and procedures in selecting a new Chancellor, Dr. Jamillah Moore, who served from 2012 until June 2015 (announcing her resignation in April 2015). The Board established a hiring committee that represented the stakeholders outlined in AP 2431 although it used an external search process.

After a closed session the Board reported in May 2015 of its intent to begin a search to select an Interim Chancellor for a one-year assignment, using an abbreviated version of the

procedures set out in *AP 2431*. At a June 4, 2015 Special Meeting of the Board, the minutes state that in Item 8.01 the Board approved a process to hire an interim Chancellor. Without further discussion in public, the Board appointed Dr. Bernard Luskin as Interim Chancellor without interview or abbreviated process. Chancellor Luskin took office on July 1, 2015. The Board did not cite its reasons for this change.

At the August 11, 2015 meeting of the Board of Trustees, the Board decided to use an external search firm to conduct a nationwide search for a new Chancellor. The Board also decided it wanted to view the proposals from various search firms and make the selection of the firm. In May 2016, 13 months after Dr. Moore's resignation was delivered to the Board, a search firm was engaged.

As to regular policy and procedure, final interviews for the Chancellor position are conducted by the Board of Trustees. *BP 2431 CEO Selection* mandates the Board establish a search process to fill the vacancy and that the process shall be fair and open and comply with relevant regulations. The Board Policy was followed in the hiring of Chancellor Moore and included constituents from all shared governance groups, collective bargaining entities and the community.

AP 7120-B Recruitment and Hiring: College President (IV.C.4), outlines the process the District utilizes for the selection of College Presidents. It provides guidelines for the recruitment, selection committee composition, screening process, advertising, screening, interviews, reference checks, Chancellor interviews, decision regarding employment, offer of employment, and Board approval. Final selection of the College President is conducted through the Chancellor's Office. The final selection is made by the Chancellor who then notifies the Vice Chancellor of Human Resources to draw up the appropriate contract. The Chancellor then announces the appointment to staff, Board of Trustees, and the public.

In December, 2014, Dr. Richard Durán, President of Oxnard College, announced his retirement. The District Human Resources office conducted a search for an interim president with the help of a search firm; however, no evidence exists as to why the search was not developed to recruit a permanent president. A committee representing the stakeholders outlined in *AP 7120-A* was assembled, and Chancellor Moore selected Dr. James Limbaugh as Interim President of Oxnard College in May 2015. Subsequently, a second search firm was retained to manage the search for Oxnard College's permanent president. The process concluded in mid-March 2016 with the announcement of Dr. Cynthia Azari as Oxnard College's President, effective May 23, 2016.

Regarding evaluations, the District has a policy, *BP 2435*, for evaluating the District Chancellor (*IV.C.5*). The goal is to provide an annual review for the Chancellor, which would be lodged with the District's Human Resources office in the manner consistent with other employees. Evaluations appear to be monthly and ongoing, primarily in closed session as illustrated by Board minutes. No documentation exists regarding the announcement of a completed evaluation.

The evaluations of the College Presidents are conducted with the Chancellor through a process aligned with performance goals, job description, and other objectives developed by the Chancellor. These evaluations may also involve survey instruments or other data collected from the respective Colleges. In writing this report, no evidence has surfaced regarding the performance goals or objectives used to evaluate College Presidents.

Analysis and Evaluation

The procedures for selection of Interim and Acting Chancellors or College Presidents are at present not clearly defined. In light of the need to search for and hire two permanent Chancellors in six years, it is clear that policies and procedures regarding Interim Chancellor selection could be strengthened. In the case of other acting/interim hires, an abbreviated process derived from the relevant Administrative Policy was followed. This was not the case with the appointment of the incumbent Interim Chancellor, Dr. Luskin.

The amount of CEO turnover in the past six years has tested the limitations of our policies and procedures. The need for more clearly delineated interim CEO hiring procedures is evident. In some cases, a participatory process was used and in others, it was not used. Procedures for selection of Interim Chancellors are not public nor are the stakeholders outlined in *BP 2431* represented, as they are in the case of Interim Presidents.

Chancellor evaluations should be completed at some point. If yearly goals or outcomes are used as benchmarks for the Chancellor, then an annual completion of an evaluation should occur. It would be useful for the public and the Colleges to know what metrics are used in evaluating Chancellors.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The Board meets quarterly with the Citizens' Advisory Board, comprised of community leaders jointly appointed by the Trustees and the Chancellor. Several Board Policies and Administrative Policies clearly state Board organization, duties, and authority.

- BP 2200 Board Duties and Responsibilities (IV.C.6), BP 2201 Board Participation in District and Community Activities (IV.C.7), BP 2205 Delineation of System and Board Functions (IV.C.8), and BP 2430 Delegation of Authority to Chancellor (IV.C.9), provide the Board with guidelines of their roles and responsibilities and limits to their role in District operations.
- BP 2710 Conflict of Interest (IV.C.10), BP 2715 Board Code of Ethics/Standards of Practice (IV.C.11), BP 2716 Political Activity (IV.C.12), and BP 2717 Personal Use of Public/District Resources (IV.C.13), further clarifies the roles of Board members in their

handling of District and personal businesses as they relate to the District's educational quality.

- BP and AP 2745 Board Self-Evaluation (IV.C.14,15), provides the opportunities for the Board to assess its own performance as a Board through monthly meeting assessments and annually in May to identify its strengths and areas in which it may improve its functioning. Board of Trustees members establish goals strengthening performance based upon the Board's monthly meeting and annual assessment to measure its performance, effectiveness and improvement in meeting Board performance goals. Results, progress, and corrective actions in meeting established Board performance goals is are reported in June each year.
- The Board regularly assesses itself via monthly questionnaires and in an annual May meeting (see *BP and AP 2745 Board Self-Evaluation*) However, this instrument is about processes and does not allow review of past decisions.

Analysis and Evaluation

In 2015, the Chancellor's Consultation Council conducted an evaluation of the Board. 75 percent of Council membership said that the Board did not follow its Code of Ethics or was prone to persuasion by political interests. The survey instrument did not allow for the provision of many details. (IV.C.16) The 2016 Consultation Council evaluation showed improvement in this area, with 60 percent of Council membership indicating that they felt the Board does follow its Code of Ethics. (IV.C.17)

A new annual survey was distributed in March 2016 to provide for a full survey cycle. At the May 3, 2106 DCAP meeting, Trustee McKay presented the Board Evaluation Survey Redesign which resulted from discussions that included Board members, Academic Senate representatives, and the Chancellor. This Ad Hoc committee changed the rating scale, eliminated redundant questions, and agreed to administer the survey more often than once per year. A constructive dialog between DCAP and Trustee McKay resulted in some further revisions to the survey tool in terms of the rating system and some of the language of the questions. Trustee McKay thanked the committee and indicated that the revisions would be more instructive to the Board. (IV.C.18)

IV.C.5 The governing board establishes policies consistent with the college/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The duties and responsibilities of the Board of Trustees are clearly delineated in BP 2200 Board Duties and Responsibilities. The responsibilities include the establishment of policies for comprehensive, academic, and facilities plans; courses of instruction and educational programs; and academic standards and graduation requirements. The Board is not

responsible for Administrative Procedures nor do they ratify those procedures. The District's decision-making documents outline best practices for Administrative Procedures.

The Board strives to ensure that all policies and procedures are consistent with the District's mission and plans to ensure the quality, integrity and improvement of student learning programs and services. In support of this responsibility, a new mission statement with a focus on student success was approved at the July 13, 2015 Board meeting.

Analysis and Evaluation

The development and evaluation of policies is a process conducted with transparency and in alignment with Board and District guidelines and procedures.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties responsibilities, structure and operating procedures.

Evidence of Meeting the Standard

The District publishes the Board policies specifying the Board's size, duties, responsibilities, structure, and operating procedure on the District's website. BP 2010 Board Member (IV.C.19), defines the qualifications of a Board member, each of whom serves a four-year term. BP 2100 Board Election (IV.C.20) stipulates how the election is conducted.

Elections are staggered so that no more than three seats are up for election every four years. BP 2130 Term Limits (IV.C.21), allows the Board to submit to the electors of the District a proposal to limit the number of terms a member of the Board can serve, but this has never happened. The duties and responsibilities are clearly delineated in the Board bylaws and policies set forth in BP 2200 Board Duties and Responsibilities (IV.C.22).

BP 2210 Officers (IV.C.23), BP 2220 Committees of the Board (IV.C.24), and BP 2305 Annual Organizational Meeting (IV.C.25) all speak to the structure and operating procedures of the Board of Trustees. No more than two members serve on each one of the Board committees. The number of committees varies according to the needs of the District.

Analysis and Evaluation

The Board reviews and publishes Board Policies regularly and makes revisions as necessary. This is an improvement over previous accreditation cycles.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The Board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/District/system mission and revises them as necessary.

The Board relies upon District staff to regularly assess its policies and bylaws for their effectiveness in fulfilling the District's mission and revises them as necessary, although the Board policy committee has also been active in this area.

The District developed and the Board of Trustees adopted a five-year policy/procedure review cycle. The proposed review schedule was implemented in March 2011 and is being followed, as evidenced by the substantial amount of activities undertaken by the policy committee of the Board and the subsequent placement of proposed, reviewed and/or revised policies and administrative procedures on the monthly Board of Trustees agendas for action or information. In September 2015, the Board reaffirmed a five-year review cycle of policies and procedures (IV.C.26).

To address the review and modification of policies and procedures that may impede operational effectiveness, policy/administrative procedure review and recommended changes follow the newly implemented "VCCCD Governance Advisory and Recommendation Pathways" outlined in the District's Decision-Making Handbook (IV.C.1) to ensure broad-based constituent input, consistency, and appropriate application across the District and Colleges. Governance committees and District/College constituents serving on governance committees are provided opportunities to review, analyze, and recommend suggestions for modification of policies/procedures under review that may present potential impediments and negatively impact the timely and effective operations of District/College departments. Governance committee members understand they attend meetings to represent constituent groups at a College or the District Administrative Center. Constituent groups formulate recommendations to the Chancellor through consultation, and members are responsible to serve as a conduit for information and the catalyst for discussion and topics raised by District groups and within the constituent groups.

Currently, District policies and procedures continue to be reviewed and analyzed consistently during the aforementioned five-year cycle as evidenced through existing governance bodies, including District Technical Review Workgroup-Student Services (DTRW-SS); District Technical Review Workgroup-Instructional (DTRW-I); District Council on Human Resources (DCHR); District Council on Administrative Services (DCAS); District Council on Accreditation and Planning; District Consultation Council; Chancellor's Cabinet; and District Council on Administrative Services. Governance groups maintain meeting notes that include policy/administrative procedure actions and recommendations taken during committee meetings.

Evaluation and Analysis

The fact that review of Board and administrative policies has been more systematic is a large gain for the District. The Board is open to reviewing BP/APs as determined by the processes of shared governance. However, the Board needs to advise through the Chancellor when APs are of concern to the Board, rather than edit the APs themselves at Board meetings.

In February 2016, the Oxnard College Academic Senate unanimously passed a resolution declaring the Board to be in violation of its own BP 7100 Diversity (IV.C.27) in the instance of the appointment of an Interim Chancellor. BP 7100 is intended to ensure compliance with federal law; specifically, the Equal Employment Opportunity Act. A diverse pool was not sought, nor was there a participatory governance component to the hiring process. The Oxnard College Academic Senate has also expressed concerns more broadly about whether policies are always followed by the Board (IV.C.28).

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The District Educational Master Plan (IV.C.29) serves as guidance to accomplishing the goals for student success. The strategic goals include:

1. Increase access and student success by providing support to students for completion of degrees, certificates, and transfer in a timely fashion; increase online opportunities to meet the goal; and use the Student Success Scorecard to track student success;
2. Partner more effectively to meet community needs by providing training and skills development for new and incumbent workers for existing jobs and new jobs and building new relationships with the public and private sectors in the community; and
3. Promote effective use of organizational resources by focusing on the importance of maintaining the vitality of employees and fiscal stability and encouraging ongoing efforts to discover and leverage additional resources.

The three Colleges present data on student success to the Board of Trustees at least annually. The Institutional Effectiveness Reports from each college are presented to the Board in June/July. The data includes course completion rates, course success rates, retention rates, degrees and certificates awarded, transfer rate to four-year institutions, licensure and certification pass rate, productivity rates, and student learning outcomes/student service unit outcomes. The midyear planning focuses on enrollment projections, budget update, budget strategies and review of Board goals and objectives.

The Board also reviews institutional effectiveness data and Scorecard data annually, and shows understanding of variables related to student access and success. The Board receives planning documents such as the SSSP planning documents, the Student Equity Plan, and a District Technology Plan, each with relevant supporting data.

Evaluation and Analysis

The District's Educational Master Plan (IV.C.29) serves as the guiding document to accomplishing goals for student success. A District Strategic Plan was to have outlined short-term goals (e.g., three years), but was not completed according to the original timeline.

Without such a document, the lack of linkage between student success initiatives, major expenditures, and any specific planning remains a problem. A master facilities plan has yet to be presented or developed.

While there has been an increase in the amount of data about student learning and achievement brought before the Board, thorough review of student success data should occur within the context of Board goals. The development of a comprehensive strategic plan that includes key performance indicators by which College progress is measured will allow the Board to fully integrate student success strategies into broader discussions and actions. To achieve this goal, at the January 6, 2016 meeting of the District Council on Accreditation and Planning, the Vice Chancellor for Educational Services and Institutional Effectiveness was tasked with chairing a District Strategic Plan subcommittee and charged with creating a proposed 2016-2019 strategic plan. The subcommittee presented a draft of the plan at the June 2016 Board Planning Session (IV.C.30)

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Board of Trustees has been participating in a variety of training programs for Board development, new member orientation, study sessions, and campus wide committees in order to remain familiar with the programs and services provided to students. Since 2013, the Board of Trustees members have participated in many training sessions sponsored by various entities, including Board study sessions with consultants.

BP 2740 Trustee Professional Development (IV.C.31) stipulates that the Board trustees will commit to their ongoing development as a Board and as a Trustee member. Trustees are committed to actively participate in continuous, measurable, sustainable improvement in Board performance through professional development and self-evaluation. The professional development program also includes new member orientation.

BP 2210 Officers (IV.C.23), provides the guidelines for terms of officers as one-year terms. The officers are elected every year from among all its members. BP 2100 Board Elections (IV.C.20) mandates that the term of office of each Trustee is four years. Elections are held every two years in even numbered years. Terms of Trustees are staggered so that a maximum of three Trustees are elected at each trustee election.

Analysis and Evaluation

The Board shows clear evidence of participating in ongoing training and appropriate professional development.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees is committed to assessing its own performance as a Board through monthly meeting assessments and annually in May/June to identify its strengths and areas in which it may improve its functioning. This is not established by policy or by convention.

BP and AP 2745 Board Self-Evaluation (IV.C.14, 15), provides the process for which the Board members complete a self-evaluation. Some broader evaluation by Consultation Council has occurred. BP/AP 2745 specifies that the Board will annually appoint an ad hoc committee to oversee its annual evaluation and take part in revising its evaluation instruments.

Results for each monthly meeting assessment are reviewed at the next regularly scheduled Board meeting. Each January, the Board is tasked to appoint two trustees to serve on an Ad Hoc Board Self-Evaluation Committee to review the process and survey instruments with the Chancellor. The committee members report the outcomes to the full Board in a regularly scheduled meeting no later than May.

An assessment instrument is to be provided to the Consultation Council members for their evaluation of the Board. Evaluation results from both the aforementioned ad hoc committee and Consultation Council are to be shared at the Board's annual planning session in June. While the ad hoc committee did not present results, Consultation Council did conduct its own evaluation.

New or updated Board development goals for strengthening performance should be determined based on results. However, this did not happen during the period 2012-2015. Due to extended preparation and response time, some of these self-evaluation report timelines have not been met consistently. Executive turnover at VCCCD has contributed to this inconsistency.

The Board surveyed Consultation Council and found that Consultation Council differed in its assessment of the Board's activities from the Board's perception of its performance. (IVC.4)

Analysis and Evaluation

AP 2475 was revised in May 2015 to include the Ad Hoc Committee on Board Evaluation. The Board Chair appointed two Trustees to this ad hoc committee during the February 2016 Board meeting. To provide transparency, the ad hoc committee publicly scheduled a meeting

in March 2016 and reviewed the Board self-evaluation, monthly meeting assessments, and Consultation Council's Board evaluation. During this meeting, the Board accepted feedback from meeting attendees that led to modifications to be implemented in future evaluations to provide more informative feedback. It was also agreed to change to a quarterly evaluation in order to provide more regular feedback. Since that time, the Board has developed a self-evaluation tool, to be distributed on a monthly basis, and approved the use of an evaluation tool for distribution to the Chancellor's Consultation Council. Chair Dianne McKay's participation in a dialogue with Consultation Council in 2015 regarding more frequent evaluation of the Board by Consultation Council was productive.

It is a concern that the Board's self-evaluation differs significantly from the two evaluation surveys conducted of key stakeholders represented by the Chancellor's Consultation Council.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with the behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP 2710 Conflict of Interest (IV.C.10), clearly defines the boundaries of Board members and their respective financial interest in any contract with the District. Any Board member who has a potential conflict interest in any contract considered by the Board shall disclose the interest during a Board meeting and have the disclosure noted in the official Board minutes. Said Board member shall not vote or debate on the matter or attempt to influence any other member. Each year, the members of the Board of Trustees file Conflict of Interest Code – Form 700: Statement of Economic Interests (IV.C.32) with the District.

The Board takes seriously its commitment to training regarding ethics and to reviewing policies regarding ethics. Per VCCCD Board Policy 2710 Conflict of Interest (IV.C.10); Administrative Procedure 2710 Conflict of Interest (IV.C.33); and Administrative Procedure 2712 Conflict of Interest Code – Form 700: Statement of Economic Interests (IV.C.32), Board Members electronically file Statements of Economic Interests through the Ventura County Clerk of the Board.

The California Fair Political Practices Commission, AB 1234 Ethics Training for Local Officials, requires elected officials to complete Public Service Ethics Education every two years. The VCCCD Board of Trustees completed ethics training in 2013 and 2015 (IV.C.34, IV.C.35). New Trustees complete training as part of their New Trustee Orientation (IV.C.36)

Analysis and Evaluation

Board Chairs have acted consistently to remind individual members of their ethical obligations and obligations to the public. The Board has undergone training specifically in this area. As a requirement to serving on the Board of Trustees, all members adhere to the California Fair Political Practices rules and regulations.

IVC.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the District/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees is cognizant of the fact that the Chancellor of the District is the chief operating officer. The Board delegates full responsibility and authority to the CEO to implement and administer Board policies without Board interference and holds the CEO accountable for the operation of the District or Colleges. The Chancellor is responsible for the day-to-day operation of the District and the Colleges in conjunction with the Presidents of the Colleges. BP 2430 Delegation of Authority to Chancellor (IV.C.37) and BP 2200 Board Duties and Responsibilities (IV.C.38) supports the delineation of job responsibilities and holds the Chancellor accountable through evaluations of the Chancellor and the College Presidents.

The Board has the responsibility of directing the Chancellor to comply with relevant regulations and local policies and procedures including shared governance as well as relevant aspects of California's Education Code. For example, the Board has directed the Chancellor to direct resources to emergency preparedness and to resolve issues relating to relocation of the District offices.

Analysis and Evaluation

The Board delegates authority and responsibility to the Chancellor, who then makes administrative decisions.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

To further educate themselves on accreditation, Trustees have participated in Community College League of California conferences that include sessions on accreditation. Trustee Stephen Blum served as the statewide trustee representative on the System Chancellor's

Accreditation Task Force and provided regular updates to Trustees on current accreditation challenges in the State. Additionally, the Chancellor provides the Trustees with updates on accreditation matters. Trustees have also earned individual certificates as part of their participation in the Community College League of California Trustee Workshop. The VCCCD Board continues to be the only elected community college board in California in which all members have earned this distinction.

The Board regularly receives reports from District Committee on Accreditation and Planning (DCAP). However, there have been no District-sponsored workshops on accreditation. The Board's monthly self-evaluation does not mention accreditation.

BP 2220 Committees of the Board (IV.C.39) stipulates the formation of a Student Success and Accreditation Committee to ensure that the Board is informed regarding all accreditation matters within the District. This committee has not heard reports on gap analyses, standards, or eligibility issues.

In July 2015 the Board participated in a study session on new ACCJC accreditation standards. The Board also held a public hearing on accreditation on March 2, 2016, focusing on sharing accreditation updates with members of the Citizens Advisory Council and community members at large.

Analysis and Evaluation

The Board has organized its committees to achieve the goals of this standard. The Board regularly discusses general matters related to accreditation. In July 2015, the Board set an annual goal of placing on its agenda or otherwise studying Accreditation Standard IV. As of this writing, this has not happened.

Standard IV.C: Governing Board List of Evidence

- IV.C.1 [VCCCD Decision Making Handbook](#)
- IV.C.2 [VCCCD Vision](#)
- IV.C.3 [BP 2431 CEO Selection](#)
- IV.C.4 [AP 7120-B Recruitment and Hiring: College President](#)
- IV.C.5 [BP 2435 Evaluation of the Chancellor](#)
- IV.C.6 [BP 2200 Board Duties and Responsibilities](#)
- IV.C.7 [BP 2201 Board Participation in District and Community Activities](#)

- IV.C.8 [BP 2205 Delineation of System and Board Functions](#)
- IV.C.9 [BP 2430 Delegation of Authority to Chancellor](#)
- IV.C.10 [BP 2710 Conflict of Interest](#)
- IV.C.11 [BP 2715 Board Code of Ethics/Standards of Practice](#)
- IV.C.12 [BP 2716 Political Activity](#)
- IV.C.13 [BP 2717 Personal Use of Public/District Resources](#)
- IV.C.14 [BP 2745 Board Self-Evaluation](#)
- IV.C.15 [AP 2745 Board Self-Evaluation](#)
- IV.C.16 [2015 Consultation Council Board Evaluation](#)
- IV.C.17 [2016 Consultation Council Board Evaluation](#)
- IV.C.18 [District Committee on Accreditation and Planning \(DCAP\) Agenda 5-3-16](#)
- IV.C.19 [BP 2010 Board Member](#)
- IV.C.20 [BP 2100 Board Elections](#)
- IV.C.21 [BP 2130 Term Limits](#)
- IV.C.22 [BP 2200 Board Duties and Responsibilities](#)
- IV.C.23 [BP 2210 Officers](#)
- IV.C.24 [BP 2220 Committees of the Board](#)
- IV.C.25 [Annual Organizational Meeting](#)
- IV.C.26 [Board of Trustees Meeting Minutes September 2015](#)
- IV.C.27 [BP 7100 Diversity](#)
- IV.C.28 [Academic Senate Meeting Minutes](#)
- IV.C.29 [VCCCD Educational Master Plan](#)

- IV.C.30 [Draft VCCCD Strategic Plan](#)
- IV.C.31 [BP 2740 Trustee Professional Development](#)
- IV.C.32 [AP 2712 Conflict of Interest Code – Form 700: Statement of Economic Interests](#)
- IV.C.33 [AP 2710 Conflict of Interest](#)
- IV.C.34 [VCCCD Board of Ethics Training 2013](#)
- IV.C.35 [VCCCD Board of Ethics Training 2015](#)
- IV.C.36 [Trustee Orientation Agenda 12.13-14.12](#)
- IV.C.37 [BP 2430 Delegation of Authority to Chancellor](#)

D. Multi-College Districts or Systems

IV.D.1 In multi-college Districts or systems, the District/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the colleges. Working with the colleges, the District/system CEO establishes clearly defined roles, authority, and responsibility between the colleges and the District/system.

Evidence of Meeting the Standard

The Ventura County Community College District is a multi-college District comprised of three institutions: Oxnard College, Ventura College, and Moorpark College. The District employs a Chancellor who is the chief executive officer of this multi-college system. The Chancellor hires the three College Presidents who preside over their respective Colleges. The College Presidents then oversee the hiring at their respective colleges. The College Presidents are also responsible for accreditation. The CEO accepts responsibility for District wide pursuit of excellence and compliance with all relevant educational codes, through direct chain of command and communication through regular meetings of the Chancellor's Cabinet, as well as involvement through staff in creating administrative procedures in a shared governance process.

The District's Decision-Making Handbook and the Districtwide Functional Map spell out the delineation of roles and responsibilities of the District and the Chancellor in contrast to those of College and its President. These documents are revisited and revised at least every other year or on an as-needed basis.

The District's Educational Master Plan (EMP) (IV.D.1), developed by Chancellor and staff and approved by the Board of Trustees in October 2013, provides guidance and operational

procedures for the District and the Colleges. The District's EMP was approved with input from various constituents at the Colleges. Each college develops and modifies its own Educational Master Plan so that it is aligned with the District's mission. The Board reviews the Educational Master Plans.

The Integrated Planning Manual (IV.D.2) provides a timeline and guidance to integrated institutional planning. It provides the overarching framework for District planning and indicates how the three Colleges integrated the planning model at their respective campuses. The mission of the District prescribes the general parameter of the missions established at the three Colleges. The Board Goals, Educational Master Plan, and the District's Strategic Plan provide guidance for all the planning on campuses and the District offices. The annual Institutional Effectiveness Report (IV.D.3) provides the data that serves as the compass for subsequent year planning.

At times, processes that are given to the Chancellor and to the Chancellor exclusively by policy and by administrative procedure are engaged in by the Board. An example would be at the January 2016 Board meeting, in which one Board member stated that the Board had a right to involve itself in the selection of College Presidents, whereas policy states the Board has involvement in only the hiring of the Chancellor.

Analysis and Evaluation

All of the Chancellors have made good attempts to be clear with the Board about policies and procedures. There is still much improvement to be made at the both the College and District levels in terms of communication and transparency as related to integrated planning. The calendar laid out in the Integrated Planning Manual was not followed. Specifically, the Strategic Plan, which would have spelled out the key goals for a period of three years beginning in 2012, was never written. Typically, a strategic plan would include staffing and facilities needs, in anticipation of tying funding to academic goals and standards.

The institutional effectiveness data is not used in a sufficient manner to truly serve as a compass, but the intention to get to that point is expressed through continuous improvement efforts related to annual planning processes. The possibility of State level planning for performance based funding has generated a new set of problems, tied to data, that the Colleges are deeply immersed in solving. The Board reviews the Equity Plan and takes other plans as information on a regular basis. The Board has asked for more information regarding equity and other indices of institutional effectiveness. A system is evolving in which the Board has more regular interactions with student performance data. A new Vice Chancellor position (Educational Services and Institutional Effectiveness) was created in January 2016 in order to address this gap.

IV.D.2 The District/system CEO clearly delineates documents and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the colleges receive effective and adequate District/system provided services to support

the colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Districtwide Functional Map (IV.D.4) has evolved since October 2012. A revised Functional Map was developed in 2015 to reflect the more recent organizational changes. The revised map was discussed thoroughly at the District Council on Accreditation and Planning (DCAP) and at the Colleges, resulting in suggestions for description of respective roles of the District and the Colleges in a number of functional areas. Since the Functional Map's revision, various stakeholders have worked on revision of the District Decision-Making Handbook (IV.D.5) and have developed documents that reflect the Board's policies and procedures related to the roles and responsibilities of the District and Colleges. This effort was made in order to ensure that responsibilities are continuously defined and delineated. The District Office serves as the coordinating agency that works collaboratively with the leadership of the three Colleges.

In order to clarify and communicate the operational responsibilities and functions of the District and those of the Colleges, the Board held a special meeting that focused on "communication." It was clarified at that meeting that the Board decides the "what and why" of a decision or policy, and the District staff members collect and analyze data that responds to the "how and when."

The participatory governance processes at the District are aligned with the participatory governance processes at the Colleges, which facilitates delineation of responsibilities and functions in practice. Increased efficiency in decision-making is a direct result of continual attention to the structure and functioning of the District-College processes.

While the Functional Map has been revised, and much clarification has been provided regarding the operational responsibilities and functions of the District and those of the Colleges, the Map is a constantly evolving document. The Chancellor understands the need for constant attention to this matter, especially in light of the complexities of the systems at the District, which are not fully described in the Functional Map. At the same time, the Chancellor supports the Colleges and works to ensure that they receive effective and adequate District provided services to support them in achieving their missions. The Vice Chancellor of Educational Services and Institutional Effectiveness will help communicate the operational responsibilities and functions of the District and the Colleges.

Analysis and Evaluation

There is room for improvement in this area. The increased complexity of educational law and policy in California, as well as the complexity of systems and functions within the Ventura County Community College District, is at the root of the need for such items as a Functional Map. The participatory governance documents and discussion related to

improving our structures are crucial to success in integrating policy and planning between the District and the Colleges.

IV.D.3 The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and District/system. The District/system CEO ensures effective control of expenditures.

Evidence of Meeting this Standard

The District's Allocation Model (IV.D.6) which was thoroughly examined by the participatory governance groups and the District have been in place for a number of years, although this process is open for review and possible change in the fall of each year. Fundamentally, however, the model has not been altered. The Chancellor and Vice Chancellor of Business Services work with the leadership at the Colleges on budget preparation and allocation in order to ensure effective operations and sustainability of the Colleges and the District. The District also has an Infrastructure Funding Model (IV.D.7) used for distributing funds for ongoing maintenance at the Colleges and for refreshing technology and addressing other infrastructure needs.

The District acknowledges the differences among its three colleges and recognizes their need to direct resources to college-specific plans to meet the needs of their diverse populations. Separate and specific budget development processes, unique to each College and reflecting each College's organizational culture and priorities, has been established.

While the Allocation Model addresses the distribution of resources, the model is not prescriptive regarding how the funds are expended at the three Colleges and the District Administrative Center. The Colleges and District Administrative Center have the responsibility to effectively control their expenditures in light of allocated funds.

Analysis and Evaluation

The District has a model in place for allocation of resources that is adequate to support effective operations and sustainability of the Colleges and the District. However, there was a communication error during the 2015-2016 fiscal year that resulted in all three colleges being informed that they each had a budget shortfall, a situation communicated to the three Colleges in February 2016.

IV.D.4 The CEO of the District or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated District/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting this Standard

The Chancellor typically delegates responsibility and authority to the College Presidents to implement and administer District policies without interference and holds the Presidents

accountable for the operations of the Colleges. The most recently revised Functional Map IV.D.4) provides the delineation of roles and responsibilities as well as guidance for how tasks are identified for the respective functions to be administered by the Colleges. The Decision-Making Handbook (DMH) (IV.D.5) provides the roles and responsibilities of the various constituency groups and their role in the overall operational schemes at both the College and District levels. The Functional Map delineated the District and College roles and responsibilities to implement and administer delegated District policies. The Chancellor holds the College Presidents accountable for their performances and the operations of the Colleges.

Currently, as a District-wide Strategic Plan is being developed, it is clear that some campus-based issues are of concern to the Chancellor and to the Board of Trustees, such as enrollment management, productivity and FTES generation. There is also concern that Oxnard College be treated with the autonomy accorded to the other two Colleges, particularly as regards hiring and especially, interim hiring.

Analysis and Evaluation

College Presidents are held responsible for the success and effectiveness of College operations. College Presidents shall be held to the same policies and procedures throughout the District.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

District planning and evaluation are loosely integrated with College planning and evaluation. Planning is done through the parallel-shared decision-making governance structure to involve all stakeholders utilizing available data. There are a number of groups that consider student learning and achievement, but there is no clearly recognized set of processes to conduct effective program review at the District, nor to tie fiscal decisions to planning. It has already been mentioned that while the Integrated Planning document (IV.D.2) was written in 2010-2011, its processes were not implemented. This deficiency is currently being addressed.

The College conducted extensive gap analysis throughout all its participatory governance committees; the same did not occur in District committees. In some years, the District committees performed a survey for self-evaluation, but in the last two years, this has not happened. Continued changes in upper management are likely the reason for this and no plans to resurrect the survey have been discussed.

The College completes program review in the spring. The results of College program review are not presented beyond the College.

The District implements a Districtwide Communications Survey as a part of its program review (IV.D.8). This survey has been done three times since 2010 and shows that communication problems are being addressed. Negative results on the first survey led to several changes in District methods of communication, including the creation of Business and HR toolboxes on the VCCCD portal. This improved communication was documented in a second survey. The District at one point utilized an environmental scan as part of program review, but this has not been conducted in recent years.

Analysis and Evaluation

Significant improvement is needed in the alignment of District and College planning, as discussed in detail in previous sections of this self-study. The District's Decision-Making Document (IV.D.5) does not make reference to program review of any kind nor are any committees other than the District Council on Accreditation and Planning doing any sort of gap analysis. Business Services and Human Resources both make ongoing attempts at gap analysis. The lack of a similar committee structure for Education has made completing the gap analysis regarding educational services difficult. DTRW-I and DTRW-SS are not decision making bodies nor do they conduct research or gap analyses; they are workgroups designed to improve workflow in student services and curriculum.

College representatives, particularly academic administrators and faculty, need to be proactive in placing items related to these issues on the agenda of the Board committee on Student Success. The Board cannot be expected to conduct program review but should direct the Chancellor to clearly delineate which committee structures are responsible for collecting and summarizing the review data. The recent establishment by the Board of a Vice Chancellor of Educational Services and Institutional Effectiveness (VCES) position will address this gap.

As stated previously, a District Strategic Plan does not exist, but efforts are in place to rectify that deficiency.

IV.D.6 Communication between Colleges and Districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

There is constant and regular communication between the District and the Colleges. The leadership from both the District and the Colleges meet weekly in Chancellor's Cabinet to dialogue on College needs and District support. The District website connects with the Colleges to provide pertinent information for employees, students, and the public. The stakeholder groups on campuses meet with the District leadership for input and feedback of College needs through a variety of District committees. The District leadership has often held open forums at the beginning of the fall semester at each College to gather input from College constituents and students on issues affecting students. The Chancellor communicates

with the College Presidents via regular meetings, phone calls and emails to ensure timely responses to issues and concerns. All governance committees communicate back to the campuses. They are responsible to carry information back to their respective constituents and solicit feedback and input.

Analysis and Evaluation

Communication between the District and the Colleges is strong and frequent.

IV.D.7 The District/system CEO regularly evaluates District/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the college in meeting educational goals for student achievement and learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence for Meeting this Standard

The District Council on Administrative Planning (DCAP) is the District wide participatory governance committee responsible for evaluation of District and College role delineations, governance and decision-making processes in order to increase student achievement and learning. DCAP expanded its membership in the spring of 2015 to facilitate evaluation-related tasks, but it has not yet evaluated District and College role delineations, governance and decision-making processes. DCAP, however, has responded ably to critical annual concerns such as institutional changes and data collection needed to comply with the Student Success and Support (SSSP) program, a task which required District wide coordination and changes in the Banner system. The Vice Chancellors of Business Services and Human Resources regularly bring planning issues and advice to DCAP.

It is anticipated that the new Vice Chancellor of Educational Services and Institutional Effectiveness will contribute to the evaluation of District and College role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges with meeting educational goals for student achievement and learning and will help communicate the results of these evaluations to be used as the basis for improvement.

Analysis and Evaluation

More work needs to be accomplished in evaluating District and College role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals for student achievement and learning. Results need to be communicated and used as the basis for improvement. It is anticipated that the creation of the position of Vice Chancellor of Educational Services and Institutional Effectiveness will lead to such evaluation.

Standard IV.D List of Evidence

- IV.D.1 [VCCCD Educational Master Plan](#)
- IV.D.2 [Integrated Planning Manual](#)
- IV.D.3 [VCCCD Institutional Effectiveness Report](#)
- IV.D.4 [District-wide Functional Map](#)
- IV.D.5 [VCCCD Decision-Making Handbook](#)
- IV.D.6 [VCCCD Funding Allocation Model](#)
- IV.D.7 [VCCCD Infrastructure Funding Model](#)
- IV.D.8 [VCCCD District-wide Communications Survey](#)

Quality Focus Essay

After reviewing our self-evaluation, and to focus on continuous quality improvement, Oxnard College has chosen three Quality Focus objectives: Transitional Studies, Shared Governance, and Strategic Planning.

Quality Focus Area 1: Improved use of Data in Transitional Studies

This Focus Area is directly related to the following accreditation standards.

I.B.1. “The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.”

I.B.3. “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.”

I.B.4. “The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.”

I.B.6. “The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.”

II.A.4. “If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.”

Data presented in this self-study show that 70%- 75% of Oxnard College students assess below college level in English and mathematics. As outlined in this accreditation report (see Standards I and II), initiatives are under way to address the problem of underprepared students. However, comprehensive data (quantitative and qualitative) are needed to track the effectiveness of various initiatives. Pathways through mathematics are implemented as outlined in this self-study, but more substantive data is currently not available to analyze adequately the effect of these pathways. Slightly fewer students need developmental education in reading and writing, but there is an absence of adequate data to assess student success. Various pathways have been proposed to help students, but data has not been collected in a comprehensive manner to assess the progress of cohorts.

Data needed for a comprehensive evaluation includes not only assessment data for students, but their choice of courses, their adherence to educational planning and use of services. Cohort analysis will allow Oxnard College to pilot programs to determine if practices that are successful elsewhere, with similar populations, might also be effective with our students. For

example, changes to registration at some community colleges allow first year students to easily obtain the right course to begin their sequences in English and math. A further innovation to be considered would be priority registration and other services to students who begin their sequences immediately upon matriculation.

Evidence exists through various academic research projects that pre-college English and mathematics can be taught in a contextualized manner that improves student success. By implementing the learning community concept that has been successful at other community colleges in California, our goal is to match pre-college English and math courses with disciplinary courses that have the potential to improve student success via an integration of subject matter and skills acquisition. There are a number of college level general education courses in which underprepared students do well, and we will study the effects of this contextualized learning on success in English and math in a learning community initiative that will commence in fall 2017. In other words, a student who has a specific assignment (e.g., a history paper) may well find more success in both developmental English and in history. There are also a number of other courses (e.g., computer literacy, library skills, information management) that may enhance the success of underprepared students, but no formal study of this has yet taken place at Oxnard College. In some cases, no curriculum exists, so this is an additional obstacle to be addressed as we work toward implementation of our learning community concept.

Student learning outcomes in particular areas (instruction, educational planning, counseling, and advisement) need to be revised as part of this goal. The development of a particular set of indices for program review in Transitional Studies will also be considered.

This Quality Focus goal includes the creation of cohorts in different learning modalities. We want to improve the modalities we have, including distance education, and prune modalities that may not be working. To do so, we will explore non-credit and other ways of providing skills to underprepared students, focusing the entire campus on this goal in order to collaboratively address the optimum ways to introduce multiple modalities of learning which will include all sectors of the campus in addressing basic skills proficiencies. In addition to other yet-to-be-identified metrics, we will also consider as a legitimate measurement of success an increase in transfer rates, students' ability to earn associate degrees and certificates, and our success rate in awarding Associate Degrees for Transfer.

Oxnard College will establish the following tasks (several of which are identified in the Quality Focus Timeline) in order to meet this goal.

- 1) Organize existing data into an easy-to-access data dashboard that will inform faculty, staff, students and the community about the progress of OC students toward completion of Transitional Studies and aid all stakeholders in planning for student success in a milieu where so many students come into our college underprepared.
 - a. Responsible Parties: Dean of Institutional Effectiveness in collaboration with College President, Chief Information Officer [CIO], Chief Student Services Officer [CSSO], Academic Senate, Shared Governance Committees).

- b. This task will be completed by the end of the spring 2017 semester.
- 2) Study, develop and implement a plan to improve Transitional Studies to include integrated learning communities, building on the results of the First-Year Experience as piloted by Oxnard College's STEM grant in fall 2015.
 - a. Responsible Parties: College President, CIO, CSSO, Transitional Studies Committee, Dean of Institutional Effectiveness.
 - b. Integrated learning communities will begin in the fall 2017 semester.
- 3) Implement tenets of Basic Skills and Student Outcomes Transformation Program Grant (fall 2017).
- 4) Present at every All College Day, beginning fall 2017, data relevant to student success.
- 5) Implement a schedule of evaluation of data related to Transitional Studies:
 - a. Outcomes related to the integrated learning communities (Fall 2018),
 - b. Outcomes related performance rates in accelerated math and English (Fall 2019),
 - c. the structure of the abbreviated educational plan (Fall 2019); the effects of multiple measures of assessment (Fall 2019); the cohort analysis of students receiving general education instruction (Fall 2019); the data on future employability and earnings for students in occupational pathways (Fall 2020).
- 6) Communicate availability of dashboard information to campus on a regular basis.

Quality Focus Area 2: Revisions to Shared Governance Processes

This Focus Area is directly related to the following accreditation standards.

IV.A.2. "The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees."

IV. A. 3. "Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise."

IV.A.5. "Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations."

IV.A.6. "The processes for decision-making and the resulting decisions are documented and widely communicated across the curriculum."

IV.A.7. “Leadership roles and the institution’s governance and decision-making policies, procedures, and processes re regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.”

Oxnard College has chosen to address its shared governance process as a Quality Focus emphasis because the primacy of continuous quality improvement within the context of institutional accreditation and best practices demands that the path to decision-making be clarified to focus fully on open communication and participative dialogue. Our current structure of shared governance committees is not providing the level of information-sharing and dialogue that is necessary in order to optimize our abilities to meet institutional goals, District expectations, and State mandates. Additionally, significant changes in College administrative structures (e.g., the creation of separate divisions for academic affairs and student services as well as the addition of a new transitional studies unit) have highlighted deficiencies in the current model. With the decision to create a new steering committee to monitor and evaluate Quality Focus initiatives, the College must engage in a thorough review of existing shared governing structures. The evaluation of Oxnard College’s shared governance process will be led by the President and the Academic Senate President.

The questions to be answered during this evaluation include the following:

- How can the process of shared governance be streamlined (e.g., fewer hours spent on the process) while ensuring that a goal of full participation is met?
- Have relevant committees been established that enable constant campus-wide dialogue on all matters pertaining to student success?
- Are committee meetings scheduled a time frame that encourages participation?
- Have adequate pathways been established to effectively solicit student representation?
- What is the role of Classified Senate in any new shared governance structure?
- Have we met expectations for improved communication, especially between student services and academic affairs?
- Have we increased general campus understanding of shared governance?

- Is the linkage between shared governance, strategic planning, budgeting, and resource allocation clearly defined and understood by the campus?

There are other metrics that will emerge from a focus on shared governance. We anticipate, for example, that student learning outcomes will be assessed regularly and data will be made available to campus within the context of ongoing quality improvement and resource allocation.

The QFE Initiatives Timeline includes the deadline points for our analysis of the shared governance process at Oxnard College.

Quality Focus Area 3: Re-Establishment of Centrality of Strategic Planning Process

This Focus Area is directly related to the following accreditation standards:

I.A.3. “The institution’s program and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.”

I.B.9. “The institution engaged in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.”

IV. B. 1. “The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.”

IV. B. 3. “Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by . . . ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions [and] ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning.”

Oxnard College does not currently have a strategic plan in place. The former president, Dr. Richard Duran, made the decision to not engage in strategic planning until such time that the District had established its plan. The District has a set of Strategic Goals for the time period 2013-2019, and it stated in its 2013-2019 Master Plan that a strategic plan would be developed during in fall 2013, but that did not occur, as cited in this self-study (IV.C.8). As a result, the District has no plan that is supplemented by key performance indicators or other metrics by which to analyze progress. By extension, Oxnard College is devoid of a

planning document that operationalizes its Educational Master Plan. Additionally, its enrollment management plan is outdated.

To this end, a proposed strategic planning process has been reviewed and endorsed by the Planning and Budget Council and the President's Cabinet to serve as a guideline for the implementation of a full planning process under the guidance of Oxnard College's new president, Dr. Cynthia Azari. This overview is provided at the end of the Quality Focus Essay.

The timeline for implementing Oxnard College's strategic planning process is included in the Quality Focus Initiatives Timeline.

Quality Focus Initiatives Timeline

Transitional Studies (TS)

Shared Governance (SG)

Strategic Planning (SP)

Date	Initiative	Action	Responsible Party	Anticipated Outcome
Academic Year 2016-2017				
August-September, 2016	TS	Focus All-College Day and Professional Development on student success and under-prepared students.	College President, Academic Senate President, Professional Development Committee, CIO, Dean of Institutional Effectiveness	Increase in campus awareness of importance of integrated approach to basic skills proficiency acquisition
August 2016	TS	First cohort of integrated learning communities are available to students.	Assistant Dean of Transitional Studies; CIO; academic deans; academic department heads	Enrolled students will benefit from the linkages between pre-college course content and its applicability to college-level skills.
September 2016	SP	Strategic planning steering committee formed and given charge.	College President	Development of draft strategic plan.
September-December, 2016	SG	Revise shared governance manual with input from all stakeholders,	College President, Academic Senate President	Development of shared governance manual reflective of current institutional priorities.
September, 2016	SG	Establish Quality Focus Committee.	College President	Establish a core leadership team to maintain attention on Quality Focus

Date	Initiative	Action	Responsible Party	Anticipated Outcome
				initiatives.
April 2017	SP	Strategic Plan is endorsed by shared governance entities.	College President	Plan will guide decision-making and resource allocation.
May 2017	TS	Implement Transitional Studies data dashboard.	Dean of Institutional Effectiveness; Assistant Dean of Transitional Studies	Data will be accessible by faculty and staff as part of ongoing evaluation of outcomes.
Academic Year 2017-2018				
As of fall 2017	SG	Implement revisions to shared governance manual.	College President and Academic Senate President	Communication and efficiency should be improved.
As of fall 2017	TS	Implement components of three-year Basic Skills and Student Outcomes Transformation Program grant.	Assistant Dean for Transitional Studies; Transitional Studies faculty; academic deans; CIO	Additional services to students and training for faculty will be provided.
May 2018	SG	Evaluate data collected through data dashboard.	College President, Student Success Committee and Academic Senate	Changes in process, programs will be implemented as appropriate.
Academic Year 2018-2019				
August 2018-April 2019	SG	Periodically analyze impact on campus communication, processes as result of revisions to shared governance process.	College President, Academic Senate President, and all other components of revised governance structure	Process of continuous improvement will improve communication and operations.
May 2019	SG	Evaluate data collected through data dashboard.	College President, Student Success Committee and Academic Senate	Changes in process, programs will be implemented as appropriate.

Date	Initiative	Action	Responsible Party	Anticipated Outcome
Academic Year 2019-2020				
August 2019	TS	All-College Day focus will be on results of three years' work on Quality Focus emphasis areas.	College President, Academic Senate President, Professional Development Committee	Faculty/staff knowledge of Quality Focus initiatives will be expanded.
May 2019	SG	Evaluate data collected through data dashboard.	College President, Student Success Committee and Academic Senate	Changes in processes will be implemented as appropriate.

Changes and Plans Arising out of the Self Evaluation Process

Changes

Standard	Changes Made
I.B.2	Improved consistency of mapping Program Student Learning Outcomes (PSLOs) and Course Student Learning Outcomes (CSLOs) to Institutional Student Learning Outcomes (ISLOs) for instructional and student services programs.
I.C.3	Official vetting, re-working, and adoption of 10 Institutional Student Learning Outcomes to replace the six that were incorporated into the Educational Master Plan without proper vetting and approval.
III.C.2	Comprehensive computer lifecycle plan is being finalized.

Action Plans

1. Standard I.A. Mission

The College's Mission Statement was revised during the 2013-14 academic year and approved by the Board of Trustees in April 2014. In order to ensure compliance with optimal timelines for review of the mission statement, the College faculty, staff, administrators, and student leaders will develop a process and a timeline for reviewing and making necessary changes to the College Mission, Vision and Values during the 2016-17 academic year.

Responsible Parties:

College President, Vice President of Academic Affairs and Student Learning, Vice President of Student Development, Deans, Academic Senate President, Classified Senate President, ASG President

Timeline for Completion

September-October 2016	November 2016	February-March 2017	April 2017
Form Task Force and hold initial meetings.	Complete initial draft documents and send to appropriate participatory governance groups. Hold campus forum(s) and invite community participation and comment.	Submit final draft of documents to appropriate participatory governance bodies for approval.	Submit final draft of documents to Board of Trustees.

2. Standard I.A.4. Strategic Plan

The College began the process of developing a Strategic Plan in 2014 but then president, Dr. Richard Duran, made the decision to wait for the completion of the District Strategic Plan. The District began this process in January of 2016. Oxnard College began the Strategic Plan development process at an all-day retreat in January of 2016.

Responsible Parties:

President's Cabinet, Planning and Budget Council

Timeline for Completion

July 2016	August-October 2016	November-December 2016	January – March 2017	April-May 2017	June 2017
Hold retreat to define parameters and framework of Strategic Plan	Assign tasks to workgroups to develop plan sections	Write initial draft of plan	Submit to Participatory Governance groups for discussion and comment	Revise document, based on comments received during vetting process	Submit Final Draft to Board of Trustees

3. Standard I.B. Assuring Academic Quality and Institutional Effectiveness

The College last updated its Educational Master Plan in spring 2014, having initiated the process of developing the plan in fall 2014, at the behest of the Board of Trustees. The College will begin a formal review and update of the EMP in fall 2016, with the goal of submitting an update to the Board in spring 2017.

Responsible Parties:

College President, Vice President of Academic Affairs and Student Learning, Vice President of Student Development, Deans, Academic Senate President, Classified Senate President, ASG President

Timeline for Completion

September – October 2016	November 2016	February- March 2017	April 2017
Form Task Force and hold initial meetings. Assign segments of EMP to smaller work groups for editing and updating.	Complete initial draft documents and send to appropriate participatory governance groups. Hold campus forum(s) and invite community participation and comment.	Submit final draft of EMP to appropriate participatory governance bodies for approval.	Submit final draft of EMP to Board of Trustees.

4. Standard I.B.

The Academic Affairs Division of the College Administration will develop Student Learning Outcomes to assess its performance in improving instruction.

Responsible Parties:

Vice President of Academic Affairs and Student Learning, Academic Deans, Academic Affairs Staff

Timeline for Completion

September 2016	October-December 2016	January-February 2017	March-April 2017
Hold initial meetings to establish desired outcomes.	Hold monthly meetings to develop Assessments.	Assess SLOs	Report initial assessment results

5. Standard I.B.4

Student Services and instructional programs utilize SLO data in the program review process, but do not follow a uniform approach to the analysis and tracking of SLO assessments. Further, while instructional programs have made great strides to ensure that their SLOs are mapped to appropriate program level SLOs (PSLOs), the same cannot be said for student services programs.

Responsible Parties:

VP of Academic Affairs and Student Learning, VP of Student Development, Deans, Academic Senate President, Classified Senate President.

Timeline for Completion

September – October 2016	November 2016	February- March 2017	April 2017
Joint PEPC and SSLT work group hold initial meetings. A preliminary plan for incorporating student services SLOs into eLumen is developed.	Student services units review and modify SLOs as needed and begin discussions on mapping SLOs to PSLOs. Student services personnel begin eLumen training.	PEPC reviews proposed SLO revisions and mapping of student service SLOs to PSLOs. eLumen training continues.	PEPC meets to review and approve SLO revisions and PSLO mapping. Student services personnel finalize eLumen training and upload updates assessments and mapping into eLumen.

6. Standard II.C.

Oxnard College will establish a robust on-line counseling system that will be accessible through the college website and student portal. Students will be able to access counseling services online for the following services: complete an educational plan, transfer and career advisement, and follow up services.

Responsible Parties:

Vice President of Student Development, Assistant Dean of Student Development, Chair of Counseling Department.

Timeline for Completion

July – August 2016	September 2016	October- November 2017	January-April 2017
Counseling and Student Services will convene a taskforce to develop a plan for deployment	Taksforce will conduct needs assessment for services to be provided online	Taksforce will evaluate existing software providers to identify best solution	Taskforce will propose vendor and setup identified services

7. Standard III.B.4. Facilities

The College will hire a consultant to help develop an updated facilities masterplan.

Responsible Parties:

Vice President of Business Services, Campus Use and Development Subcommittee (CUDS).

Timeline for Completion

September 2016	Completion of current bond construction program
CUDS will discuss criteria for hiring consultant	Vice President of Business Services will contract with consultant to develop plan

8. Standard IV.A. Participatory Governance

The College has never established a defined evaluation/revision cycle for its Participatory Governance processes and structure as outlined in the Participatory Governance Manual (PGM). Traditionally, when the College President and/or Academic Senate President felt that updates were needed to reflect changes in practice and regulation, they would meet to revise the PGM. Starting with this accreditation cycle, the College will develop an established evaluation/revision cycle to regularly update the PGM and PG structures at the College. During this process, the identified parties will also update the PGM to reflect proposed changes in structure and practice.

Responsible Parties:

President's Executive Team, Academic Senate Executive Team

Timeline for Completion

September 2016	October 2016	November 2016	December 2016
Parties will meet to discuss potential updates and evaluation/revision cycle	Complete draft of updated Participatory Governance Manual (PGM) and evaluation/revision cycle	Submit final draft to appropriate participatory governance bodies for discussion and comment.	Recommendation of updates and cycle to College President

9. Standard IV.B.4

Starting with 2016-2017 academic year, all Participatory Governance Committee agendas will reference relevant Accreditation standards and Accreditation will be a standing item.

Appendix: List of Evidence

Evidence List for Eligibility Requirements and Compliance with Commission Policies

- ER. 1 President's Bio
- ER. 2 AP7120-B Recruitment and Hiring: College President
- CP. 1 List of CTE expected performance measures
- CP. 2 Resource Request Form
- CP. 3 Curriculum Handbook
- CP. 4 AP4020 Program, Curriculum, and Course Development
- CP. 5 College Catalog
- CP. 6 AP 4105 Distance Education
- CP. 7 Course Outline Appendix: Review of Distance Learning Courses

Evidence List for Standard I.A

- I.A.1 College Catalog
- I.A.2 Student Profiles
- I.A.3 Student Outcomes
- I.A.4 Employee Profiles
- I.A.5 2015-2016 IEPI Goals
- I.A.6 Oxnard College Student Perceptions Survey
- I.A.7 CTE Licensure and Certification Pass Rates
- I.A.8 VCCCD Institutional Effectiveness Report
- I.A.9 Voluntary Framework of Accountability (VFA) Reports

- I.A.10 Measures of Achievement and Performance of Students
- I.A.11 Program Effectiveness and Planning Report (PEPR)
- I.A.12 Program Effectiveness and Planning Annual Update
- I.A.13 Participatory Governance Manual (PGM)
- I.A.14 Resource Request Form
- I.A.15 College Mission Statement Poster

Evidence List for Standard I.B

- I.B.1 Student Equity Plan
- I.B.2 Student Success and Support Program Plan
- I.B.3 Basic Skills Plan
- I.B.4 2015 Professional Development Week Schedule
- I.B.5 Educational Master Plan
- I.B.6 District Educational Master Plan
- I.B.7 Board Minutes March 2014
- I.B.8 10 Institutional Student Learning Outcomes (ISLOs)
- I.B.9 6 ISLOs
- I.B.10 College Catalog
- I.B.11 GESLOs
- I.B.12 Student Services Annual Update Template
- I.B.13 SLO Training Flyer
- I.B.14 eLumen User Guide

- I.B.15 2015-16 IEPI Goals
- I.B.16 Student Success Committee Minutes Spring 2015
- I.B.17 District Institutional Effectiveness Report
- I.B.18 Sample Program Effectiveness and Planning Report (PEPR)
- I.B.19 Student Success/Completion
- I.B.20 Retention Rates
- I.B.21 Transfer Rates
- I.B.22 Student Equity Data
- I.B.23 Retention and Success Rates by Method of Instruction
- I.B.24 Distance Education Course Success Rates
- I.B.25 Comprehensive Program Review Form
- I.B.26 Program Review Annual Update
- I.B.27 Student Services Resource Request Form
- I.B.28 Participatory Governance Manual
- I.B.29 President's Update
- I.B.30 College Planning Implementation Matrix
- I.B.31 Facilities Plan
- I.B.32 Technology Plan
- I.B.33 Resource Request Form

Evidence List for Standard I.C

- I.C.1 Catalog Revisions Memo 2016
- I.C.2 Board of Trustees Meeting Minutes April 2014
- I.C.3 College Catalog
- I.C.4 College Mission Statement Poster
- I.C.5 Educational Master Plan
- I.C.6 Faculty Handbook
- I.C.7 Distance Education Success and Retention Rates
- I.C.8 Program Effectiveness and Planning Report Form
- I.C.9 Sample CTE Program Brochure
- I.C.10 Participatory Governance Handbook
- I.C.11 District Decision Making Handbook
- I.C.12 Financial Aid Cost Information
- I.C.13 Board Policy 4030 Academic Freedom
- I.C.14 Administrative Procedure 4030 Academic Freedom
- I.C.15 Academic Senate Minutes fall 2105
- I.C.16 Board Policy 5500 Standards of Conduct
- I.C.17 Administrative Procedure 5500 Standards of Conduct
- I.C.18 Board Policy 5520 Student Discipline Procedures
- I.C.19 Administrative Procedure 5520 Student Discipline Procedures
- I.C.20 Board Policy 5530 Student Rights and Grievances
- I.C.21 Administrative Procedure 5530 Student Rights and Grievances

- I.C.22 Board Policy 3900 Speech: Time, Place, and Manner
- I.C.23 Administrative Procedure 3900 Speech: Time, Place, and Manner
- I.C.24 AFT Agreement
- I.C.25 BP 3200 Accreditation
- I.C.26 Accreditation Page on College Website
- I.C.27 BP 4102 CTE Programs
- I.C.28 AP 4102 CTE Programs

Evidence List for Standard II.A

- II.A.1 Course Outline of Record Template
- II.A.2 Program Effectiveness and Planning Report
- II.A.3 Curriculum Committee Membership
- II.A.4 Program and Course Approval Handbook
- II.A.5 Active Course List
- II.A.6 Curriculum Handbook
- II.A.7 ADS SLO Presentation
- II.A.8 2015 SLO Workshop Flyer
- II.A.9 LOT Meeting Minutes October 2015
- II.A.10 College Catalog
- II.A.11 AP 4100 Graduation Requirements for Degrees and Certificates
- II.A.12 AP 4025 Philosophy and Criteria for Associate Degree and General Education
- II.A.13 Sample Program Planning Matrix

- II.A.14 Distance Education Handbook (not yet approved by Academic Senate)
- II.A.15 AP 4020 Program, Curriculum, and Course Development
- II.A.16 Educational Master Plan
- II.A.17 Professional Development Week Schedule Flyer
- II.A.18 California Community Colleges Chancellor's Office (CCCCO) approved list of
assessment instruments
- II.A.19 AP 4235 Credit by Examination
- II.A.20 VCCCD Articulation/Comparable Course List
- II.A.21 AP 4050 Articulation
- II.A.22 AAC&U Essential Learning Outcomes
- II.A.23 GE Committee Membership
- II.A.24 Commission of Dental Accreditation (CODA) Annual Survey of Graduate
Employment
- II.A.25 Dental Hygiene Program Assessment Competencies
- II.A.26 Dental Hygiene Licensure Exam Pass Rates
- II.A.27 California Association of Alcohol and Drug Educators (CAADE) Passage Rates
- II.A.28 Computer Networking Certification Exam Passage Rates
- II.A.29 AP 4021 Program Discontinuance
- II.A.30 Program Effectiveness and Planning Annual Update

Evidence List for Standard II.B

- II.B.1 General LLRC Usage Survey
- II.B.2 Writing-Reading Center Workshop Schedule
- II.B.3 Anonymous Tutor Improvement Surveys
- II.B.4 STEM Tutoring Flyer
- II.B.5 In-class Library Orientation Surveys
- II.B.6 Library SLOs
- II.B.7 SmarThinking Service Agreement
- II.B.8 Skills Tutor Agreement
- II.B.9 Read and Write Gold Agreement
- II.B.10 Merit Commprehension Agreement
- II.B.11 District-Wide Library Consortium Contract
- II.B.12 Gold Coast Library Network Contract

Evidence List for Standard II.C

- II.C.1 Admissions and Records Student Satisfaction Survey
- II.C.2 Student Leadership Conference Survey
- II.C.3 American College Health Association National College Health Assessment Survey
- II.C.4 Annual Student Health Center Survey
- II.C.5 EAC Annual Student Satisfaction Survey
- II.C.6 General Counseling Survey
- II.C.7 Student Services Review of 2014-2015 SSSP Data

- II.C.8 Student Success Support Plan
- II.C.9 Student Equity Plan
- II.C.10 Basic Skills Annual Action Plan
- II.C.11 College Mission Statement
- II.C.12 Student Services Program Review Template
- II.C.13 Admissions and Records program review annual update
- II.C.14 College Catalog
- II.C.15 AB 540 Guide
- II.C.16 Student Success Handbook
- II.C.17 Associated Student Government Constitution and Bylaws
- II.C.18 VCCCD Standard Operation Practices for Associated Students
- II.C.19 Board Policy on Student Activities
- II.C.20 Board Policy on Student Centers
- II.C.21 Student Athlete Handbook
- II.C.22 BP 5700 Athletics
- II.C.23 Oxnard College Coaching Manual
- II.C.24 SEVIS Certification
- II.C.25 K-12 Special Admission Form
- II.C.26 Reading Placement Cut Scores
- II.C.27 Math Placement Cut Scores
- II.C.28 English as a Second Language (ESL) Cut Scores
- II.C.29 AP 5040 Student Records, Directory Information, and Privacy

Evidence List for Standard III.A

- III.A.1 Minimum Qualifications for California Community Colleges
- III.A.2 College Catalog
- III.A.3 AP 7211, Minimum Qualifications and Equivalencies for Faculty
- III.A.4 Administrator Evaluation Process
- III.A.5 Classified Employee Handbook
- III.A.6 AFT Agreement
- III.A.7 SEIU Agreement
- III.A.8 Sample Division Evaluation Matrix
- III.A.9 Faculty Evaluation Form (Peer and Administrator)
- III.A.10 2016 Faculty Hiring Prioritization List
- III.A.11 Academic Senate minutes, May 2016
- III.A.12 DCHR Minutes April 2016
- III.A.13 BP 7100, Commitment to Diversity
- III.A.14 Student Success Committee minutes
- III.A.15 BP 7205, Employee Code of Ethics
- III.A.16 Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual
(PGM)
- III.A.17 All College Day Announcement
- III.A.18 HR Hiring Confidentiality Form

Evidence List for Standard III.B

- III.B.1 Material Safety Data Sheet Inventory
- III.B.2 Five Year Capital Building Plan
- III.B.3 Annual Scheduled Maintenance Plan
- III.B.4 Annual Space Inventory Plan
- III.B.5 Facilities Assessment Report
- III.B.6 Educational Master Plan
- III.B.7 PBC Budget Recommendations
- III.B.8 Emergency Preparedness Plan
- III.B.9 Facilities Master Plan

Evidence List for Standard III.C

- III.C.1 IT Equipment Replacement and Upgrade Scorecard
- III.C.2 PDC Funding Recommendations
- III.C.3 ATAC Goals
- III.C.4 District Strategic Technology Plan
- III.C.5 Educational Master Plan

Evidence List for Standard III.D

- III.D.1 District Budget Allocation Model
- III.D.2 2015-16 College Budget
- III.D.3 BP 6200 Budget Presentation

III.D.4	BP 6250 Budget Management
III.D.5	BP 6300 Fiscal Management
III.D.6	PBC Resource Allocation Criteria
III.D.7	PBC Minutes
III.D.8	College Mission
III.D.9	2015-16 Adopted Budget
III.D.10	Oxnard College Shared Decision Making and Collegial Consultation Document 2006
III.D.11	Participatory Governance/Standing, Advisory and Ad Hoc Committees Manual (PGM)
III.D.12	Banner Fiscal Report
III.D.13	Annual Audit Report
III.D.14	Sample Program Effectiveness and Planning Report
III.D.15	Audit Exceptions Report
III.D.16	District Annual External Audit Report
III.D.17	Contracted District Audit Manual
III.D.18	California Community Colleges Chancellor's Office Accounting Advisory FS05- 05: Monitoring and Assessment of Fiscal Condition (2005)
III.D.19	SSSP Budget Transfer Authority Document
III.D.20	2014 Retiree Benefit Obligation Actuarial
III.D.21	Infrastructure Funding Model
III.D.22	GASB 45 Irrevocable Trust Fund 2010-11

III.D.23	Budget and Accounting Manual (BAM)
III.D.24	Citizens Oversight Committee Agenda
III.D.25	Oxnard College Foundation Annual Audit
III.D.26	Sample Title V Program Agreement
III.D.27	Sample STEM Agreement
III.D.27	Sample Child Care Grant

Evidence List for Standard IV.A

IV.A.1	Participatory Governance/Standing, Advisory, and Ad Hoc Committees Manual
IV.A.2	Educational Master Plan
IV.A.3	Multicultural Day Flyer
IV.A.4	VCCCD Funding Allocation Model

Evidence List for Standard IV.B

IV.B.1	Sample President's Newsletter (Dr. Duran)
IV.B.2	Sample President's Newsletter (Dr. Limbaugh)
IV.B.3	Danny Trejo Flyer
IV.B.4	Teatro de las Americas MOU
IV.B.5	Participatory Governance, Standing, Advisory and Ad Hoc Committees Manual
IV.B.6	Educational Master Plan
IV.B.7	Facilities Master Plan
IV.B.8	Technology Plan
IV.B.9	Sample Budget Forum Announcement

Evidence List for Standard IV.C

IV.C.1	VCCCD Decision Making Handbook
IV.C.2	VCCCD Vision
IV.C.3	BP 2431 CEO Selection
IV.C.4	AP 7120-B Recruitment and Hiring: College President
IV.C.5	BP 2435 Evaluation of the Chancellor
IV.C.6	BP 2200 Board Duties and Responsibilities
IV.C.7	BP 2201 Board Participation in District and Community Activities
IV.C.8	BP 2205 Delineation of System and Board Functions
IV.C.9	BP 2430 Delegation of Authority to Chancellor
IV.C.10	BP 2710 Conflict of Interest
IV.C.11	BP 2715 Board Code of Ethics/Standards of Practice
IV.C.12	BP 2716 Political Activity
IV.C.13	BP 2717 Personal Use of Public/District Resources
IV.C.14	BP 2745 Board Self-Evaluation
IV.C.15	AP 2745 Board Self-Evaluation
IV.C.16	2015 Consultation Council Board Evaluation
IV.C.17	2016 Consultation Council Board Evaluation
IV.C.18	District Committee on Accreditation and Planning (DCAP) Meeting Minutes 5-3-16
IV.C.19	BP 2010 Board Member
IV.C.20	BP 2100 Board Elections

IV.C.21	BP 2130 Term Limits
IV.C.22	BP 2200 Board Duties and Responsibilities
IV.C.23	BP 2210 Officers
IV.C.24	BP 2220 Committees of the Board
IV.C.25	Annual Organizational Meeting
IV.C.26	Board of Trustees Meeting Minutes September 2015
IV.C.27	BP 7100 Diversity
IV.C.28	Academic Senate Meeting Minutes
IV.C.29	VCCCD Educational Master Plan
IV.C.30	Draft VCCCD Strategic Plan
IV.C.31	BP 2740 Trustee Professional Development
IV.C.32	AP 2712 Conflict of Interest Code – Form 700: Statement of Economic Interests
IV.C.33	AP 2710 Conflict of Interest
IV.C.34	VCCCD Board of Ethics Training 2013
IV.C.35	VCCCD Board of Ethics Training 2015
IV.C.36	Trustee Orientation Agenda 12.13-14.12
IV.C.37	BP 2430 Delegation of Authority to Chancellor

Evidence List for Standard IV.D

IV.D.1	VCCCD Educational Master Plan
IV.D.2	Integrated Planning Manual
IV.D.3	VCCCD Institutional Effectiveness Report
IV.D.4	District wide Functional Map
IV.D.5	VCCCD Decision-Making Handbook
IV.D.6	VCCCD Funding Allocation Model
IV.D.7	VCCCD Infrastructure Funding Model
IV.D.8	VCCCD District-wide Communications Survey