

Oxnard College

**Institutional Self Study Report in Support of Reaffirmation of
Accreditation**

Submitted by

**Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033-6699**

To

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

August 15, 2010

Certification of the Institutional Self Study Report

August 15, 2010

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

From: Oxnard College
4000 South Rose Avenue
Oxnard, California 93033-6699

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Robert Huber, Chairperson, Board of Trustees

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

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

Robert Cabral, President, Academic Senate

Connie Owens, President, Classified Senate

Deserie Mandujano, President, Associated Students of Oxnard College

Table of Contents

History of Oxnard College	4
Demographic Information	6
Abstract of the Report	17
Timeline and Organization for the 2010 Self Study	26
Organizational Chart	29
Functional Mapping.....	30
Certification of Continued Compliance with Eligibility Requirements.....	51
Responses to Previous Recommendations/Progress and Mid-Term Reports.....	56
Standard I: Institutional Mission and Effectiveness	74
A. Mission	75
B. Improving Institutional Effectiveness	81
Standard II: Student Learning Programs and Services	99
A. Instructional Programs	100
B. Student Support Services.....	137
C. Library and Learning Support Services	159
Standard III: Resources.....	167
A. Human Resources	168
B. Physical Resources.....	181
C. Technology Resources	195
D. Financial Resources.....	206
Standard IV: Leadership and Governance	221
A. Decision-Making Roles and Processes	222
B. Board and Administrative Organization	230
Map of the College	262

History of the College

Historically, the need for a community college serving the Oxnard Plain was recognized by the Oxnard, Camarillo and Port Hueneme communities and the Governing Board of the Ventura County Community College District when the district was initially founded in 1962. A 118-acre site of farmland located in south Oxnard was purchased in 1968, and by the next year classes were offered by the “Oxnard Center” at Ramona School in Oxnard. In 1969 the architectural firms of Fisher and Wilde of Ventura, and Austin, Field and Fry of Los Angeles were chosen to design the Oxnard College campus. The Oxnard Center program expanded in the fall of 1973 with the Oxnard Education Center at Ninth and B streets in Oxnard. By February 1974, a Camarillo Center opened as a satellite of Moorpark College. With community support led by Ventura County Community College District trustee Dr. William Simpson and based on data from the “2000 A.D. Educational Master Plan” report, the Governing Board of the Ventura County Community College District voted on March 26, 1974, to build Oxnard College.

In April 1975, Dr. Arthur J. Schechter was named president. Oxnard College officially opened its doors in June, 1975, for its first summer session, utilizing the Oxnard and Camarillo centers begun by Ventura and Moorpark colleges. Classes were added at a variety of other sites throughout Oxnard and by mid-Fall 1975 Oxnard College reported 4,400 students enrolled and growing. During the spring semester the number of student enrollments continued to climb, in all likelihood setting a record for first-year community colleges in California.

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. 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.” In June, the college’s first commencement exercises were held at the Oxnard Civic Auditorium with student C.J. Wood receiving the first OC diploma. In September, the North Hall and South Hall modular buildings were moved to campus. In 1977 there was a groundbreaking for permanent classroom buildings and later that year administration offices moved onto campus. In fall of 1979, the first two permanent building were occupied on the Oxnard College campus: the Liberal Arts (LA) building housing 20 classrooms, including science and business laboratories and faculty office wings; and a Library/Learning Resource Center (LRC) that included the College Library, Learning Center, and general classrooms.

In 1986 the Occupational Education complex of buildings was completed and classes were offered for computer information systems, air conditioning and refrigeration, culinary arts and engineering technology programs. A new Child Development Center opened in early 1992 and a new Physical Education Complex with basketball and racquetball courts, dance studio and weight training facilities officially opened in fall 1994. The new Letters and Science complex with labs, lecture halls and faculty and administrative offices opened in 1997.

Additional programs established in 1997 were the Oxnard College Dental Hygiene program, with classroom and clinic facilities opened on campus and the Oxnard College Regional Firefighter Academy, which was established during the

1997-98 academic year with portable classroom and training facilities at the Camarillo Airport. Other campus buildings include an automotive technology shop and automotive painting booth, a student services center with student lounge, a food services facility and an off-campus Marine Education Center in the Channel Islands Harbor commercial center.

In 1999, the Ventura County Community College District and Oxnard College entered into an agreement with the County of Ventura to construct and house a Job and Career Center on campus. The Center provides local residents with career training and social services to support their career and educational goals in partnership with Oxnard College. In 2003 the Community Student Services Center was opened and the Extended Opportunity Programs and Services (EOPS) offices moved into the facility's ground floor. The Center also houses the Oxnard College Foundation offices.

As a result of the passage of the Measure S bond in 2002, a \$356 million bond project for the colleges of the Ventura County Community College District included \$129 million designated for new buildings and major renovation projects. At Oxnard College, new projects include a long-awaited Performing Arts classroom/Auditorium complex and the renovated Learning Resource Center/Library project. A "one-stop-shop" Student Services and Administration complex with Student Services program offices and a new food services facility opened in Fall 2009 and is fully operational. There is also a new Maintenance and Operations warehouse that also serves as a designated Emergency Operations facility and the North Campus parking lot with more than 900 parking spaces. Remodeling projects included the expansion of classrooms in the Child Development Center, the renovation and expansion of athletic facilities, including a new track/soccer stadium with bleacher seating for 2,500, a new softball field and upgraded baseball facilities. At the District's Camarillo Airport facility, a Fire/Sheriff Training Academy will be constructed for shared use by the Oxnard College Fire Technology program and Firefighter Academy and the Ventura County Sheriff's Academy.

Oxnard College is committed to maintaining a comprehensive educational experience with state-of-the-art facilities for the students in its service area.

Demographic Information

Oxnard College Annual FTES 1999-00 to 2008-09

Fiscal Year	FTES	Change in FTES from Previous Year	
1999-00	4,886		
2000-01	5,162	276	5.6%
2001-02	5,306	144	2.8%
2002-03	5,292	-14	-0.3%
2003-04	4,875	-417	-7.9%
2004-05	4,777	-98	-2.0%
2005-06	4,351	-426	-8.9%
2006-07	4,534	183	4.2%
2007-08	4,689	155	3.4%
2008-09	5,405	716	15.3%

Source: CCFS-320, Annual Apportionment Attendance Report.

Oxnard College Enrollment History 2005-06 to 2008-09

Fiscal Year	Fall		Annual Unduplicated*	
	Headcount	% Change	Headcount	% Change
2005-06	6,259	-5.1%	10,255	-2.1%
2006-07	6,447	3.0%	10,450	1.9%
2007-08	7,067	9.6%	11,354	8.5%
2008-09	7,646	8.2%	12,243	7.8%
2009-10	8,350	9.2%		

Source: VCCCD Office of Institutional Research 4th Week Profiles

*California Community Colleges Chancellors Office Data Mart (MIS)

Oxnard College
Student Term to Term Persistence*
Fall 2006 to Fall 2009

Fall to Spring Persistence*

Fall Cohort Year	Total Fall Cohort **			All First-Time Students			First-Time Full-Time Students		
	Cohort Size	Persisting		Cohort Size	Persisting		Cohort Size	Persisting	
		n	%		n	%		n	%
2006-07	6,286	4,144	65.9%	1,301	826	63.5%	616	500	81.2%
2007-08	6,931	4,265	61.5%	1,481	950	64.1%	648	538	83.0%
2008-09	7,477	4,678	62.6%	1,548	995	64.3%	705	584	82.8%

Fall to Fall Persistence*

Fall Cohort Year	Total Fall Cohort **			All First-Time Students			First-Time Full-Time Students		
	Cohort Size	Persisting		Cohort Size	Persisting		Cohort Size	Persisting	
		n	%		n	%		n	%
2006-07	6,286	3,766	59.9%	1,301	743	57.1%	616	441	71.6%
2007-08	6,931	4,210	60.7%	1,481	857	57.9%	648	497	76.7%
2008-09	7,477	4,804	64.3%	1,548	956	61.8%	705	566	80.3%

*A persisting student is one who ends the subsequent term with at least one transcript notation or transfers or earns a degree or certificate by the end of the subsequent term.

** Fall Cohort represents the number of students ending the term with at least one transcript notation including W (withdrawal). Concurrently enrolled HS students are not included.

Source: Oxnard College Office of Educational Services and Research

**Oxnard College
Student Ethnicity
Fall 2005 to Fall 2009**

Student Ethnicity	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Hispanic	61.6%	63.2%	63.6%	64.2%	64.2%
White	19.2%	18.6%	16.9%	17.7%	17.9%
Asian/Filipino/Pac.Islander	9.9%	8.9%	9.3%	8.1%	7.9%
African American/Black	4.2%	3.9%	3.8%	3.5%	3.7%
Native American	0.9%	0.9%	1.1%	0.8%	0.7%
Other	0.4%	0.7%	0.7%	0.6%	0.0%
Unknown	3.8%	3.8%	4.6%	5.1%	5.7%

Source: Oxnard College Office of Educational Services and Research 4th Week Profiles

**Oxnard College
Student Age Distribution
Fall 2005 to Fall 2009**

Age	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<20	23.6%	27.2%	28.9%	27.0%	27.2%
20-24	33.4%	30.5%	30.7%	31.4%	32.7%
25-29	12.8%	12.7%	12.6%	13.3%	13.4%
30-39	14.8%	13.9%	13.0%	13.7%	13.5%
40-49	10.0%	9.8%	9.4%	9.2%	8.4%
50+	5.3%	5.8%	5.4%	5.4%	4.9%
Average	27.4	26.9	27.0	26.6	26.6

Source: VCCCD Office of Institutional Research 4th Week Profiles

Oxnard College
Top High School Feeders for Recent High School Graduates
Fall 2005 to Fall 2009

Ventura County High Schools	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Channel Islands	205	179	187	201	239
Hueneme	133	140	154	188	169
Oxnard	104	88	113	126	120
Pacifica	146	137	136	139	130
Rio Mesa	65	42	51	55	42
Camarillo	24	24	28	24	27
Frontier	6	11	11	11	15
Oxnard Union HS Dist.Total	683	621	680	744	742
% from OUHSD	87.3%	87.1%	88.9%	87.2%	87.7%
Other Vta Cnty Public Tot	99	92	85	109	104
Total Ventura County Feeders	782	713	765	853	846
% Change from Prior Year	22.0%	-8.8%	7.3%	11.5%	-0.8%

Source: Oxnard College Office of Educational Services and Research (4th Week)

**Ventura County
City and County Population
Official State Estimates – 2005 to 2009**

Ventura County City/Area	Estimated Population on January 1st					Change	
	2005	2006	2007	2008	2009	2005 to 2009	
Camarillo	62,455	63,888	65,209	65,120	66,149	3,694	5.9%
Fillmore	15,132	15,125	15,155	15,538	15,639	507	3.4%
Moorpark	35,597	35,668	35,929	36,620	37,086	1,489	4.2%
Ojai	8,104	8,125	8,084	8,114	8,157	53	0.6%
Oxnard	187,705	189,288	191,834	193,892	197,067	9,362	5.0%
Port Hueneme	22,568	22,326	22,216	22,090	22,171	-397	-1.8%
Ventura	105,460	106,317	106,847	107,705	108,787	3,327	3.2%
Santa Paula	29,101	29,023	29,049	29,389	29,725	624	2.1%
Simi Valley	120,686	122,248	123,766	125,002	125,814	5,128	4.2%
Thousand Oaks	126,344	127,170	126,936	127,984	128,564	2,220	1.8%
Sub-Total: Cities	713,152	719,178	725,025	731,454	739,159	26,007	3.6%
Unincorporated	96,134	95,736	95,525	95,813	96,921	787	0.8%
County Total	809,286	814,914	820,550	827,267	836,080	26,794	3.3%

Source: State of California, Department of Finance, May 2009.

**Ventura County
2000 Census Data
Ethnicity/Race by City**

Ventura County City/Area	2000 Census	Hispanic	White	Asian/Pac. Islander	Black	Native American	Other/ Multiple
Camarillo	57,077	15.5%	72.8%	7.3%	1.4%	0.4%	2.6%
Fillmore	13,643	66.6%	30.6%	0.8%	0.2%	0.5%	1.3%
Moorpark	31,415	27.8%	62.4%	5.6%	1.4%	0.3%	2.5%
Ojai	7,862	15.8%	79.6%	1.7%	0.6%	0.3%	2.0%
Oxnard	170,358	66.2%	20.6%	7.5%	3.5%	0.4%	1.9%
Port Hueneme	21,845	41.0%	42.7%	6.5%	5.6%	0.7%	3.5%
Ventura	100,916	24.3%	68.1%	3.0%	1.3%	0.6%	2.6%
Santa Paula	28,598	71.2%	26.4%	0.7%	0.2%	0.5%	1.0%
Simi Valley	111,351	16.8%	72.7%	6.4%	1.2%	0.4%	2.5%
Thousand Oaks	117,005	13.1%	77.7%	5.9%	1.0%	0.3%	2.0%
Sub-Total: Cities	660,070	34.6%	55.1%	5.7%	1.9%	0.4%	2.2%
Unincorporated	93,127	24.7%	68.1%	3.4%	1.3%	0.5%	2.0%
County Total	753,197	33.4%	56.8%	5.4%	1.8%	0.4%	2.2%

Source: Southern California Association of Governments (SCAG)

Oxnard College
Students Enrolled by Selected Cities
Fall 2005 to Fall 2009

City	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009		2005 to 2009 Change
					n	%	
Agoura Hills	11	13	17	22	23	0.3%	12
Camarillo	489	471	565	590	662	7.9%	173
Carpinteria	7	10	7	6	6	0.1%	-1
Fillmore	36	34	49	48	55	0.7%	19
Malibu	13	11	15	20	19	0.2%	6
Moorpark	47	53	59	58	83	1.0%	36
Newbury Park	49	68	79	87	103	1.2%	54
Ojai	37	32	28	44	45	0.5%	8
Oak Park	8	5	6	6	10	0.1%	2
Oak View	13	11	8	10	14	0.2%	1
Oxnard	4,289	4,332	4,794	5,272	5,615	67.2%	1,326
Port Hueneme	520	567	601	627	678	8.1%	158
Santa Barbara	29	31	23	26	27	0.3%	-2
Santa Paula	80	77	80	76	121	1.4%	41
Simi Valley	64	78	104	140	132	1.6%	68
Somis	19	16	21	24	21	0.3%	2
Thousand Oaks	68	71	72	90	127	1.5%	59
Ventura	299	294	293	318	376	4.5%	77
Westlake Village	15	16	15	16	19	0.2%	4
Total of Above Cities	6,093	6,190	6,836	7,480	8,136	97.4%	2,043
Total College Enrollments	6,259	6,447	7,067	7,646	8,350	100%	2,091

Source: Oxnard College Office of Educational Services and Research (4th Week)

**Oxnard College
Employee and Student Demographics
Fall 2009**

Demographic Category	OC Students		OC Employees	
	Number	Percent	Number	Percent
Gender				
Female	4,688	56.1%	216	53.1%
Male	3,570	42.8%	191	46.9%
Unreported	92	1.1%	0	0.0%
Ethnicity				
African/American/Black	309	3.7%	18	4.4%
Asian/Filipino/Pac.Islander	657	7.9%	25	6.1%
Hispanic	5,358	64.2%	122	30.0%
Native American	59	.7%	5	1.2%
White	1,491	17.9%	206	50.6%
Other	0	0.0%	0	0.0%
Unknown	476	5.7%	31	7.6%

Source: Oxnard College Office of Educational Services and Research

**Oxnard College
Staff by Classification
Fall 2005 and Fall 2009**

Classification	Fall 2005	Fall 2009	Change
Academic Employees			
Full-time Faculty	100	95	-5
Part-Time Faculty	164	181	+17
Academic Managers	9	6	-3
Classified Employees			
Full-time Classified	100	97	-3
Part-Time Classified	14	17	+3
Classified Supervisors	5	7	-2
Classified Managers	1	4	+3
Total Employees	383	407	+24

Source: Oxnard College Office of Educational Services and Research

**Oxnard College
Retention* and Success**
Fall 2004 to Fall 2009**

Term	Retention Rate	Success Rate	Total Enrollments	Retained	Successful
Fall 2004	84.8%	69.2%	18,380	15,581	12,717
Fall 2005	85.8%	68.2%	17,049	14,626	11,628
Fall 2006	84.4%	66.0%	17,217	14,530	11,368
Fall 2007	84.9%	66.3%	19,181	16,291	12,538
Fall 2008	85.2%	66.3%	20,433	17,407	13,345
Fall 2009	85.7%	66.9%	22,200	19,017	14,840

*Retention rate is the percent of student enrollment receiving a transcript notation other than W (withdrawal).

**Success rate is the percentage of student enrollments receiving a grade of A, B, C, CR (credit), or P (pass).

Source: Oxnard College Office of Educational Services and Research

**Oxnard College
Student Educational Goals
Fall 2005 to Fall 2009**

Educational Goal	Percentages by Term				
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Transfer to a Four-Year Inst.	45.1%	44.6%	44.2%	45.9%	54.3%
Obtain an AA/AS Only	6.9%	6.7%	6.7%	6.6%	9.0%
Obtain 2 Yr Certificate Only	3.7%	3.8%	3.9%	3.4%	3.5%
Continuing Education	9.2%	9.8%	8.7%	8.7%	7.3%
Developmental Education	10.2%	11.7%	11.6%	11.2%	8.9%
Undecided on Goal	24.2%	22.6%	23.6%	23.5%	16.3%
Unknown	0.8%	0.7%	1.3%	0.8%	0.7%

Source: VCCCD Office of Institutional Research 4th Week Profiles

**Oxnard College
Degrees and Certificates Awarded
2004-05 to 2008-09**

Degrees and Certificates	2004-05	2005-06	2006-07	2007-08	2008-09
Associate of Arts	377	342	350	361	386
Associate of Science	134	115	116	158	133
Total Degrees	511	457	466	519	519
Certificate: 18 to 29.5 units	123	113	103	154	151
Certificate: 30 to 59.5 units	92	59	59	64	62
Total Certificates	215	172	162	218	213
Total Degrees/Certificates	726	629	628	737	732

Source: VCCCD Office of Institutional Research 4th Week Profiles

Oxnard College
Fastest Growing Occupations within Oxnard College Service Area
2006-2016

Ranked	Occupation	Estimated % Growth	Estimated Need
1	Home Health Aides	55.3	1,770
2	Pharmacy Technicians	39.3	390
3	Nursing, Psychiatric, Home Health Aides	38.1	3,660
4	Network Sys. and Data Communications	35.7	760
5	Audio/Video Equipment Technicians	33.3	80
6	Health Educators	33.3	80
7	Health Specialties, Teachers, Postsecondary	33.3	80
8	Animal Trainers	33.3	80
9	Hotel, Motel, and Resort Desk Clerks	33.3	480
10	Molders, Shapers, and Casters	33.3	120
11	Transportation Workers – All other	33.3	80
12	Biomedical Engineers	31.8	290

Source: <http://www.labormarketinfo.edd.ca.gov>. Retrieved from the Internet on June 23, 2009.

Abstract of the Self Study

Standard I – Institutional Mission and Effectiveness

I.A – Mission

In response to recommendations from previous accreditation visits, the college community revised the college's mission statement to reflect an emphasis on student learning; the current mission was approved by the district Governing Board on January 17, 2006. This mission statement is promulgated through many of the college's documents and its website as well as being displayed throughout the campus. Various governance committees have worked diligently to incorporate achievement of the college mission at the heart of their planning and other governance activities.

The college's Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) identifies periodic review of the college mission as the responsibility of the Planning and Budgeting Committee. This committee, the Academic Senate President, and the College President have identified review of the college mission as a priority for the Fall 2010 semester, as identified in the Planning Agenda for Standard I.A.3. The Planning and Budgeting Committee will also establish an institutionalized procedure to complement the timeline for mission review.

I.B – Improving Institutional Effectiveness

Since the last accreditation visit the college has concentrated its efforts in the areas of integrating program review with planning and resource distribution, and of developing a culture of evidence and improvement cycle in which learning outcomes are identified at the course, program, and institutional level; they are assessed; and the results of those assessments lead to improvement in student learning and achievement of the college's and district's goals and missions.

Through its participatory governance processes, the college developed a Program Effectiveness and Planning process that integrated both program review and resource planning. This model has been in continuous use and refinement for instructional programs since the 2006-07 academic year. Beginning in 2008-09, student services and business services programs began to adapt modified processes better suited to the nature of their programs, resulting in the current Continuous Quality Improvement models in use in those divisions. These integrated review and planning models will be evaluated in the coming year.

The district Governing Board has identified a number of Master Plan activities, objectives and priorities, and the college has developed a variety of plans, goals, and objectives to fulfill its role in those district priorities. The college has developed an Educational Master Plan that is coordinated with a Facilities Master Plan.

The college's approaches to and embrace of outcomes identification and assessment have been inconsistent in past years, leading to initially tentative and limited results. In the 2009-10 academic year, the college dedicated the resources to identify two

coordinators on partial release to assist the college in developing its proficiency, especially in the identification, assessment, and reporting of instructional learning outcomes. The Academic Senate has now embraced the outcomes assessment cycle, and the revised Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) has established the Learning Outcomes Team as a participatory governance committee, giving it the standing to guide the college community to proficiency by 2012.

The aforementioned Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) was developed and is revised periodically by all college constituencies. It provides the basis and structure for most college planning and improvement processes. Its most recent revision was completed in Spring 2010, providing the college with up-to-date mechanisms for ongoing institutional improvement.

The college regularly relies on evidence and data produced at the state, district, and college levels, as well as on independently-contracted research, to assess and report on its achievement of outcomes and to guide its planning efforts. A challenge for the coming year will be to adapt to the loss of the administrative lead positions in the research offices at both the District Administration Center and at the college.

Standard II – Student Learning Programs and Services

II.A – Instructional Programs

The college's Curriculum Committee, a participatory governance committee that is a subcommittee of the Academic Senate, is a faculty-driven body that assures the currency, integrity, and responsiveness of the college's curriculum. This committee has been a very stable governance committee and has established well-documented procedures in its Curriculum Committee Handbook. Through its processes, the committee assures that all curriculum has integrity of scope, content, and unit value. When new or substantively-revised courses are proposed, the Curriculum Committee is assisted in review of technical and legal aspects by the District Technical Review Workgroup.

The Curriculum Committee and instructional faculty are also aided in their efforts to ensure a quality instructional program by a variety of sources. A full-time articulation officer advises faculty members about transfer issues during curriculum development and revision and maintains and develops articulation agreements with other institutions. Faculty in career-technical fields rely on labor market information as well as advisory committees to maintain high-quality programs. A Distance Education Committee is tasked specifically with review and quality assurance for the college's distance education offerings, which have grown to the extent that the college has filed a substantive change proposal with regard to the scope of its distance-education offerings. A General Education Subcommittee of the Curriculum Committee reviews the placement of new and revised courses within associate-degree and transfer general education patterns and assures that the college's general education pattern rests on a solid philosophy of general education and the fields of knowledge as described both by Title 5 and in concordance with the college's institutional student learning outcomes.

The college's approach to the establishment, assessment, and reporting of instructional learning outcomes was tentative during its first few years, with processes and requirements undergoing change. Nevertheless, during those years, the college did adopt Core Competencies, or Institutional Student Learning Outcomes, and the development of learning outcomes along with means of assessment became a requirement for new and revised courses. Within the past academic year, however, great progress has been made in wider understanding and embrace of a culture of outcomes assessment and improvement. Methods and timetables for integrating outcomes in the curriculum were better established, and program learning outcomes were mapped to the institutional outcomes, while the process of mapping course-level outcomes to program-level outcomes continued. While the facilitators who led much of this progress will not be in place in the coming year, the Academic Senate has institutionalized the Learning Outcomes Team as a participatory governance committee to lead continued progress, and faculty, department chairs, and deans will be assisted by the college's piloting of the outcomes development and reporting software eLumen in order to maintain progress and achieve proficiency by 2012.

As the state budget situation has worsened, the college has relied on principles recommended by its Program Effectiveness and Planning Committee and endorsed by the Planning and Budgeting Committee to identify core courses in order to maintain those offerings essential to meeting the college's mission and student need, although doing so is increasingly challenging.

II.B – Student Support Services

A commitment to students and their successful achievement of their identified goals informs and motivates all of the programs provided under the umbrella of student services. Each of the areas, categorical and non-categorical, is committed to fulfilling the college's mission and student needs, despite diminishing funding to do so.

The college's general, transfer, veterans', EOPS, CalWORKs and CARE, EAC (DSP&S), matriculation, and general counseling are identifying and sharing best-practices models of service in order to provide maximum support to students even under less than ideal staffing circumstances. Each of these areas has worked to identify learning outcomes and their means of assessment. The advisement functions rely on a variety of data, evidence, and research to inform their work and to assess student success. One area of research that has been identified for attention is the validation of assessment instruments.

Through a variety of instructional activities, student activities, and events both on and off campus, the institution demonstrates and promotes appreciation of diversity and of civic engagement and responsibility. The institution's commitment to diversity, outreach, and access are demonstrated by its significant outreach to area high schools as well as its support of Spanish-speaking English learners through its high-percentage of Spanish-speaking advisement and services personnel and translated materials.

Materials such as schedules of classes and the catalog are being increasingly transitioned to electronic formats. Limited numbers of schedules are printed, while the

most up-to-date interactive schedule is available online. The catalog is still produced in hard copy as well as on CD, both available for a fee; the catalog is available free online. Schedule and catalog production are a collaborative effort among many offices to assure that information provided to students and the community is complete, accurate, and meets all requirements. Student services personnel are working to develop improved means of providing services via distance methods.

Program review, assessment, and planning are accomplished through a Continuous Quality Improvement process undertaken by a Student Services Leadership Team comprised of leads from each of the student services areas. This CQI process evolved from the college's Program Effectiveness and Planning process when it became clear that the latter process was best adapted to instructional programs and that a process developed specifically for student services was needed.

From outreach to admission and intake to ongoing advisement for all student populations and on through career identification and transfer and articulation support, the student support services maintain their focus on integrity in their programs and promotion of student success, though diminishing resources present increasing challenges.

II.C – Library and Learning Support Services

The library and learning support services at Oxnard College consist of three units that work cooperatively to support student learning: the library, the Learning Center, and the Tutorial Center.

The library provides a sufficient number of hard-copy books and periodicals, selected by its professional staff with guidance from the faculty, to support the instructional program, and it maintains well-documented agreements with other institutions for inter-library lending. Increased access to online databases accessible on-campus and through the college portal augments general-education research. In addition to materials, the library provides professional orientation and instruction in research on an individual basis and to classes

The Learning Center, located on the mezzanine of the library, provides individualized, mediated, and computer-assisted support for instructional activity across the curriculum, from English-language acquisition and transitional studies to transfer disciplines. The Learning Center is the site for the math Success Academy and for students' lab assignments, as well as for open-computer-lab access. The Learning Center coordinates another computer lab facility in LS-7, the former Language Lab.

The Tutorial Center is co-located with the Learning Center and provides tutorial support for special populations students (DSP&S) and the general student population. Tutors are available for group and drop-in tutoring in a variety of subjects.

Library, Learning Center, and Tutorial services have not been well integrated in the college's review and planning processes and as a result have worked to identify means for assessing and reporting their success and identifying resource needs. A Library and

Learning Resources Advisory Committee assists and supports library and learning resources staff. The three units are also planning how best to provide services to students engaged in distance education.

Hours of access to the library and Learning Center and for tutoring are negatively affected by budget constraints.

All three units look forward to occupying new and improved facilities made possible through Measure S funding.

Standard III – Resources

III.A – Human Resources

The college maintains adequate faculty, administrative, and classified staff who are well qualified by education and experience to accomplish their respective responsibilities. Academic minimum qualifications for faculty and administrators are verified and published, and preparation and experience qualifications for classified staff are ensured through the district's hiring procedures. District-wide evaluation procedures for all categories of staff are established. Agreements with bargaining units define evaluation for faculty and classified staff, while the district has consistent procedures for the evaluation of administrative and non-represented staff, as well. Some evaluation cycles are behind schedule, but the administration has adopted a schedule to overcome that lag. Other personnel policies, including recruitment, hiring, and equity and diversity are well documented and are a matter of district policy.

While the college maintains a minimum number of faculty and staff to maintain its programs, financial restraints have led to classified layoffs and reductions in instructional and student services personnel that adversely affect those programs.

The college maintains a commitment to professional development, with some funding distributed through its Professional Development Committee, which also plans on-campus development activities. The college will rely increasingly on grant-funded and on-campus activities to maintain professional growth.

During the 2009-10 academic year, the district engaged in developing a Code of Ethics to apply to all personnel. The Board approved BP 7205, Employee Code of Ethics, at its June 2010 meeting.

III.B – Physical Resources

The college's 118-acre campus is maintained in a safe, healthful, and aesthetically appealing condition that supports learning by a staff that is increasingly stretched to provide services to a growing campus with diminishing resources.

Facilities Maintenance and Operations staff are well versed in a great variety of procedures for assuring the safety and healthful condition of the campus and use the cooperative resources of external agencies as well as professional guidelines to ensure the smooth operations of the campus.

Campus development is guided by a Facilities Master Plan that is tied to an Educational Plan, and has been driven largely in recent years by Measure S bond funding, which has enabled infrastructure upgrades as well as structural renovation and new building construction. Campus construction and development are well linked to college planning processes.

With new construction come increased demands on utilities, supplies, and maintenance, while resources for those are in decreasing supply. Total cost of ownership principles will need to be applied to physical resource planning.

III.C – Technology Resources

The district and the college follow strategic planning principles for the integration of technology in instruction, support, and other services. Planning for technology resources is coordinated by both district-wide processes and support staff and by a college Technology Committee. Educational and Facilities Master Plans and the Campus Use, Development, and Safety Committee also contribute.

Technology refresh plans and instructional technology upgrades to classrooms are part of the district's plans. Resources for such plans are diminishing; however, support from college grants assists with acquisition of hardware and software as well as funding some staff support.

Distance education is an ever-increasing element of the college's instructional program, and the college district has adopted a uniform learning management system to facilitate distance-education delivery.

III.D – Financial Resources

Responsibility for financial planning and control activities are distributed between the District Administration Center and the college. The Governing Board establishes overall district priorities and adopts a budget, and a district allocation model distributes funding to the college. As is the case throughout the state, diminishing fiscal resources are challenging the college's ability to provide instruction and services. Personnel reductions and reduced schedules have resulted, and the college has established core principles for maintaining the most critical elements of its instructional program while striving to adapt to the most efficient best-practices models of providing support services with reduced personnel.

The college's funding priorities are established by overarching issues such as the mission and the Educational Master Plan, and are informed by its planning processes. The Planning and Budgeting Committee makes budget recommendations to the President based on input from three main sources: the Program Effectiveness and Planning Committee for instructional programs, the Student Services Leadership Team for student services programs, and the Business Services Council for business services programs. The Continuous Quality Improvement review and recommendation processes for the latter two are recent outgrowths of and departures from the Program Effectiveness and Planning process and will be evaluated for their effectiveness.

The district and the college employ recognized accounting procedures, internal controls, and external audits to assure integrity in all financial processes, be they general fund, auxiliary, or agreements with external agencies.

Standard IV – Leadership and Governance

IV.A – Decision-Making Roles and Processes

In response to previous recommendations from the 2004 team visit and interim visits, the college has brought great intention to the development and articulation of its decision-making roles and processes. The result is a well-described structure that promotes collegial participation among constituencies.

Central to the college's decision-making structure is its primary governance document, most recently revised as the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). This document, developed, reviewed, and approved by the administration, the Academic Senate, the Classified Senate and the Associated Student Government, clearly defines roles of participatory governance committees, standing committees, advisory committees, and ad-hoc committees and groups. It includes the authority, goals, membership, expected outcomes and evaluation mechanisms for the various groups that contribute to and advise on campus decision-making. The document also provides a cycle for its own periodic review.

As is detailed in Standard II.A, the college relies on its Curriculum Committee, a committee of the Academic Senate, for recommendations on instructional student-learning programs. The Student Services Leadership Team, in collaboration with various other bodies identified in the Manual, provides recommendations on student support services elements of student learning.

Administrative representatives, Academic Senate representatives, classified representatives, and representatives of the Associated Student Government represent the college on district-wide councils that report via the Chancellor to the Governing Board.

It is a challenge for classified staff representatives to find time to attend to participatory governance while keeping up with their workload. Likewise, identifying student representatives to fulfill all of their participatory opportunities is a challenge. One more challenge is in transforming the college culture to make most effective use of the MyVCCCD portal as its primary means of communication in an increasingly paperless working environment and with the change in procedures for use of email.

The college is committed to collegial working relationships and to integrity in its internal and external relations.

IV.B – Board and Administrative Organization

The Ventura County Community College District has a Governing Board of five members elected to represent geographic areas and a student trustee who casts advisory votes. The five members work as a governance team and are elected to staggered terms to provide board continuity. The Governing Board has mechanisms for its own ongoing development and self evaluation as well as a code of ethics and policy on conflict of interest. It provides representation and advocacy for the college district at the local and state levels and beyond. District staff will provide the Board with information about the implications of decisions and recommendations in order to address some expressed concerns about whether trustees maintain a district-wide perspective.

The Governing Board approves the district's and colleges' missions and addresses its responsibility to establish overall priorities, policy, fiscal oversight and accountability, system planning, and evaluation of staff recommendations. It delegates operational responsibility for carrying out board policies and plans to the chief executive officer, the Chancellor, who has overall responsibility for accomplishing the Governing Board's priorities and for keeping the Governing Board informed and for bringing staff recommendations to the Board for its consideration. The Governing Board is responsible for the hiring and evaluation of the Chancellor. A Delineation of Functions document outlines the roles of the District Administration Center. The various roles of all district constituencies are addressed in board policy and in the Participatory Governance handbook.

Those responsibilities that are assigned to the college are under the leadership and supervision of the college President, who has authority and is accountable for the achievement of all objectives delegated to the colleges. A number of administrative changes have occurred in both the distribution of responsibilities between the Chancellor and college Presidents as well as in the administrative structure of the college itself. The effectiveness of these adjustments will be evaluated.

In making college-based decisions, the President has final authority and responsibility, and is informed by the college's participatory governance structure, as detailed in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). The Planning and Budgeting Committee is the primary participatory governance body responsible for making recommendations to the President. The President works with an Executive Team and the President's Cabinet to manage the college's operations.

In addition to overall responsibility for the college budget and operations, the President directly oversees certain grant personnel and the college's reorganized research function. The President is the college's primary advocate to the district, and its ambassador to the community as well as serving ex-officio on the college's Foundation Board. The current President is a resident of the college's community and actively participates in cultural and civic affairs, as well as maintaining collegial relationships with other educational entities locally and nationally.

As one college within a three-college district, Oxnard College operates under a delineation of functions and is represented on a variety of district-wide councils. Employee surveys have been less than positive in their overall assessment of district-office support and communication. In a time of fiscal retrenchment, it is the opinion of the Chancellor that instead of following the district's history of decentralized and participatory decision-making and control, greater emphasis on district-wide planning and centralization is required.

The Chancellor also expresses concerns about issues of programs of instruction and about standards of excellence for achieving tenure.

The district plans to develop a data-driven system to assess its effectiveness in serving the colleges.

Fiscal oversight of district finances is achieved through recognized accounting and external auditing procedures and internal controls.

While the Chancellor delegates to the President full authority to implement and administer goals, the Chancellor suggests that the President's role will be strengthened by establishing greater administrative control over issues that have been the primary responsibility of the faculty.

The district has a number of councils and protocols that delineate authority between the district and the colleges and by which the district acts as liaison between the Governing Board and the colleges.

Timeline and Organization for the 2010 Self Study

October 19, 2004	Accreditation Commission of Community and Junior Colleges (ACCJC) team visits Oxnard College.
December 20, 2004	ACCJC site team forwards its findings and recommendations from its October 2004 site visit to the Commission.
January 31, 2005	Commission issues letter affirming accreditation; two Progress Reports are required, March 15, 2005, and October 15, 2006.
March 3, 2005	Oxnard College President submits the first Progress Report, which is a letter with supporting documents to address two Eligibility Requirement issues.
June 28, 2005	ACCJC rejects Oxnard College's Progress Report and requires a follow-up Progress Report on October 15, 2005.
October 15, 2005	Oxnard College submits Progress Report to ACCJC.
January 31, 2006	Progress Report is accepted by the Commission.
October 15, 2006	Oxnard College submits its second Progress Report to ACCJC.
November 13, 2006	Site Team visits Oxnard College and prepares a report to ACCJC.
January 2007	Progress Report and Site Team Visit Report are accepted by the Commission; a Focused Midterm Accreditation Report and site visit are required in October 2007.
October 4, 2007	Oxnard College submits Focused Midterm Accreditation Report to ACCJC
November 5, 2007	ACCJC conducts follow-up visit to review college's progress in its continuing effort to implement previous recommendations.
January 31, 2008	Report is accepted with the condition that a subsequent Focused Mid-term Report be completed by October 15, 2008. A site visit is also required.
October 15, 2008	Oxnard College submits Follow-up Focused Mid-term Report to ACCJC.
October 29, 2008	ACCJC team visits Oxnard College to review progress in its implementation of previous recommendations.

February 3, 2009

ACCJC issues letter noting that it took action to accept the Focused Med-term Report.

2009-2010 Self Study Development Timeline

October 2008

College holds its first Accreditation Committee meeting to select chairpersons to begin the Self Study process in preparation for an ACCJC site visit in fall 2010.

February 2009

College Accreditation Committee meets, including managers, faculty, classified staff, and Standard Chairpersons for a comprehensive review of the accreditation standards and to participate in a training session that includes use of formal training guide developed by the Office of Instruction/ALO. The connection of this initiative to the development of the college's emerging Educational Master Plan is also discussed within the context of integrated planning.

March 2009

The College's Accreditation Committee meets to review the progress of the Standard Committees and sub-committees in their gathering of evidence for development of the Self Study. At this meeting, also discussed is the production calendar (timelines) and benchmarks for overall completion of the Self Study.

August 2009

Both of the original Accreditation Co-Chairs leave Oxnard College. A new Faculty Co-Chair/Editor is chosen and a new Executive Vice President is hired who will serve as the Administrative Co-Chair. The new Co-Chairs meet in late August to map out a schedule for completing the Self Study by May 2010, and to schedule a meeting of the Accreditation Standard Team co-leaders.

September 2009

Accreditation Team comes together on September 3rd, and September 30th is chosen as the deadline for completion of Draft #1. Additional training is provided, including written instructions, during this meeting regarding formatting and content.

October 2009

Accreditation Co-Chairs review the first draft. Faculty Co-Chair meets with each of the Standard Co-Chairs to provide direct feedback and tips for strengthening subsequent revisions to the Self Study.

November 2009	November 20, 2009, is set as the date that all writers/contributors submit revisions to their Standard Co-Chairs for Draft #2.
December 2009	Draft #2 is submitted to the Self Study Co-Chairs the second week of December. The Study Co-Chairs devote the rest of December to reviewing and making comments on Draft #2.
January 2010	The Faculty Co-Chair of the Self Study edits Draft #2, in preparation for creating a draft that can go out to the college community for comment. He then shares this draft, which includes numerous parenthetical notations for items that need to be finalized, with the Standard Co-Chairs in order to produce Draft #3.
March 2010	The Accreditation Self Study group meets on March 4 th to review missing items in Draft #3 and to set a deadline for submitting edited chapters.
April 2010	Draft #3 is sent out for two weeks for public comment. Comments are sent to a dedicated email address – OCAccreditation@vccd.edu – for ease of comment submission. As comments come in, they are forwarded to the relevant Standard Co-Chairs for consideration as work begins on Draft #4.
May 2010	Draft #4 is sent out for comment in preparation for finalizing the Accreditation Self Study. A complete draft is submitted to the Board for consideration according to the established timeline for Board documents to be considered for the June 2010 First Reading of Oxnard College’s Self Study.
June 2010	Evidence is gathered to support the Accreditation Self Study. Oxnard College’s Self Study is presented during the June Board meeting.
July 2010	Board approves Oxnard College’s Self Study for submission to the ACCJC. Evidentiary references are fine-tuned, and the website is created to house all relevant documents.
August 2010	A workshop is held to prepare the College community for the Site Team visit.
October 2010	The ACCJC Visiting Team evaluates Oxnard College, October 11 th -14 th .

Self Study Participants

Co-Chairs (2008-2009) Dr. Scott Corbett – Academic Senate President
Dr. Jaime Casillas – Interim Vice President of Instruction

Co-Chairs (2009-2010) Mr. James A. Merrill – Professor, English/ESL
Dr. Erika Endrijonas – Executive Vice President, Student Learning

Standard I

Mr. James A. Merrill, Faculty Co-Chair
Dr. Carolyn Inouye, Administrative Co-Chair
Ms. Lisa Hopper
Mr. Alex Lynch
Dr. Linda Chaparro

Standard II

Dr. Steven Hall, Faculty Co-Chair
Dr. Erika Endrijonas, Administrative Co-Chair

Standard IIA

Dr. Erika Endrijonas
Ms. Jeannette Redding
Ms. Shannon Ordonez
Ms. Marlene Dean
Ms. Lilia Ruvalcaba

Standard IIB

Ms. Ana Maria Valle
Dr. Karen Engelsen
Dr. Carolyn Inouye
Ms. Susan Cabral
Mr. Ross Fontes
Mr. David Lopez
Dr. Eleanor Brown (2008-2009)

Standard IIC

Mr. Thomas Stough
Mr. Ray Acosta
Ms. Colleen Wilson
Ms. Sandra Allen
Mr. Jose Cornelio
Dr. Gwendolyn Lewis-Huddleston

Standard III

Dr. Ishita Edwards, Faculty Co-Chair
Dr. John al-Amin, Administrative Co-Chair

Standard IIIA

Ms. Carmen Guerrero
Ms. Mary Jones
Ms. Valerie Lee
Dr. Christina Tafoya

Standard IIIB

Mr. Will Deits
Dr. Michael Abram

Standard IIIC

Ms. Theresa Bonham
Mr. Dave Fuhrmann

Standard IIID

Dr. John al-Amin
Mr. Robert Cabral

Standard IV

Mr. Robert Cabral, Faculty Co-Chair
Dr. Floyd Martin, Administrative Co-Chair

Standard IVA

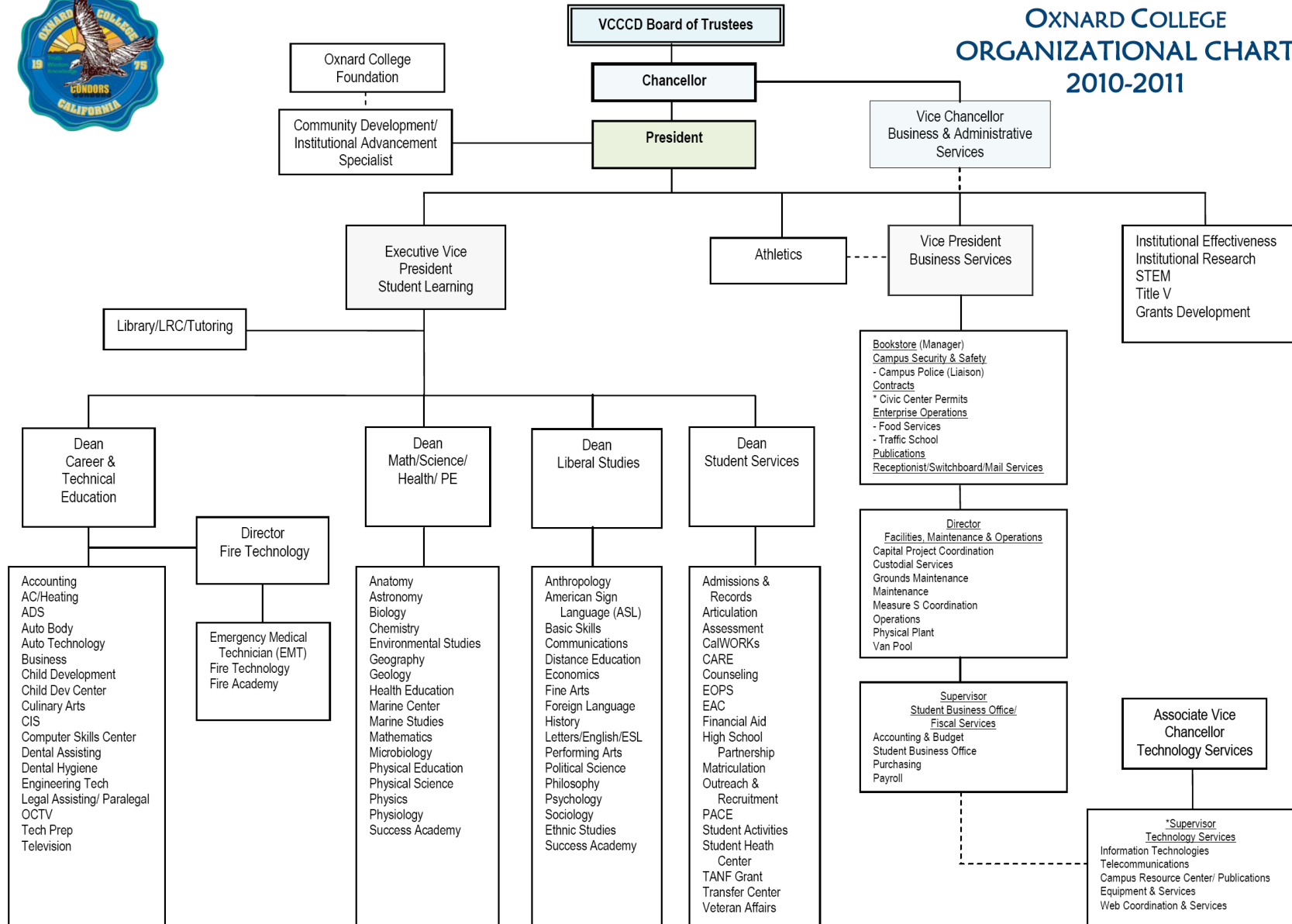
Mr. Robert Cabral
Dr. Floyd Martin
Ms. Valerie Lee
Mr. Johnny Vasquez Garcia

Standard IVB

Dr. James Meznik, Chancellor
Dr. Erika Endrijonas



OXNARD COLLEGE ORGANIZATIONAL CHART 2010-2011



6/21/2010

Ventura County Community College District Moorpark College • Oxnard College • Ventura College

FUNCTIONAL MAPPING

This document describes and explains the areas of functional responsibility between District Administration (District) and the colleges within the Ventura County Community College District (VCCCD), including Moorpark College, Oxnard College and Ventura College.

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.

BOARD POLICY AND ADMINISTRATIVE REGULATIONS

Board of Trustees

VCCCD is governed by a five-member locally elected Board of Trustees (Board) and a student Board member. The five trustees are elected in even-numbered years to four-year terms by the voters of Ventura County. The Board is responsible for adopting policies that govern the business of the District and its colleges. The Chancellor, the District's Chief Executive Officer, is responsible for carrying out policies approved by the Board.

Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and regulations that affect academic matters, the Board relies primarily on the academic senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on staff recommendations with input from various constituencies in the development and review process. The general public may comment at public board meetings on any policy consideration before the Board.

The role of the Board is to establish policies and procedures in keeping with the minimum standards established by the Board of Governors of the California Community Colleges, the California Education Code, and Title 5 Regulations. Existing policies and procedures appear in the Ventura County Community College District Board Policy Manual. Operating under Brown Act rules, the Board conducts policy development and administrative oversight of the District through (1) public board meetings, and (2) the delegation of authority to the Chancellor. Through the Board's delegation of administrative authority, the Board holds the Chancellor accountable for the administration of policies adopted by the Board and the conduct of District business (Board Policy 2430). The Board supports District personnel in the completion of their

duties and ensures they have the requisite responsibility, adequate resources, and necessary authority to perform their assigned work tasks effectively.

Chancellor

The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the district in accordance with the policies established by the Board. The execution of all decisions made by the Board requiring administrative action is the responsibility of the Chancellor.

As a multi-college district, the Chancellor, serving as the Board's Chief Executive Officer is the District's chief administrator. With broad discretionary powers, the Chancellor reports directly to the Board and is responsible for overall operations of the District, including all programs and services involving educational development, student learning, human resources, facilities planning, business services, fiscal affairs, and legislative relations. The Chancellor is responsible for providing policy recommendations to the Board, strategic planning, establishing and maintaining an effective and efficient organization, educational leadership to the colleges, and for supporting District policies with state and local constituencies.

Vice Chancellor of Business and Administrative Services

The Vice Chancellor of Business and Administrative Services reports directly to the Chancellor and is the Chief Financial Officer for the District. The Vice Chancellor provides leadership and accountability for fiscal management, business services, annual audits, legal and risk management, information technology systems, health and safety concerns, the coordination of federal and state reporting for fiscal and facility operations, and overseeing construction projects funded by the recent general obligation bond issue. The Vice Chancellor of Business and Administrative Services chairs and works with District-wide participatory governance groups and committees and serves as a member of Chancellor's Cabinet executive team and District Chancellor's Consultation Council.

Vice Chancellor of Human Resources

The Vice Chancellor of Human Resources reports directly to the Chancellor and is the Chief Personnel Officer for the District. The Vice Chancellor of Human Resources provides leadership and accountability for human resources functions, including the development of human resources policies and procedures, labor relations, employee relations, contract administration, staff training and development, benefit administration, recruitment, hiring, classification, compensation, worker's compensation, records management and human resources information systems, and legal compliance. The Vice Chancellor of Human Resources works with and chairs District-wide participatory governance groups and committees, serves as a member of the Chancellor's Cabinet executive team and District Chancellor's Consultation Council, acts as liaison to the

Personnel Commission and serves as chief negotiator for the District, representing the Board.

Presidents

The Presidents are the Chief Administrative Officers of the colleges and report directly to the Chancellor. The Presidents are responsible for day-to-day operations of the total college programs and provide leadership and coordination for the college community. The three Presidents serve as members of the Chancellor's Cabinet executive team and District Chancellor's Consultation Council.

The Chancellor has delegated certain powers and duties to the college Presidents. In turn, each President provides leadership and advocacy for his or her campus at both the local and District level and is responsible and accountable for the institution's programs, services, and operations. The Presidents are responsible to the Chancellor to ensure the appropriate implementation of District policies. Additionally, each college President represents his or her college in the communities served by the college and is responsible for maintaining effective communication among faculty, students, staff, and administration. The Presidents are responsible for working with constituent communities in the review of current District policies and administrative procedures.

Personnel Commission

The Personnel Commission prescribes, amends, and interprets rules and regulations to ensure the efficiency of the classified service, conducts recruitment and selection processes for classified employees, and maintains a classification plan, including conducting classification studies. The Personnel Commission also investigates and hears appeals of permanent classified employees who have been suspended, demoted, or dismissed.

Division of Responsibility

The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions requiring administrative action. The Chancellor may delegate authority and responsibility for specific functions to each college President. In a decentralized college district, and with the guiding principle that supports and maintains the philosophy of college autonomy, this District is basically structured in such a way that the colleges have primary authority over educational programs and student services functions while the District office has centralized certain functions related to human resources, fiscal and budgetary oversight, construction and capital outlay, and technological support. The relationships are symbiotic as opposed to duplicative. The goal is to provide communication and support collaboration between the colleges and the District. The colleges have broad oversight of instructional responsibilities while the District primarily ensures compliance with applicable statute and regulatory parameters.

BUDGET DEVELOPMENT AND REPORTING

District – Vice Chancellor of Business and Administrative Services Colleges – Vice Presidents of Business Services

The Board delegates budget development to the District under the leadership of the Vice Chancellor of Business and Administrative Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District is responsible for establishing and maintaining the budget, in consultation with the colleges.

The District develops the annual Budget Assumptions and establishes the revenue and District-wide fixed cost budgets. A formula for the distribution of funds to the colleges and other District operations has been established through a participatory process. This formula has been refined annually with input from the District-wide budget development committee comprised of faculty leaders, classified staff, and administrators throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the planning and budgeting of college priorities as well as the expenditure and monitoring of funds within the constraints of local, state, and federal laws.

The District budget office also maintains position control and provides state budget reporting, attendance accounting, Management Information Systems (MIS), and Integrated Postsecondary Education Data Systems (IPEDS) reporting.

Once funds are distributed, the colleges and administrative departments are responsible for the planning and budgeting of college priorities as well as the expenditure and monitoring of funds within the constraints of local, state, and federal laws. The Vice Presidents of Business Services allocate college discretionary funds to departments, disciplines, and programs and initiate any requirements for new accounts or changes in allocations to accounts that do not affect the overall college discretionary fund.

CAFETERIAS/BOOKSTORES

District – Vice Chancellor of Business and Administrative Services Colleges – Vice Presidents of Business Services

The cafeterias and bookstores, under the leadership of the Vice President of Business Services, are managed and operated at each college. The District is responsible for the coordination and collaboration of the three sites to ensure consistent application of policies and procedures and standard business practices.

CLASSIFICATION AND COMPENSATION

District – Vice Chancellor of Human Resources

Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources and the Personnel Commission, the Director of Employment Services/Personnel Commissions oversees the functions of classification and compensation, including conducting position classification studies, establishing classifications, and recommending salaries. College administrators are responsible for assigning responsibilities to positions, which provides the basis for position classifications.

COMMUNICATIONS, MARKETING, AND PUBLIC RELATIONS

District – Director of Administrative Relations

Colleges – Presidents, Presidents' Designee(s)

The Director of Administrative Relations reports directly to the Chancellor and is responsible for promoting VCCCD internally and externally through a variety of communication initiatives, marketing District and college brands in print/electronic publications, and managing media relations District-wide. The Director of Administrative Relations has an informal reporting relationship with the college Presidents and collaborates with each President and/or his/her designee(s) to promote public relations related to the college and facilitate information electronically and in print regarding college programs, services, news, and events. The Presidents and/or Presidents' designee(s) are responsible for internal college communications and content of the colleges' websites, employee portals, and student portals, with the exception of the news, events, and marketing-related areas of each website and portal. Content of the news, events, and marketing-related areas of the colleges' websites and portals are the responsibility of the Director of Administrative Relations in collaboration with the college Presidents and/or his/her designee(s).

Content management responsibilities for the District website and employee portal are a collaborative effort of IT, Director of Administrative Relations, and designated content publishers in District departments. IT collaborates with the Director of Administrative Relations regarding functional or design changes to the District website and portals that impact content and branding.

CONTRACT ADMINISTRATION AND LABOR RELATIONS

District – Vice Chancellor of Human Resources

Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

The Vice Chancellor of Human Resources serves as chief negotiator for the District, representing the Board. The Vice Chancellor of Human Resources has primary responsibility for contract administration and ensuring compliance. College managers are responsible for adhering to contract provisions and researching and responding to alleged contract violations. Representative college managers also serve as members of the District's negotiation team and provide input regarding changes recommended in contract language.

ECONOMIC AND WORKFORCE DEVELOPMENT

District – Dean of Economic Development

Colleges – Presidents, Executive Vice Presidents, Vice Presidents

Economic and Workforce Development is a District-wide operation under direction of the Chancellor. The District Dean of Economic Development has primary responsibility for developing and administering District-wide economic, not-for-credit career education, and workforce development programs that serve local workforce needs. Responsibilities include providing assessment, testing services, and customized, training; responding to mandated training requirements and new legislation; outreach to high schools, special populations, and the community; and creating and maintaining partnerships with various business and industry organizations to address local workforce education and training needs.

The District Dean and the colleges work collaboratively to implement strategies for achieving college goals and objectives related to career/occupational/workforce education. Input and request for Economic Development services are made through the President of each college within the Chancellor's Cabinet.

EMERGENCY PLANNING

District – Vice Chancellor of Business and Administrative Services

Colleges – Presidents, Incident Commander, Emergency Response Team

Under direction of the Vice Chancellor of Business and Administrative Services, the Chief of Police, with shared responsibility with the Director of General Services and Associate Vice Chancellor of Information Technology, implements and coordinates the District's emergency plan as mandated by the State of California, Office of Emergency Services. Responsibilities include updating the emergency plan, coordinating all

training, maintaining emergency response teams, and maintaining inventory of emergency equipment and supplies.

The District maintains an Emergency Preparedness and Response Plan, with emergency response teams at each college and the District Administrative Center. The plan is designed to effectively coordinate the use of college and community resources to protect life and property immediately following a major natural, accidental disaster or emergency, and continuity of campus operations. The plan provides for multiple level emergency response organization and is intended to structure and facilitate the flow of emergency information and resources within and between organizational levels: field response, local government, and operational areas and regions.

Each college Incident Commander provides management of the college Emergency Response Team and provides support to the college President during an emergency. The colleges' Incident Commanders also work with the District Office to provide training and technical expertise to faculty, staff, and administration in areas of safety, environmental health, and emergency services.

EMPLOYEE BENEFIT ADMINISTRATION

District – Vice Chancellor of Human Resources

The Vice Chancellor of Human Resources is responsible for benefit administration, including carrier negotiations and directing broker activities. Under direction of the Vice Chancellor of Human Resources, the Director of Employment Services/Personnel Commission is responsible for administration of the various plans.

EMPLOYEE RELATIONS

District – Vice Chancellor of Human Resources

Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources, the District Director of Human Resources Operations administers the employee performance and evaluation function and provides counsel and direction to college managers and other District departments. College administrators are primarily responsible for employee performance management and evaluation.

ENVIRONMENTAL AWARENESS

District – Vice Chancellor of Business and Administrative Services Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services is responsible for environmental awareness for the District Administrative Center and coordinates with the colleges for centralized services and processes. The District is committed to a sustainable future by educating staff and students of practices and processes available and implements programs to increase efficiency, conserve resources, and reduce the District's carbon footprint.

Each college has a committee that is responsible for environmental awareness at the college and makes recommendations to college administration and/or the District for improvements.

FACILITIES AND PLANNING

District – Vice Chancellor of Business and Administrative Services Colleges – Vice Presidents of Business Services

The District has the responsibility for procurement, construction, maintenance, and operations of all VCCCD facilities and construction projects. The Director of Facilities, under the leadership of the Vice President of Business Services, coordinates contracts, leases, facilities planning, construction, and maintenance and operations at each college. The colleges develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of the institutions. These plans form the basis for master planning and facilities development at VCCCD.

The District is also responsible for major construction Bond projects (Measure S), including the procurement and construction of several major facilities throughout VCCCD. The District, through the services of a consultant, works very closely with college leadership in the design, planning, and build-out of each project. The District is also responsible for reporting and responding to the Measure S Citizens' Oversight Committee on all matters pertaining to bond projects.

FISCAL OVERSIGHT

District – Vice Chancellor of Business and Administrative Services Colleges – Vice Presidents of Business Services

The District has primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board, the colleges have autonomy in determining campus expenditures so they can fulfill the college missions. The District is responsible for the annual audit and works with the colleges to ensure that revenue and expenditure management conforms to appropriate accounting practices and statutes. The District provides for central coordination of purchasing, accounting, grants, and contract management, accounts payable, and payroll activities. The District is fiscally independent.

GRANTS

District – Vice Chancellor of Business and Administrative Services Colleges – Presidents, Executive Vice Presidents, Vice Presidents

Grant development is a shared responsibility between the colleges and the District. The colleges identify grant funding/renewal opportunities and intent to participate. The District reviews grant funding/renewal requests for viability, fiscal compliance, and college mission alignment and advances requests for consideration and approval to the Chancellor's Cabinet. If approved, the District submits grant proposals to the funding agencies. The colleges implement and manage their projects, including monitoring budgets and completing required reporting. The District provides ongoing technical assistance through project closeout.

INFORMATION TECHNOLOGY

District – Vice Chancellor of Business and Administrative Services College – Vice Presidents of Business Services

Information technology and computing services support are provided by the District's IT Department, with personnel located at the District Administrative Center and at each college. The District Information Technology organization provides support for the District's administrative computing, networking infrastructure, telecommunications, data center operations, web services, central Help Desk, and support and development for District-wide applications. Support for local campus applications and instructional labs and classrooms at the colleges are provided by IT personnel located at the college.

The Associate Vice Chancellor of Information Technology reports to the Vice Chancellor of Business and Administrative Services. At the colleges, the College Technology

Services Supervisor reports to the Director of Technology Support Services located at the District, with liaison responsibility to the College Vice President of Business Services. Operational responsibility for the Finance Systems and the Human Resources System resides with the respective Vice Chancellor for each functional area. Operational support for the Student Information System resides at the colleges under the respective Executive Vice President. Technology security is the responsibility of the District.

INSTITUTIONAL RESEARCH

District – Chancellor Colleges – College Researchers

Institutional Research is a District-wide operation under direction of the Chancellor. It consists of a central component responsible for District-wide studies, data definition, and report coordination, as well as college-based researchers at each college. The District is responsible for annual accountability reporting and developing a culture of evidence for VCCCD. The college-based researchers report to the colleges for work direction and research priorities, along with an informal reporting relationship with the District for training, research protocols, data system management, and additional support for projects.

INSTRUCTIONAL SERVICES

District – District Technical Review Workgroup Colleges – Executive Vice Presidents

Curriculum development, as well as provision of academic programs, is the responsibility of the colleges' Executive Vice Presidents of Student Learning. The District Technical Review Workgroup (DTRW) is a District-wide advisory group that reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW is responsible for reviewing new and substantively revised courses and programs prior to submission to the Chancellor and Board of Trustees. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice regarding the interpretation of curricular regulations.

LEGAL SERVICES

District – Vice Chancellor of Business and Administrative Services and Vice Chancellor of Human Resources

The Vice Chancellor of Business and Administrative Services and the Vice Chancellor, Human Resources are responsible for legal compliance and mandates, managing current and potential litigation, investigations, and resolutions, and overseeing reporting, monitoring, and training.

POLICE AND COLLEGE SAFETY

District – Chief of Police

Colleges – Vice Presidents of Business Services and Police Lieutenants

Campus safety, traffic, and parking operations are the responsibility of the District. The College Police Department is a centralized operation reporting to the Chief of Police, who in turn reports to the Vice Chancellor, Business and Administrative Services. The Police Department includes P.O.S.T.-certified police officers and three campus Lieutenants, along with a contracted central dispatch for emergency operations. Resources are managed and deployed centrally, and the Lieutenants work with the Chief of Police to provide each college with continuous coverage seven days a week. College Police Lieutenants are the daily liaison with college administration through the Vice Presidents of Business Services to ensure safety of students, faculty, staff, and college physical assets.

PURCHASING AND CONTRACTS

District – Vice Chancellor of Business and Administrative Services

Colleges – Vice Presidents of Business Services, Deans, and Other Administrators

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services handles all procurement and contract administration activities for the District. The Purchasing Department competitively purchases a wide variety of materials, supplies, equipment, and contracts for services through a centralized purchasing system.

All agreements, memorandums of understanding, and contracts are reviewed and processed through the Purchasing Department. The Vice Chancellor of Business and Administrative Services has approval authority for all District contracts and agreements. College administrative offices prepare purchase requisitions, identify specific products

or services required, and forward the requisitions to District Purchasing for processing. The colleges notify District Accounting that a product or service has been satisfactorily received and payment can be made.

RECRUITMENT AND HIRING

District – Vice Chancellor of Human Resources Colleges – Presidents and Other College Administrators

Under direction of the Vice Chancellor of Human Resources and the Personnel Commission, the Director of Employment Services/Personnel Commission directs the activities and operations associated with the selection and hiring of Ventura County Community College District employees. The Director of Employment Services/Personnel Commission serves as the Director to the Commission, overseeing the personnel selection processes for the classified service.

College and District administrators submit requisitions through an online system to initiate the hiring process. Screening committees are established in accordance with hiring procedures, ensuring subject matter expertise, staff participation, and diversity. Classified employees, faculty, and managers participate in the screening process as prescribed by associated policy and procedures. The direct supervisor conducts reference checks for selected candidates.

For the selection of managers, college/District staff participates in developing screening materials, screening applicants, and conducting initial interviews. For academic management positions, screening committees recommend candidates to the college President and Chancellor for final consideration. For classified management positions, the Human Resources Department places candidates on eligibility lists based on their performance in the screening process. The college President/Vice Chancellor and the Chancellor conduct interviews for all management positions.

For the selection of non-managerial classified employees, college/District staff participates in developing screening materials, screening applicants, and conducting initial interviews. The Human Resources Department places candidates on eligibility lists based on performance in the screening process. College management recommends candidates to the Chancellor or designee for final approval.

For the selection of faculty, college staff participates in developing screening materials, screening applicants, and conducting initial interviews. College management recommends candidates to the Chancellor or designee for final approval.

RECORDS MANAGEMENT AND HUMAN RESOURCES INFORMATION SYSTEMS

District – Vice Chancellor of Human Resources

Under direction of the Vice Chancellor of Human Resources, the Director of Human Resources Operations oversees the manual and electronic records storage systems for all human resources files and data.

RISK MANAGEMENT

District – Vice Chancellor of Business and Administrative Services Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services implements and administers the loss prevention and risk management program of the District. The Risk Management Department, responsible for property and liability, protects students, the general public, employees, and District assets against adverse effects of accidental loss. The mission of risk management is to minimize or eliminate losses, cost effectively.

The Vice Presidents of Business Services are responsible for the review and implementation of the Student Insurance Plan, arranging for employee ergonomic evaluations to be conducted on an as-needed basis, and serving as the liaison between vendors and the District for the continuation of removal of hazardous materials from the colleges.

STAFF TRAINING AND DEVELOPMENT

District – Vice Chancellor of Human Resources Colleges – Presidents

Under direction of the Vice Chancellor of Human Resources, the District Director of Human Resources Operations is responsible for ensuring knowledge, skills, and abilities of District managers and staff are developed and enhanced to meet District performance goals. College Presidents are responsible for identifying training and development needs for their staff. College Presidents work within their college committee structure to develop local college-based professional development programs for faculty, staff, and managers.

STUDENT SERVICES

District – Associate Vice Chancellor, Information Technology Colleges – Executive Vice Presidents

Student Services program development and operations are the responsibility of the colleges' Executive Vice Presidents. Policy review and development are coordinated with the colleges' academic leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is the responsibility of the Associate Vice Chancellor, Information Technology, in coordination with the colleges' Executive Vice Presidents. Compliance with state and federal laws, including legal services related to students and records, is the responsibility of the District.

TRANSPORTATION

District – Vice Chancellor of Business and Administrative Services Colleges – Vice Presidents of Business Services

Under direction of the Vice Chancellor of Business and Administrative Services, the Director of General Services is responsible for inventory of all VCCCD vehicles, contracted services for transportation needs of students and staff, insurance requirements for VCCCD vehicles, and registration services through the Department of Motor Vehicles.

Under direction of the colleges' Vice Presidents of Business Services, the Maintenance and Operations Departments are responsible for vehicle maintenance and logging use of vehicles.

WORKER'S COMPENSATION

District – Vice Chancellor of Human Resources Colleges – Presidents, Executive Vice Presidents, Vice Presidents, Deans, Directors

Under direction of the Vice Chancellor of Human Resources, the Director of Human Resources Operations is responsible for managing worker's compensation claims via a third party worker's compensation claims administrator. College administrators are responsible for communicating and relaying information to human resources regarding potential and current employee claims. Human resources staff and college administrators collaborate to develop solutions for returning an injured employee to work.

PARTICIPATORY GOVERNANCE GROUPS

The following standing collegial groups provide a means for effective decision-making throughout VCCCD, clarifying how proposals move from concept to Board adoption. The relationship of various college groups to District groups is mapped, and the respective role and authority of each group is defined.

DISTRICT

Chancellor's Cabinet

The Chancellor's Cabinet is the executive leadership body of the District. It consists of the Presidents, Vice Chancellors, and Director of Administrative Relations. Chaired by the Chancellor, the Chancellor's Cabinet meets weekly to discuss and make decisions on policy matters, fiscal operations and planning, legal affairs, and matters of the District.

District Chancellor's Consultation Council

District Chancellor's Consultation Council (DCCC) is the representative body designed to support governance processes at each college, assist in District-wide participatory governance, and serve as the District-wide strategic planning body of VCCCD. DCCC is chaired by the Chancellor and consists of leadership of various stakeholder groups within VCCCD, including, but not limited to, Vice Chancellors, Presidents, Academic Senate, Classified Senate, and student representatives. To date, the primary role has been to develop and complete the VCCCD Master Plan, ongoing Board agenda review prior to Board action, and review of Board policy and administrative procedures. This role will be expanding to include systematic discussions of policies and procedures and monitoring District-wide compliance with accreditation standards.

District Council on Administrative Services

The District Council on Administrative Services (DCAS) advises the Chancellor and District Chancellor's Consultation Council on budget policy, development, and implementation, including, but not limited to, the District allocation model, business policies, and procedures.

The Chancellor's designee to convene this committee is the Vice Chancellor of Business and Administrative Services, and the suggested membership from each college is the Vice President of Business Services, Academic Senate President, and Classified Representative. In addition, there is one student representative for the District, and the faculty collective bargaining unit (AFT) appoints a representative. District budget office staff provides support to DCAS.

District Council on Human Resources

The District Council on Human Resources (DCHR) is advisory to the Chancellor on human resources policies and procedures. This charge includes developing the first draft of Board policies on human resources; developing the first draft of District procedures to implement the related Board policies on human resources; reviewing implementation processes that accompany innovations in technology to support human resources; and facilitating discussion on common interests among the three colleges with regard to human resources issues.

The Chancellor's designee to convene this advisory committee is the Vice Chancellor of Human Resources, and the suggested membership from each college and District Administrative Center is three Executive Vice Presidents, an Academic Senate President, a Classified Representative, and Human Resources Department manager(s). In addition, the two collective bargaining units appoint a representative.

District Council on Student Learning

The District Council on Student Learning (DCSL) focuses on student learning issues related to District-wide: (1) educational planning and program development, (2) policies and procedures, (3) course and program review, and (4) federal and state compliance. The DCSL establishes subcommittees or task forces, as necessary. Responsibility for chairing the DCSL is shared on a rotating basis among the three colleges, with the Executive Vice President (EVP) and Curriculum Committee Chair serving as Co-Chairs of this Council.

District Technical Review Workgroup

The District Technical Review Workgroup (DTRW) is a Chancellor's advisory group that reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW is responsible for reviewing new and substantively revised courses and programs prior to submission to the Chancellor and the Board of Trustees. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW may choose to review and provide advice regarding the interpretation of curricular regulations. The Chancellor appoints a staff member to serve as his representative on this workgroup. This representative co-chairs the workgroup with a faculty member. The home college for the faculty co-chair is rotated among the three colleges, and the maximum term for a faculty co-chair is one year.

Administrative Technology Advisory Committee

The Administrative Technology Advisory Committee (ATAC) advises the Chancellor on technology planning and priority setting for all technologies not used in the teaching/learning process, including Banner enhancements. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources; setting priorities for fiscal and staff resources; and making recommendations to revise business processes and functionalities to improve procedures and productivity.

Ad hoc committees are assigned specific components of projects as needed. The Chancellor's designee to convene this advisory committee is the District Associate Vice Chancellor of Information Technology. The suggested membership from the District is the Vice Chancellor of Business and Administrative Services, Vice Chancellor of Human Resources, Director of Administrative Relations, District Information Technology Project Support Staff, and the suggested membership from each college is the Executive Vice President of Student Learning and Vice President of Business Services.

Distance Learning Task Force

The Distance Learning Task Force (DLTF) advises the Chancellor, through the Administrative Technology Advisory Committee (ATAC), on issues, policies, and needs of the District and colleges in the area of technologies needed for teaching and learning including, but not limited to, coordination and implementation of District and college distance education plans, and policies and procedures to sustain the distance education activities within VCCCD.

Recommendations on topics within the 10 areas identified in Assembly Bill 1725 are referred to the College Curriculum Committees or the Colleges' Academic Senates for approval and action in accordance with operating agreements of District governance.

The Chancellor's designee to convene this advisory committee is the District Associate Vice Chancellor of Information Technology, and the suggested membership from each college is the Executive Vice President of Student Learning, Academic Senate President, and Faculty Members appointed by each Academic Senate.

COLLEGES

Academic Senates

Full-time and part-time faculty members at each college are represented in participatory governance by an Academic Senate. The Academic Senate at each college assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725. The Board functions with the colleges' Academic Senates in academic and professional matters under the mutual agreement option (Board Policy 2510). Through the three Academic Senates and their college governance structure, recommendations are made to each college administration and the District on specific academic and professional matters regarding curriculum.

Full-time and part-time faculty members within VCCCD are represented in collective bargaining by a chapter of the American Federation of Teachers, which operates under a contract negotiated and approved by its members. The two bodies that represent VCCCD faculty are compatible; the Academic Senates are responsible for professional and academic matters, while the chapter of the American Federation of Teachers responds to matters within the scope of salary, benefits, and working conditions.

Academic Senates appoint faculty members to District-wide participatory governance groups. In addition, provisions of the negotiated contract include appointment of faculty members to specific District and college participatory governance groups to represent the American Federation of Teachers.

Classified Senates

Classified staff members at each college and the District Administrative Center are represented in participatory governance by a Classified Senate. Classified staff members are provided with opportunities to participate in the formulation and development of District and college recommendations, as well as in the processes for developing recommendations that have or will have a significant effect on them.

Classified staff members at each College are represented in collective bargaining by the Service Employees International Union, Local 99, including all regular, permanent and probationary, full-time and part-time merit system classified employees in Units "A" and "B" as certified by the Los Angeles Regional Director of the Public Employment Relations Board. This collective bargaining unit conducts elections to appoint classified staff to District and college participatory governing groups in the areas that have or will have a significant effect on staff and that are outside the scope of collective bargaining.

Associated Students

Students at each college are represented by an Associated Student Government organization composed of an elected Board of Directors. Each college's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on District-wide

participatory governance groups. In their role representing all students, they offer opinions and make recommendations to college administration and to the Board with regard to policies and procedures that have or will have a significant effect on students. The Academic Senate at each college is required by law to consult with their counterpart Associated Student Government prior to making recommendations that impact students' interests.

COMMUNITY INVOLVEMENT

College Foundations

The three college foundations are 501(c)(3) charitable organizations that support and advance the educational and student services provided by the colleges. At each college, the Foundation Board of Directors is the organizational authority for the Foundation and includes public members and institutional members. The Foundations raise and distribute funds for student scholarships and special projects.

Citizens Oversight Committee

The Citizens Oversight Committee (COC) was established in May 2002 as a result of the passage of Measure S, a \$356.3 million bond issue for construction and rehabilitation of facilities on the three college campuses and the Camarillo site. The COC has statutory responsibility to inform the public concerning VCCCD's expenditure of revenues received from the sale of Measure S bonds. The COC also is responsible for the preparation and presentation of an annual report to the Board related to the Measure S Bond program expenditures and activities. Seven members serve on the COC, representing groups such as student government, the business community, senior citizens' organization, a taxpayers' organization, and a foundation member affiliated with the VCCCD.

Certification of Continued 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 an educational institution and to award degrees by the California Community College Chancellor's Office, 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.

2. MISSION

Oxnard College's mission clearly defines its role as a degree-granting institution dedicated to providing higher education opportunities for local residents in a student-centered framework. The mission statement is reviewed regularly by the college community and approved by the Board of Trustees, most recently in January 2006. Oxnard College's mission states that the college "... promotes teaching and learning that meet the needs of a diverse student population...." Distance education is one of the methods by which instruction is provided to students in order to meet the needs of the diverse community served by Oxnard College.

3. GOVERNING BOARD

As an independent policy-making institution, the Ventura County Community College District Board is accountable to the residents of Ventura County. The Board is composed of six elected board members, five elected to represent specific geographic areas of the county and one student representative elected by students at the three colleges. The Board is responsible for ensuring that fiscal resources are sufficient to maintain the quality and integrity of instructional programs, policies, and procedures. Board members annually complete a conflict of interest statement certifying that they do not hold any employment, family, or personal financial interest in the institution. Board members' terms of office are staggered to provide continuity of this body. Officers are elected among the board members at the annual organizational meeting.

4. CHIEF EXECUTIVE OFFICER

The chief executive officer for the Ventura County Community College District is the chancellor, who is appointed by and reports to the Board of Trustees. The chancellor's full-time position is to provide effective leadership for this three-college district by implementing board policies, managing resources, and ensuring compliance with statutes and regulations. The chief executive officer of Oxnard College is the college president, who is appointed by the Board of Trustees and reports to the chancellor. The college president's full-time position is to fulfill responsibilities parallel to those of the chancellor at the college level.

5. ADMINISTRATIVE CAPACITY

Oxnard College employs one president, one executive vice president, one vice president of business services, seven managers (five academic and two classified), and the support staff for these positions. The college attempts to maintain an administrative structure tailored to its student learning mission and conducive to an effective learning environment. All administrators possess appropriate qualifications, training, and experience.

6. OPERATIONAL STATUS

Oxnard College operates with between 8,000 and 8,400 students enrolled each fall and between 7,500 and 8,000 students each spring semester. Students' goals include completing transfer requirements, associate degrees, career and technical certificates, skill attainment, and personal enrichment. The college maintains operations and systems to support various forms of educational delivery to include distance education.

7. DEGREES

Oxnard College offers a range of degree and certificate programs described in both the published and online versions of the catalog. A significant proportion of the students attending the college are pursuing degrees and/or certificates. Courses and programs at Oxnard College are held to the same standards and learning outcomes regardless of the instructional delivery method.

8. EDUCATIONAL PROGRAMS

Oxnard College's degree programs are congruent with its mission and reflect recognized fields of studies in higher education. The degree programs are conducted with rigor and are of sufficient content and length, many of them requiring two years of study based on the completion of 12-15 units per semester. Oxnard College defines educational objectives for each course and bases the course descriptions on those objectives. Course descriptions are published in the catalog and the schedule of classes. The college has established student learning outcomes for all degree and certificate programs. Courses and programs at Oxnard College are held to the same standards and learning outcomes regardless of the instructional delivery method.

9. ACADEMIC CREDIT

Credit for coursework, regardless of the instructional delivery method, is awarded using the Carnegie Rule as stated in Title 5 of the California Education Code and the Curriculum Handbook. For semester-length classes, one unit of credit is awarded for one hour of lecture per week and/or three hours of laboratory activity per week.

10. STUDENT LEARNING AND ACHIEVEMENT

The college's overall planning process includes the assessment of student learning and achievement through the Program Review. Each program analyzes its record of student achievement as part of the Program Review, and beginning in 2003-2004, programs began to identify student learning outcomes at the program level. The assessment of these outcomes is planned for the future. In addition, data regarding student achievement including degrees and certificates awarded, students transferring

to four-year institutions, persistence, and course success is available to the campus community.

11. GENERAL EDUCATION

All associate degree programs require a general education component. These general education courses are designed to ensure breadth of knowledge and to promote intellectual inquiry. Students completing the Oxnard College general education program must demonstrate minimum competency in communication, reasoning, and critical thinking. The quality and rigor of the general education courses, regardless of instructional delivery method, are consistent with levels of quality and rigor appropriate to higher education.

12. ACADEMIC FREEDOM

Oxnard College and the VCCCD Board of Trustees support faculty members' rights to examine and test all knowledge appropriate to their disciplines. Intellectual freedom and independence are documented in the Board Policy Manual and presented as a condition of the college and the district in the faculty handbook.

13. FACULTY

In the fall of 2009, Oxnard College employed 96 full-time faculty and 186 part-time faculty members. Faculty members at Oxnard College generally exceed the minimum qualifications as designed by the regulations established in the California Education Code, Title 5. All faculty are qualified by education and experience to guide the college's educational programs. Roles and responsibilities of faculty members are clearly delineated in the faculty handbook and the collective bargaining agreement between the American Federation of Teachers and the VCCCD. Faculty who choose to teach their courses online receive specific training before they are assigned a course delivered through an alternate delivery method.

14. STUDENT SERVICES

Oxnard College provides a full range of student services and development programs to meet the needs of the college's student population. The services include the following departments and services:

- Admissions and Records
- CalWORKS
- Career Resource Center
- Counseling
- Educational Assistance Center (DSPS)
- Extended Opportunities Program & Services (EOPS)
- Cooperative Agencies Resources for Education (CARE)
- Teen Parent
- Financial Aid Services
- Matriculation
- Student Activities
- Student Health
- Transfer Center

- Veterans' Services

15. ADMISSIONS

Oxnard College is an open-access, public community college. All high school graduates or equivalent or persons over the age of eighteen are eligible and invited to take courses at the college. Open access extends to all college facilities, services, and courses, other than those with established prerequisites. Admissions requirements are stated in the college catalog and in the schedule of classes. All students, including distance education students, can register online as well as pay their fees.

16. INFORMATION AND LEARNING RESOURCES

The library and learning resources programs are the primary resources for information and learning resources. The library includes more than 32,000 books, 87 periodical subscriptions, instructional media for student use, and online access to five full text databases. The learning center, through a variety of programmed learning materials, provides a broad range of services to supplement classroom instruction across the curriculum to assist students in skill areas such as reading, writing, and math, among other disciplines. The tutorial center provides free tutoring to students in a variety of disciplines and provides assistance with study skills, test preparation, and course content. The media center provides audiovisual materials and equipment sources, catalogs, web sites, material ordering services, and long- and short-term services.

17. FINANCIAL RESOURCES

The Board of Trustees exercises sound financial oversight of the district's resources in spite of the severe impact of the recent reductions in state funding. The district and the colleges follow generally-accepted accounting principles and control procedures to help ensure financial stability. Financial resources to support distance education and other alternate delivery methods are included in the respective departmental budget allocations.

18. FINANCIAL ACCOUNTABILITY

The Ventura County Community College District is audited annually by an independent auditing firm and complies with routine financial reporting requirements of the California Community College Chancellor's Office and the U.S. Department of Education. The college can provide a copy of the current budget and the most recent audited financial statements for onsite review by the validation team.

19. INSTITUTIONAL PLANNING AND EVALUATION

Oxnard College understands and embraces the concept of integrated planning and has established an overall planning process that integrates planning, implementation, resource allocation, and evaluation in a continuous cycle of improvement. In Oxnard College's integrated planning process, the focus is on institutional improvement through the fulfillment of the college's strategic goals. In order to achieve these goals, plans are made and executed through the allocation of resources.

The overall planning process begins with the college's mission at the core and the center of all planning and evaluation activities at the college. The Strategic Plan is the plan for how the college intends to fulfill its mission and drives all planning activities. Program Review is where programs perform a comprehensive evaluation of the program's activities during the previous three years. The Program Review process concludes with recommendations for improvement. These recommendations serve as the basis for the Unit Plans, the next step in the college's overall planning process. Unit planning is directly linked to the budget allocation process.

20. PUBLIC INFORMATION

Oxnard College publishes accurate and current information describing its purposes and objectives, admissions requirements and procedures, rules and regulations, programs and courses, degree and certificate programs, educational costs, refund policies, grievance procedures, academic credentials of faculty and administrators, and other relevant information in the college catalog, schedule of classes, press releases, and other printed materials, as well as on the college's website.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The Ventura County Community College District Board of Trustees and Oxnard College provide assurances that the college adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accreditation responsibilities.

We hereby certify that Oxnard College continues to meet the
eligibility requirements for accreditation.

Robert Huber, Chairperson, Board of Trustees

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

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

Responses to Previous Recommendations from the Last Comprehensive Evaluation, Progress Reports, and Focused Mid-Term Reports

Since Oxnard College's last comprehensive evaluation in October 2004, the college has completed several Progress Reports, a Focused Mid-Term Report, and hosted several follow up Site Team visits. What follows is a timeline of reports submitted, action taken by the Commission, followed by a summary of the Recommendations from the 2004 Site Team and how those Recommendations have been addressed since 2004, either as part of a required Progress Report or Focused Mid-Term Report, or over the course of the past six years as the college worked its way towards its 2010 comprehensive evaluation.

Summary of Activities Since the 2004 Visit

At the conclusion of its last comprehensive accreditation evaluation and corresponding site visit, Oxnard College's accreditation was reaffirmed with the requirement that the college complete two Progress Reports. The first Progress Report was due March 15, 2005, and it pertained to concerns about two of the Eligibility Requirements; the second Progress Report was due October 15, 2006, and it pertained to seven of the thirteen Visiting Team's Recommendations, three of which concerned the District. In its letter dated January 31, 2005, the ACCJC also noted that a Midterm Report, which is required of all colleges in the third year after its comprehensive evaluation, would be due October 15, 2007.

First Progress Report – March 2005

The first Progress Report asked the college to address two Eligibility Requirement concerns. The first issue was related to Eligibility Requirement 10: Student Learning and Achievement. The Team was concerned that "It is not evident from the Oxnard College Self-Study nor from Board minutes and materials how the board ensures the effectiveness of the educational programs and the student learning that demonstrates educational quality."

Oxnard College responded to this concern by indicating that the Ventura County Community College Board of Trustees had contracted for a program and service review at each of its three campuses, beginning in March 2005. It also indicated that the trustees would, at their next annual planning retreat in Fall 2005, study the data from these reviews and assess the current status of student learning and achievement in the district.

The second concern related to Eligibility Requirement 20: Public Information. The Team expressed concern that "Academic degrees for classified managers were not listed in the college catalog." The college corrected this oversight in the 2005-2006 college catalog by adding the academic degrees for the two classified managers on staff at that time. The college has continued to include the academic degrees for all classified and certificated managers, in addition to all full-time faculty.

At its June 2005 meeting, the ACCJC rejected Oxnard College's first Progress Report and required the college to submit a Progress Report regarding Eligibility Requirement 10 by October 15, 2005.

By the time the requirement for the October Progress Report was known, the Board had committed to the ongoing assessment of student learning and achievement and agreed to complete this review at each of its annual retreats. As promised, at its September 13, 2005, Board meeting, the Trustees adopted a set of five organizational imperatives as part of their policy-level responsibilities to the general public, one of which addressed Student Success:

Student Success

Student learning is the primary focus of the colleges within the Ventura County Community College District. The Board and all employees will ensure that all students are provided with effective programs and services that successfully meet the varied educational goals of those we serve. District students shall receive outstanding assistance in clarifying their educational objectives, obtaining financial aid, enrolling in college, and upgrading their pre-collegiate skills. They shall be provided efficient transfer and vocational programs as well as high-quality counseling, tutorial, college transfer, and job placement services. (Board Minutes 9/13/05)

Progress Report – October 2005

Oxnard College submitted its revised Progress Report on October 15, 2005. The report offered a detailed description of evidence that the Board was actively involved in the assessment of program effectiveness and educational quality. Included in this report were references to the District Imperatives, and the Educational Master Plan, Facilities Master Plan and the Student Equity Plans for the college. The report also detailed a number of items that had been presented to the Board, including new and revised curriculum and programs, degrees and certificates, information about program reductions, information about the college budget, and a variety of presentations about activities for students, faculty and staff at the college.

The revised first Progress Report was accepted by the Commission in January 2006.

Second Progress Report – October 2006

The second Progress Report required by the Commission was filed on October 15, 2006, and was followed by a visit of Commission representatives on November 13, 2006. This Progress Report addressed Recommendations 2, 3, 4, 5, 8, 9, 13 from the 2004 Site Visit. While acknowledging the progress made since the initial visit, the Site Team pointed to the need for consistent, permanent leadership at the college to evaluate and implement long-term strategic goals, in addition to fine-tuning the program review progress and more clear direction on the development and assessment of Student Learning Outcomes. The need for consistent data to ensure sound analysis at all levels was also mentioned. The Site Team also noted their concerns regarding the

need to clarify the responsibilities and accountability between the roles of the faculty and administration, especially as it impacts faculty hiring, governance and curriculum review. Additionally, the Team requested that the college provide evidence of program reviews since the previous visit, and to report on the progress of developing student learning outcomes, especially at the program level.

The Commission officially accepted the Site Team's report at its January 2007 meeting, with the requirement that the college complete a Focused Midterm Report by October 2007. A follow up site visit was also required for the Focused Midterm Report and the college was specifically directed to address six of the Recommendations from prior reports and to provide evidence to support progress made towards addressing those concerns.

Focused Midterm Report – October 2007

As required, the college submitted its Focused Midterm Report in October 2007. It was followed by a Site Team visit on November 5, 2007. The Site Team reported that the college had successfully responded to the need to clarify the responsibilities and accountability between the roles of faculty and administration through the development of the Shared Decision-Making and Collegial Consultation Manual in Summer 2007. As well, the Team noted that the issues of Program Review and Student Learning Outcomes were being addressed by various committees on campus, especially as specified in the manual, although it did point to the fact that these processes were developing too slowly. There was also a concern that insufficient attention was being paid to ensuring that these were campus-wide efforts. However, the Team did express confidence that both Program Review and SLOs could be addressed by the College's next site visit, and did note the development of the five-year Student Learning Outcomes Implementation Plan to ensure compliance within a five-year period. Mention was also made of the partnership between the Academic Senate, Deans' Council and the Learning Outcomes Team (LOT) to complete this task. The Site Visit also discussed two of the Recommendations from the 2004 Site Team Report that pertained to the district. Specifically, the Team noted the development of the new district resource allocation model which was flexible enough to reflect increases and/or reductions in budget allocations that reflected district-wide student learning outcomes and to ensure accountability to the allocation model; and, it also responded to progress on Recommendation 13 which recommended that the Chancellor establish a process for open communication with the colleges by providing information and ensuring staff understanding of board direction and expectations. There also was concern regarding accountability in achieving standards of educational excellence and operational efficiency.

At its January 2008 meeting, the Commission took action to accept the Focused Midterm Report, and required the college to submit a Progress Report by October 15, 2008, followed by a visit of Commission representatives. The site visit was designed to address three specific Recommendations that were deemed insufficiently addressed since the original recommendations were made by the Visiting Team in 2004. According to the letter from the ACCJC, these items should have been adequately addressed within two years in order to remain compliant with U.S. Department of

Education requirements. The college was, therefore, required to submit its Follow Up report by October 15, 2008, with specific attention paid to Recommendations 2, 3, and 5.

Follow-Up Accreditation Report – October 2008

As required, the college submitted the Follow-Up Accreditation report to its Focused Midterm Report and Site Visit in October 2008. A Site Team visited the college on October 29, 2008. In its report to the Commission, the Site Team noted that the college had sufficiently addressed Recommendations 2 and 3. Regarding Recommendation 5, the Team noted that the college had met the overall goals of the Recommendation, but that the college would need to continue to improve the development and assessment of Student Learning Outcomes for all courses, and that course-level SLOs needed to be clearly mapped to the program and institutional SLOs. The Site Team also commended Oxnard College for developing a Student Success Committee as part of its participatory-governance structure, and noted that the committee's work was clearly designed to enhance the college's assessment of its effectiveness without duplicating the Program Effective and Planning process in place.

At its January 2009 meeting, the Commission accepted the college's Follow-Up Report and the Site Team Visit report. According to the February 3, 2009, letter from the ACCJC, Oxnard College's next required submission to the Commission would be the 2010 Self-Study.

Recommendations from the 2004 Comprehensive Visit

- 1. The Team recommends that the College conduct a survey of its community to determine the community's educational needs and interests. The College should then review its mission statement and related declarations in the context of the survey results and ensure that the institution's mission statement is accurate, unambiguous, and effectively integrated into campus planning processes (Std. I.A.). Following the community survey and analysis and mission statement revision, the College should review and revise as necessary its major planning documents and processes to ensure incorporation of mission statement concepts and principles (Std. I.A.4.).**

In June 2005, a private consulting company, KH, was retained by the district to assist both the district and all three colleges in assessing their respective communities' needs and educational interests. The survey served as the starting point in the dialogue about local community needs and interests and resulted in greater attention to what issues weren't being addressed. A subsequent external scan funded by special economic development grant funds, in addition to greater connections to the local K-12 districts, helped Oxnard College identify community needs and interests and to incorporate these needs into the revised Mission statement and key planning documents. In order to better serve the needs of the local military base, a consultant with experience with military educational programs was hired to increase Oxnard College's connections with the Naval Base at Port Hueneme and Point Mugu. These conversations are partially what sparked the college's efforts to develop distance education programs to meet the

needs of military personnel and their families. Finally, greater emphasis was placed on the role of Advisory Committees in the Career and Technical Education programs, with annual meetings being scheduled and local employer feedback regarding the CTE programs being solicited.

By mid-2006, the college's mission statement had been revised and approved by the Board, and work had been accomplished on the college's Strategic Plan, which was approved after the Board finalized its Strategic Plan in 2007 to ensure that the college's plan reflected the Board's overall plan for the district. In 2009, a college-wide task force began work on a revision to the Educational Master Plan. The starting point of that plan was the external scan conducted in 2008, which evaluated the local economic and workforce development needs of the community. The EMP, which was finalized in late Fall 2009, incorporated the outcomes of this study. As well, the EMP included 5-year plans for transfer programs, both new and continuing, with special attention paid to programs that articulate directly into California State University Channel Islands and University of California, Santa Barbara, the two closest public 4-year institutions.

- 2. The Team recommends the College assure the development of a set of policies and practices that describe and link institutional analysis, decision making, and resource allocation processes within a collegial governance framework. These policies and practices should guide the development of plans which should include timelines, responsible parties, and a description of how policies and practices will be communicated to all constituent groups of the college. (Std. II.B.4; Std. III.A.6; B.2.b; C.2; D.1.a.)**

The college has organized its planning and resource allocation around three program review processes: Instructional; Student Services; Business Services.

- The instructional program review is conducted on an annual basis and is the focus of the Program Effective and Planning Committee (PEPC), one of the participatory-governance committees. Individual departments complete Program Effectiveness and Planning Reports (PEPR) utilizing data provided by the research analyst. PEPC reviews the PEPRs and makes recommendations regarding faculty and staff positions and resource allocations. Those recommendations are sent to the Planning and Budgeting Council (PBC) for review.
- The Student Services program review is conducted as part of the Student Services Leadership Team meetings. As with the Instructional programs and PEPC, the student services areas rank requests for faculty and staff positions and resource requests and submit their recommendations to PBC.
- The Business Services program review begins with a client satisfaction survey which is sent out to faculty, staff and students. The results of the survey are reviewed as part of a monthly Business Services meeting, and resource requests are ranked and forwarded to PBC.

The Planning and Budgeting Council devotes at least one, if not two, meetings in the Spring to ranking resource requests from all three constituent groups. Requests for faculty positions within both Instruction and Student Services are compiled and ranked, and a separate list of resources from each area is also ranked. Both lists are sent forward to the President for final approval, should funds become available.

The college has developed the Oxnard College Budget Planning, Development and Management Process Handbook, which is updated each fiscal year and which contains a planning and budget calendar and other information to assist staff and faculty in understanding, planning and using campus budgets. The college's Strategic Plan and Educational Master Plan also indicate the link between program review and resource allocation. The roles of both PEPC and PBC and the link between them are clearly defined in Oxnard College's Participatory-Governance, Standing, Advisory and Ad-Hoc Committee Manual.

Finally, communication and collegiality have been addressed in several ways. The first is that the Academic Senate President attends all Deans' Council meetings to provide the faculty perspective to the administration. Likewise, the President and Executive Vice President are periodically invited to address the Academic Senate. Lastly, the Executive Vice President has reinstated monthly Department Chair meetings to facilitate information sharing and to solicit feedback from the faculty.

3. The Team recommends that the College leadership and governance committees assure there be a focus on obtaining relevant and timely information to understand its community needs, its enrollment patterns, and the needs of the students it serves. Following analysis of the information, the College should develop a comprehensive but realistic multi-year college plan for program development, managing enrollment, determining what students are learning, and regularly identifying where appropriate changes are needed. (Std. IV.A.2.b, 3). A comprehensive planning process for the college should include:

- **Timely completion of unit plans that lead to meaningful review and adoption by the Planning and Consultation Council and other campus planning and resource allocation groups (Std. I. B.2,3,5,6,7);**
- **The implementation of a process of regular evaluation of the college physical resources, including buildings, equipment, and other critical technology resources. The various college entities working on physical resources planning should collaborate in the assessment and utilization of campus facilities (Std. III. B.2);**
- **A technology plan for the future growth, support, and maintenance and repair of critical technology resources; the training of personnel; and a policy and practice that incorporates consideration of technology needs into all college planning processes (Std. III. C; from 1999);**
- **A formal link between the planning processes and the resource planning, acquisition, and allocation processes; and**

- **Regular evaluation of all these process and links (Std. III. A.6; B.2.b; C.2; D.1.a. from 1993 and 1999).**

Currently, the Research Analyst is primarily responsible for producing data reports on student demographics, enrollment and success, in addition to providing information on community demographics and needs. When necessary, the college has hired outside consultants to complete external scans of the local community to determine needs. Likewise, the Student Services areas depend upon their strong ties to the local high schools to determine the needs of incoming students. The college has also devoted significant time and energy to developing an Educational Master Plan (EMP) thanks to internal research, external scans, and student services outreach. The most recent EMP was a broad-based effort which included faculty, staff and administration. As noted in the response to Recommendation 2, the connection between Program Effectiveness and Planning and college-wide resource allocation has been accomplished through the development of the Program Effectiveness and Planning Committee and its link to the Planning and Budgeting Council, as outlined in Oxnard College's Participatory Governance Manual.

A Facilities Master Plan has also been developed, which includes the Five-Year Construction plan, state-scheduled maintenance, and the implementation of Measure S bond funding. The inclusion of the Director of Maintenance and Operations at President's Cabinet facilitates a consultative dialogue, as does the Campus Use and Development Committee, a participatory-governance committee which is co-chaired by a faculty member and the Vice President of Business Services.

Finally, the college has developed a Technology Plan, in addition to hiring a Technology Support Services Supervisor at the College. The college Technology Committee includes faculty, staff and administration and it addresses college-wide technology needs and goals.

- 4. The Team recommends that Oxnard College develop policies and procedures that establish a clear designation of responsibility for the implementation of a plan, to ensure the creation and assessment of student learning outcomes at the course, program, and degree level (Std. II.A.2.a; A.2.e). The procedures should include a process that ensures all courses and their course outlines of record are meeting the five-year course review policy of the College (Std. II.A.6).**

Throughout its various Follow-Up Reports, Oxnard College's progress on the development of Student Learning Outcomes has been described in detail. Almost 60% of courses currently being offered have at least one or two approved Student Learning Outcomes. All instructional departments have developed program-level SLOs and all have been mapped to the Institutional SLOs. The Learning Outcomes Team was created to facilitate faculty involvement in the Student Learning Outcomes process, and as of Fall 2010, the Learning Outcomes Team is now an Academic Senate participatory-governance committee. The SLO effort at Oxnard College has been led by faculty, with partially-reassigned faculty coordinators providing leadership of LOT and

helping faculty on an individual basis when needed. An SLO Appendix has been added to each new and/or revised Course Outline of Record under review by the Curriculum Committee. Assessment data has been submitted for the numerous courses over the past three years, although the data has been largely in hard copy form. A database which tracks both SLO development and whether assessments have been completed exists, but the assessment data is not electronic. The college has purchased eLumen, a software database program, to facilitate the assessment process with faculty. It will be piloted with a select group of faculty in summer and fall 2010 with a college-wide implementation by the end of Summer 2011. The college is on track to be at the “proficiency” level by fall 2012 as is required.

5. The Team recommends that the College leadership (including administrative, faculty senate, classified senate, and student leadership), as part of its evaluation of the recently created planning processes and as a reflection of the college’s commitment to improving institutional effectiveness, engage administrators, faculty, classified staff, district leaders and the board in a more substantial and comprehensive dialogue (Std. I. B.1, 3, 4, 7; Std. II. A.1.c; A.2.e, f) about how to implement the elements of:

- **Program review and other data reflecting educational effectiveness;**
- **Student learning outcomes and assessment and evaluation processes that allow the faculty and those responsible for student progress toward achieving stated student learning outcomes to demonstrate their effectiveness in facilitating students’ achievement of those learning outcomes;**
- **Effective collegial governance and leadership that is accountable for achieving expected outcomes; and**
- **A process that results in the communication of the results of institutional assessment, evaluation, and the College community’s commitment to continuous quality improvement.**

Over the past few years, the college has engaged its administrators, faculty, and classified staff in dialogue regarding program review, Student Learning Outcomes, budget issues, and local community issues through a variety of events hosted on campus, including at least two budget forums per year. The college has also reached out to the local community and become involved with various multicultural events, such as Latino Heritage Month, in addition to working with the local Arts Council and the City of Oxnard. Oxnard College is a sponsor of the Student Digital Film Festival in the Fall and also organizes Youth Day in the Spring.

Key groups within the college are engaged in ongoing dialogue about institutional effectiveness. In addition to the Program Effectiveness and Planning Committee’s efforts to assess the institutional effectiveness of instructional programs, the Student Services Leadership Team conducts its own program review process to assess the efficacy of student services programs. Similarly, the Business Services arm of the college assesses its effectiveness through an annual client satisfaction survey and discusses the results at its monthly meetings. All three of these constituent groups present their reports to the Planning and Budgeting Committee as part of the Resource

Allocation process in spring of each academic year. In its third year, this process is being refined each time it is completed. Feedback from the most recent cycle is that there is a need to provide data to each of the constituent groups earlier in the year to facilitate the program assessment process and dialogue earlier in spring rather than later to allow for a more robust discussion of the results. Currently, program effectiveness or program review is conducted on an annual basis, with no differentiation being made between programs based on the previous years' reports. Because the process is being refined each year, and because program review is tied to resource allocations, the faculty is aware of the need to evaluate program effectiveness in order to justify resource needs, especially where additional faculty or other department resources are required to maintain or enhance the program.

The Student Learning Outcomes efforts at the college have improved since the 2004 Site Team visit. Faculty coordinators and the Learning Outcomes Team, which will be an official participatory-governance committee beginning in fall 2010, have helped faculty to understand how to develop course, program, and institutional SLOs. Over half of the Course Outlines of Record for courses currently being offered have been updated to include a Student Learning Outcomes course appendix, with at least one or two SLOs. All programs have identified at least one SLO and all have been mapped to the Institutional SLOs. Some progress has been made in the assessment of SLOs at all three levels, although it is currently a hard-copy process of reporting data. With the implementation of eLumen, an SLO software program, beginning in summer 2010, the college will be able to make greater progress in the assessment of SLOs in order to reach the "proficiency" level by 2012 as required by accreditation standards.

The relationship between the faculty and the administration has continued to improve over the past few years. A clearly articulated Shared-Governance Manual was developed in 2007 to delineate the roles of the faculty and administrators at the college, especially as it pertains to college-wide committees and responsibilities. The Shared Governance Manual was updated in Spring 2010 and renamed the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual, and best reflects the current initiatives of the college. The Academic Senate President currently attends all Deans' Council meetings. The President and Executive Vice President are invited to address the Academic Senate on topics of interest on a monthly basis, and the Executive Vice President attends the Academic Senate meetings as a non-participant observer. The over-arching goal is that of open communication. The Executive Vice President has also reinstated monthly Department Chair meetings to facilitate open communication and to encourage dialogue between administration and the department chairs. All Participatory Governance committees conduct a survey of effectiveness at the end of each academic year, which allows for improvements in subsequent years.

- 6. The Team recommends that the college assure through its policies, practices, and publications:**
- **An appropriate understanding of, and concern for, its communication with the public (Std. II.A.3);**
 - **Issues of equity and diversity (Std. III.A.4);**

- **Appropriate programs, practices, and services that support its diverse personnel by assessing the professional development needs of its employees, and plan and implement professional development activities to meet those needs (Standard III. A.5.a; A.5.b.);**
- **Regular assessment of its record in employment equity and diversity consistent with its mission (Std. III.A.4.a; A.4.b.); and**
- **Integration of its human resources planning with institutional planning; and**
- **Systematic assessment of the effective use of human resources and use the results of the assessment as the basis for institutional improvement (Std. III.A.6).**

Oxnard College had made great strides in producing an accurate college catalog each year. As well, greater attention has been paid to producing an accurate schedule of classes each semester. While the course information in the schedules is dynamic, greater student use of the web for specific course information is helping to accommodate last minute changes to the schedule after it has gone to print. In response to faculty, staff and student concerns, sections of the schedule have been translated into Spanish to help second-language learners access the college effectively. Course outlines are scrutinized by the Curriculum Committee, which is co-Chaired by the Executive Vice President and a faculty member. Great care is taken to ensure that courses are approved in a timely manner and meet all Title 5 and other requirements. Beginning in fall 2010, the Articulation Officer for the college will report directly to the Executive Vice President and will be located in the Office of Student Learning to ensure accuracy of courses being approved and articulated with four-year institutions. The college's Instructional Data Specialist, who is responsible for producing the Schedule of Classes and Catalog, also reports to the Executive Vice President and is located in the Office of Student Learning.

The new one-stop Student Services Building is student-friendly. Student Ambassadors, most of whom are bilingual in English and Spanish, assist students with admissions, financial aid and other questions, and provide one-on-one support for new students who are not familiar with computers. The student ambassadors make appropriate referrals to Counseling, EOPS, and CalWORKS in an effort to help students successfully enroll at the college.

Access is a primary focus for the Basic Skills Initiative, known locally as Transitional Studies at Oxnard College. In addition to funding the Math Success Academy, these funds also support bilingual student support and outreach, and beginning in Fall 2010, will support an outreach effort to increase English-as-a-Second Language learner participation and enrollments. The college also currently has a Title V Co-Op grant which is focused on evaluating the effectiveness of and improving the efforts to raise the transfer and success rates of non-traditional students. One initiative is the OC Scholars Program. The program is jointly sponsored by the Oxnard College Foundation and Title V and is designed to provide first semester, first generation college freshmen with a two-year scholarship and additional support through their first two years of college. High school students recommended by their high school counselors are also provided

with other special programs designed to increase transfer rate of high school students with good academic preparation but who are facing potential traditional barriers. Programs and services include classes structured as learning communities, supplemental instruction, peer mentors and additional academic advisement.

Requests for new faculty and/or staff are part of the Program Effectiveness and Planning process at the College. Each constituent group discusses and ranks requests from each department and those lists are forwarded to Planning and Budgeting Council (PBC) for consideration. The PBC evaluates and ranks the priority lists from Instruction, Student Services, and Business Services and forwards their ranking to the President in Spring of each academic year. Deans weigh in through their involvement in the instructional program review process both through their oversight of departments and participation on PEPC, the student services program review process both through oversight of each of the student services areas and participation on the Student Services Leadership Team, and finally, by their participation on PBC.

The College supports diversity in a variety of ways, most traditionally through its annual Spring Multicultural Day event, in addition to special events throughout the year recognizing Black History Month, Women's History Month, and Latino Heritage Month. As well, the college hosts a lecture series each week throughout the academic year, where authors from a broad range of backgrounds and disciplines discuss their work, life, and experiences with the college community. The college also encourages student activities that reflect the diversity of the student body. The college sponsors the Youth Conference to bring local high school students to campus in order to introduce them the idea that college, specifically Oxnard, is right for them. Finally, the Oxnard Student Digital Film Festival, of which the college is one sponsor, engages youth and college students from the community in cultural and artistic expression.

Recommendations Related to the Ventura County Community College District Practices

Oxnard College is a part of the three-college Ventura County Community College District. As part of the comprehensive visit, a team composed of the visiting team chairs to the three colleges and selected college visiting team members dealing with leadership, governance and resource issues played the role of a visiting team to the district. The Team met with members of the District governing board, the District chancellor, and staff members in the chancellor's office. The following recommendations were jointly developed by the participants in that process:

- 7. The Team recommends that the District develop written personnel procedures that are equitable and consistently administered to ensure fairness in all employment practices. This should include a clearly defined and well-articulated policy for the selection and evaluation of the presidents of the Colleges. (Stds. III.A.3.a and IV.B.1.j)**

District Response

The administration developed and implemented district governance mechanisms in 2006-07. This was necessary in order to have a vehicle to address subsequent recommendations by WASC pertaining to district/college services, practices, and activities. A policy pertaining to personnel selection was adopted by the Board on May 15, 2007. Procedures pertaining to the evaluation of faculty and classified staff are contained in the district labor agreements with the American Federation of Teachers, Local 1828 (Article 12: Evaluation) and Service Employee International Union, Local 99 (Article VI: Evaluation). All personnel procedures have been documented in *Human Resources Tools for VCCCD Managers and Supervisors*, a publication available to administrators both online and in print format.

A procedure for the selection of college Presidents was reviewed by the Board on September 11, 2007, and incorporated as standard Board operating practice. A revised presidential/executive administrative assessment form was also developed during the 2006-07 academic year by the Human Resources Department, in consultation with the Chancellor's Cabinet. The new assessment practice was implemented in 2007-08.

Primary authority is delegated by the Chancellor to the Presidents to provide leadership in planning, budgeting, selecting and developing employees, and assessing the effectiveness of their campuses. The Chancellor sets goals and evaluates district presidents on an annual basis.

- 8. The Team recommends that the District, in cooperation with the Colleges, formulate a district wide resource allocation model, which will be flexible enough to guide increases or reductions in budget allocations, which will follow goals for district wide student learning outcomes, and which will ensure accountability to operate within agreed upon allocations. (Stds, III.D.1.a and III.D.1.c).**

District Response

The District Council on Administrative Services (DCAS) drafted a district-wide resource allocation model during the spring 2007 semester. DCAS is composed of the three college Academic Senate Presidents, three colleges classified representatives, three college Vice Presidents of Business, and district budget staff. It is chaired by the district's chief business officer, the Vice Chancellor of Business and Administrative Services. The Board of Trustees had a first reading of the model on April 10, 2007 and adopted the model on May 15, 2007.

The adopted model includes features that reflect the unique characteristics of each college and meets the needs of a multi-college district, while recognizing how the institutions are funded by the state. The model is simple enough to be readily understood, easily maintained, and transparent, and is driven by factors that command accountability, predictability, and equity.

Overall, the model addresses the basic principles for a budget allocation model previously adopted by the Board. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported. As with the budget itself, no model will ever be perfect and it is doubtful that the district will ever achieve complete consensus as to how its resources should be distributed; however, the model as proposed and adopted comes as close to that consensus as can be reasonably expected. DCAS and the Chancellor's Cabinet independently reviewed this proposed model and concurred that it met the budget principles established by the Board and was "fair and equitable" for all colleges and the district operational units. Annually, the model is reviewed by DCAS and Chancellor's Cabinet and revised consistent with the requirements identified and agreed upon at that time. Any proposed revisions to the model are presented to the Board for approval with the budget assumptions document.

9. The Team recommends that the District develop a funding plan for the unfunded retiree medical liability following the recommendations contained in the actuarial study completed in October 2004. (Std. III.D.1.c)

District Response

In November 2004, the Board approved a specific plan to be implemented over a three-year period to begin the funding of the retiree health benefits liability. An actuarial study was performed in October 2004 and again in December 2006. The estimated liability is \$174 million. Effective July 1, 2007, the district began recording full expenditures as required by GASB 43/45 and setting aside the appropriate amount in a special fund. Prior to the end of the fiscal year, the district will determine whether to utilize and select an irrevocable trust fund in which to account for the funds.

10. The Team recommends that the District honor its policy on shared decision-making by implementing operational and evaluative procedures that delineate the roles and responsibilities of the various college/district constituencies that participate in collegial governance. (Stds. IV.A.2.a and IV.A.3)

District Response

On October 8, 2005, *Board Policy 2510: Participation in Local Decision Making* was adopted by trustees. This policy was brought forward to the Board through the district's consultation process. The policy defines the roles of district constituents in governance.

As previously referenced, the Ventura County Community College District worked throughout the 2006-07 year on governance issues. Two outcomes were produced as a result of this dialogue. The Chancellor approved the creation of a District Technical Review Workgroup (DTRW) to ensure that all curricular matters coming before the Board met appropriate state and federal statutes and regulations, prior to being recommended to the trustees for action. The Chancellor holds the DTRW responsible for ensuring the technical and legal accuracy of all components of new and

substantively-revised courses and programs. In addition, the DTRW may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, the members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum. The first meeting of this newly-constituted body took place on August 30, 2007.

The Chancellor, in consultation with the three college Presidents and Academic Senate Presidents, also prepared a *Participatory Governance Handbook* that outlines and clarifies the consultative and governance processes throughout the Ventura County Community College District. Work on the *Participatory Governance Handbook* began on December 15, 2005. The Chancellor, Academic Senate Presidents, and college Presidents reviewed the language of this handbook following meetings with the Consultation Council. Throughout the handbook development process, the Board was provided draft copies of the document. The draft *Participatory Governance Handbook* was presented to the Board on September 11, 2007, and the completed *Participatory Governance Handbook* was distributed to the Board on October 9, 2007. Following review by participatory governance groups, Chancellor's Cabinet, and Chancellor's Consultation Council, an updated and revised *Participatory Governance Handbook* will be presented to the Board on July 13, 2010.

The roles of the District Administrative Center (DAC) and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and a liaison between the Board of Trustees and the colleges. The roles and responsibilities of the district, colleges, and governance structures are detailed in Board Policy 2205 and in the revised *Participatory Governance Handbook*.

- 11. The Team recommends that the Board of Trustees implement a process to regularly evaluate and revise District policies, and implement and participate in an on-going process for professional development and orientation for new Board members, which includes a review of Board roles and responsibilities. (Stds. IV.B.1.e and IV.B.1.f)**

District Response

At its December 7, 2004, meeting, the Board authorized the Chancellor to utilize the *Community College League of California / Liebert Cassidy Whitmore Policy and Procedures Template* as the basis for all board policy fitting the following criteria:

- Legally Required – Policies legal counsel has identified as being required for Board action under federal law or regulation, or state law or regulation.

- Required for Accreditation – Policies required by the Accreditation Standards established by the Accreditation Commission of Community and Junior Colleges of the Western Association of Schools and Colleges.
- Legally Advised – Policies legal counsel has identified as not being required by law, but which, if adopted by the board, help protect the district should litigation occur.
- Suggested by the League as Good Practice – Policies recommended that are not legally required or advised, but should help with the effective operation of the district.

District policy has been revised and adopted, using the Community College League of California templates as a guide. Each of the Board policy chapters was reviewed by the Consultation Council, the Board’s Rules, Operations & Procedures Subcommittee, and the campus constituencies.

On October 8, 2005, the Board adopted *Board Policy 2740: Board Education*. This policy outlines the district’s commitment to ongoing Trustee education, leadership development, and new trustee orientation and training. Trustees also are encouraged to participate in conferences and workshops conducted by the National Association of Community College Trustees, the Association of Governing Boards of Universities and Colleges of the California Community College Trustees Organization. In addition, the Chancellor provides Trustees with reading materials designed to strengthen board understanding and knowledge. In 2010, Trustees were provided with numerous publications, including such titles as *The Board’s Role in Strategic Planning*, *Strategic Responses to Financial Challenges*, *Institutional Ethics and Values*, *The Rogue Trustee*, *Open & Public IV: A Guide to the Ralph M. Brown Act*, and *Trusteeship in Community Colleges*.

A comprehensive new Trustee orientation program is provided by the Chancellor as outlined in *Administrative Procedure 2740: Board Education*. Three of the five Trustees currently serving the district were provided with training in accordance with this procedure.

The non-voting student member is elected by students of the district’s three colleges. The student trustee serves a one-year term of office and is authorized to express opinions on matters before the Board. The student trustee is excluded from participating in closed session meetings of the Board (Board Policy 2015 Student Member). Student trustees are given in-service training regarding their roles and responsibilities following their election. *Administrative Procedure 2015: Student Member* outlines the student trustee’s responsibilities and authority, and provides direction for travel, conference attendance, and expenditures. Each student trustee is provided with a district mentor during his/her term in office.

12. The Team recommends that the District assume leadership for a district-wide, collaboratively developed strategic plan that is informed by District research and coordinated with College planning. (Std. IV.B.3).

District Response

On February 7, 2006, the KH Consulting Group completed its market assessment and organizational performance review of the Ventura County Community College District. Based on this information, the district conducted a planning workshop with constituent groups during the summer of 2006. As an outcome of this meeting, a set of themes were agreed upon by the Board, and the Chancellor was asked to develop the themes into new vision, mission, and value statements for the district. A strategic planning group was established including the Chancellor, college Presidents, Vice Chancellors, Associate Vice Chancellor, Academic Senate Presidents, Classified Senate Presidents, student government representatives, and union representatives, who worked on this charge throughout the year. New vision, mission, and value statements developed by the planning group were adopted by the trustees on March 14, 2007.

During the 2007-2008 academic year, the Chancellor's Consultation Council worked on the development of a comprehensive district-wide master plan. The plan reviewed projected challenges and opportunities in the district's environment through the year 2015. As an outcome of this planning, the Board adopted twelve objectives which were to guide college and district administrative center strategic plans. Goals were developed by the three colleges and the district office to meet Board objectives within the new fiscal year.

On August 11, 2008, the district hired a Vice Chancellor of Planning and Organizational Development and a Director of Institutional Research to provide support to the district's planning activities. Subsequently, the Vice Chancellor position was vacated on June 30, 2009 and not filled due to cost savings measures; the Director of Institutional Research position was eliminated by the Board of Trustees on July 1, 2010.

In absence of a district researcher, information technology has been charged with establishing data elements that can be readily employed and understood by district and campus employees for planning and accountability purposes. The Chancellor has reassumed responsibility for district-wide planning.

A report to the Board regarding college and district progress in meeting Board objectives was presented to Trustees on July 9, 2009. In addition, the Board reprioritized its twelve objectives to six broader and more encompassing areas of focus. The objectives are:

- Access and student success
- Partnerships with high schools, e.g., workforce training, partnerships
- Economic development, e.g., workforce training, partnerships
- Instructional productivity while maintaining quality
- Prudent fiscal stewardship
- Professional development for faculty and staff

The Board of Trustees will review college and district accomplishments in meeting its objectives at its strategic planning meeting scheduled June 16, 2010. The process will be facilitated by a consultant.

The Board has assessed college and district accomplishments against its goals on an ongoing basis since 2008. This Board review will continue annually. *Board Policy 2425: Board/District Planning* states that “the Chancellor will ensure that the Board is engaged in district-wide strategic planning. The Chancellor will prepare appropriate administrative procedures to ensure the Board participates effectively in district-wide strategic planning.”

13. The Team recommends that the Chancellor establish and implement a process for open communication with the Colleges by providing information and ensuring staff understanding of Board direction and expectations. Further, the District should develop a more effective process for ensuring accountability in achieving standards of educational excellence, fiscal integrity, and operational efficiency within a culture of evidence. (Std. IV.B.3.a-f)

District Response

The Chancellor and district act as a liaison between the colleges and the Board of Trustees. The Chancellor, acting on behalf of the Board, through the district’s Consultation Council, confers with college, senate, and classified presidents, vice chancellors, student leaders, and labor representatives to review the monthly Board agenda. Depending on circumstances, items are occasionally modified, withdrawn or postponed due to the Council’s feedback.

Minutes from Consultation Council meetings and Board meetings are posted on the VCCCD website and publicly available for viewing.

At the time of the District’s October 19-21, 2004, team site visits, many of the Board’s policies and procedures had not been reviewed for approximately a decade. To ensure accountability in achieving standards of educational, fiscal and operational excellence, the District subscribed to the Community College League of California’s Policy Service in 2005. A revision of policies began at that time and continues. Currently, policies communicate Board direction in the areas of academic affairs, fiscal activities and planning. Policy work is ongoing.

The Participatory Governance Handbook, completed in October 2007 and revised in 2010, outlines the formal communication channels among the colleges and District Administrative Center. It further delineates the authority of constituent groups within the district’s consultation process. A Director of Administrative Relations, who has the responsibility for district-wide communication, was hired on December 11, 2006. Subsequently, the Director developed a formal district-wide communications plan. This plan was reviewed by the board on October 9, 2007.

Various channels of open communication with the colleges and the district are provided through newly-implemented technology. All faculty, administrators, and staff have access to MyVCCCD, the district's online web portal. This secure site provides Internet and Intranet services that connect all VCCCD employees to email, announcements, news items, an events calendar, employee information, and documents shared electronically. The portal also allows groups of employees to establish their own communication groups to hold threaded discussions of issues. Employees have access to other employees via email and can create their own electronic distribution lists if they need to communicate on a regular basis with larger groups of employees. The ability to send "all user" emails is limited on a district-wide basis to the administrative leadership of each college. The leadership of the faculty senates, classified senates, and respective collective bargaining units have also been provided with all user access to their constituent groups.

Standard I – Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard IA - Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Oxnard College has a board-adopted mission statement that defines its purposes, intended student population and community served, and the means by which it seeks to promote student learning and college goals that accompany the stated mission:

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

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

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

Oxnard College intends to lead its community to fulfill its highest potential.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

In keeping with its mission “to meet the needs of a diverse student population” and to be a “comprehensive institution of higher learning,” the college’s Curriculum Committee establishes student learning programs to provide “transfer, occupational and general education, second language acquisition, and basic skills development.” The college’s Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) (I.A-1) defines the purpose of the Curriculum Committee’s activities as being “in the fulfillment of the college’s mission,” which is also reflected in the committee’s mission in the Curriculum Committee Handbook. (I.A-2)

On June 4, 2009, the Planning and Budgeting Committee (PBC) adopted the recommendation of the Program Effectiveness and Planning Committee (PEPC) on guiding principles for identifying core courses. This statement reinforces the college’s commitment to maintain student learning programs aligned with its purposes, character, and student population “to meet the essential needs of the college’s students in fulfillment of the college’s mission.” The PEPC revised and reaffirmed this document in May 2010, and it was received by PBC at its May meeting. (I.A-3)

A variety of student services exist at Oxnard College to support the district vision of “developing high quality, innovative educational programs and services,” (I.A-4) and the college mission of “promot[ing] high quality teaching and learning that meet the needs of a diverse student population.” Oxnard College supports its mission by providing services that support the academic aspirations and goals of students in an educational environment designed to enhance cognitive, personal, social, and intellectual growth, as well as the economic potential of its students.

In addition, Oxnard College conducts assessments of the planning process by the PEPC program reviews, assessment of SLOs and assessment of strategic goals to provide improvement in student learning programs and services.

Self Evaluation

The college’s Curriculum Committee, a subcommittee of the Academic Senate, both by definition and in practice, focuses on the college’s purposes, character, and student population as identified in the college’s mission in establishing courses and programs. Both the committee’s own mission and its proceedings derive from the college mission statement, which has also grounded the committee’s work by appearing at the head of its agendas since February 27, 2008. (I.A-5)

While the PEPC statement on guiding principles for identifying core courses intends to define those courses central to the college’s mission, the severity of recent budget cuts has led to the cancellation or failure to offer some courses meeting the core criteria. This is the result of operational decisions rather than of the establishment of learning programs.

During times of economic retrenchment and severe state reductions of funding for categorical programs, the college administration and Student Services Leadership Team have worked to establish best-practices models for maintaining the highest possible support for student learning, consistent with the college’s mission, while adapting to budget reductions.

Planning Agenda

None

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The current mission statement was developed by the college community and approved by the governing board on January 17, 2006. (I.A-6) The college’s mission statement is published on the college’s website (www.oxnardcollege.edu) under the “College Information” tab. The mission statement is published, along with statements of vision, values, and goals, on page 4 of the 2010-11 Catalog, available in hard copy and online. (I.A-7) These statements are also published in each semester’s schedule of classes, also available in hard copy and online, and referenced in the table of contents. In

addition, the college's mission and goals are displayed in offices and public spaces throughout the campus.

Self Evaluation

The College Mission was approved by the Board in 2006 and is included both online and in print in numerous college publications distributed to the public.

Planning Agenda

None

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

The college's mission statement was last revised in October 2005 through an ad hoc process in order to clarify the institution's student-learning orientation.

The current version of the college's participatory-governance manual, Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010), states that among the activities of the Planning and Budgeting Committee (PBC) is that it "reviews the College Mission and Goals, Strategic Plan, Educational and Facilities Master Plans" and that one of the Expected Outcomes of the PBC is that the "college mission and goals are reviewed every three to five years." (I.A-1)

Self Evaluation

The college is within its defined timeline for mission review under a process conducted by the Planning and Budgeting Committee. The expected PBC outcome is that the mission is reviewed every three to five years. No process is in place, however, to institutionalize that review on a timely basis.

Planning Agenda

The Planning and Budgeting Committee will lead a review process for the college's current mission within the five-year time frame and will establish a process to institutionalize future review. Both the 2010 review and the process for future services of the college mission will ensure that all college constituencies have an opportunity to participate.

I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The college's mission is foundational to the college's planning and decision making processes. The mission is at the forefront of the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010), which opens by stating that "[p]articipatory governance is intrinsic to Oxnard College fulfilling its Mission" followed by the mission statement itself. The Manual goes on to cite the mission's role in the Curriculum Committee's purpose; the Planning and Budgeting Committee's goals, activities, and expected outcomes; the goals of the Program Effectiveness and Planning Committee (PEPC); and the purpose of the Transitional Studies Committee.

In addition, as defined on the PEPC homepage at the college's website, "the primary objective of Program Effectiveness and Planning is to assess on an ongoing basis the quality of programs at Oxnard College, as quality relates to the College's mission and goals."

The mission statement is also fundamental to the planning and budgeting process described in Oxnard College Budget Planning, Development & Management Process Fiscal Year 2009-10. (I.A-8)

Self Evaluation

By definition, the college's mission is at the heart of its key planning and decision-making processes, as described in the governing documents. In the operational means by which those processes were carried out in 2008-09, the mission was not apparent. The PEPC Reporting Instructions 2008-09, provided for developers of Program Effectiveness and Planning Reports (PEPRs), contained no mention of the college's mission, nor did the "long form" or the "short form" for submitting PEPRs or the "Resource Request forms 2008-09," to be submitted with PEPRs. Furthermore, the college's mission was not cited in the "PEPC Reviewer Form 2008-09," nor was alignment to mission a criterion in the process used to prioritize program requests. (I.A-9) There is no reference to the mission, moreover, in the document "Strategic Priorities and Objectives 2007-2010," a resource used in the planning process. (I.A-10) While mission may be assumed to be at the heart of decision making, its role had not been readily visible at the operational level. In its 2008-09 year-end evaluation of its processes, PEPC acknowledged the need to incorporate fit to mission in its review and planning documents. The 2009-10 Program Effectiveness and Planning process for instructional programs incorporated the following in the program effectiveness element of the PEPR: "7. Review the college's Educational Master Plan: What plans are there in fulfillment of the program's plan, the college's plan, and the missions of both the college and the program?" The Resource Request document asks that program plans address fit with the PBC prioritization criteria, which include the Educational Master Plan, which derives from the college's mission.

In addition, the agendas of the Program Effectiveness and Planning Committee are now headed by the college's mission statement as a reminder of the mission's centrality to the college's work. (I.A-11)

The PEPC process became limited, in the 2008-09 year, to the evaluation of and resource planning for instructional programs. Student and Business Services programs undertook ad hoc review and planning processes for that year. In 2009-10, the Continuous Quality Improvement process undertaken by the Student Services Leadership Team was conducted in order to assure that student services support student learning and the college mission. (I.A-12)

The planning process followed by the Business Services programs assures support of the college mission through a college-wide survey and collaborative dialogue among program leads at its Business Services Council.

Planning Agenda

None

Evidence for Standard I.A

- I.A-1 Participatory Governance, Standing, Advisory, and Ad-Hoc Committee Manual (2010)
- I.A-2 Oxnard Curriculum Committee Handbook
- I.A-3 Guiding Principles; Report of the PEPC Subcommittee on Core Courses; PEPC Core Principles Document May 2010
- I.A-4 May minutes of the PBC meeting
- I.A-5 February 27, 2008 minutes of the Oxnard Curriculum Committee
- I.A-6 January 17, 2006 minutes of the Board of Trustees
- I.A-7 Oxnard College Catalog
- I.A-8 Budget Planning, Development and Management Process Fiscal Year 2009-10
- I.A-9 Program Effectiveness and Planning Committee Program Effectiveness Planning Report (PEPR)
- I.A-10 Strategic Priorities and Objectives 2007-2010
- I.A-11 Agenda of the Program Effectiveness & Planning Committee
- I.A-12 Student Services Program Review 2010

Standard IB – Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Oxnard College maintains an ongoing dialogue about the continuous improvement of student learning and institutional processes. This dialogue is ongoing, collegial, and self-reflective, occurring at all levels of the college at the discipline, program, department, and college-wide levels through both formal and informal means. Over the last several years, Oxnard College leadership and constituency groups have consciously initiated dialogue in major areas such as: 1) college-wide and district-wide strategic planning; 2) program review, integrated planning, and resource allocation; 3) curriculum review and revision; 4) student learning outcomes assessment and reporting; and 5) student success and institutional effectiveness.

College-wide flex days at the start of the academic year provide a venue for dialogue or group discussion among colleagues focusing on shared issues of concern to the entire college community. (I.B-1) This dialogue continues in the ongoing division and department/discipline meetings, and in the many participatory-governance meetings and the standing and advisory committee meetings that bring together faculty, staff, administrators, students and community members. Topics of special interest to the college community, such as the state, district, and college budget, are the focus of major forums presented during the year. Budget forums have been held each semester over the last few years with presentations provided by the college president, the vice president of business services, the academic senate president, and at times the district's Vice Chancellor of Business and Administrative Services. (I.B-2)

Issues surrounding the curriculum and the continuous improvement of student learning are good examples for which ongoing, collegial dialogue takes place. The Curriculum Committee has established a review and revision cycle that calls for each course in the curriculum to be revised no less frequently than every five years. This revision cycle promotes collegial dialogue at discipline and department levels about how the curriculum can best promote student learning, before revised courses go to the Curriculum Committee for review. At the Curriculum Committee level, the dialogue becomes institution-wide, as representatives from all instructional departments and from student services discuss new and revised curriculum to evaluate its instructional integrity. Included with each new or revised course proposal is a student learning

outcomes (SLO) appendix, stating learning outcomes and means of assessment for the course. The Learning Outcomes Team (LOT) reviews each SLO Appendix. Outcomes assessment results are reported to LOT following each assessment cycle. (This process is discussed further under Standard II.A.) At the beginning and end of each academic year, the Curriculum Committee reviews its processes for potential improvements.

At the discipline/classroom level, the college has established procedures for assessment of student learning outcomes in all classes, with dialogue about those assessments occurring among instructors in the discipline, especially among instructors teaching different sections of the same course. The procedures for reporting on those assessment results and discussions call for reflection upon potential instructional improvements. Course-level assessments are linked to program-level outcomes, again with dialogue at the discipline level reviewing results and, if necessary, suggesting program modifications to improve student learning.

Student learning instructional programs are also reviewed through the Program Effectiveness and Planning Committee (PEPC) process, which integrates program review with program planning and recommendations on resource allocation. Here again, dialogue begins among colleagues at the discipline or program level in preparing Program Effectiveness and Planning Reports (PEPRs). These reports are reviewed by department chairs and division deans and then submitted to the Program Effectiveness and Planning Committee. The PEPC co-chairs (the Executive Vice President of Student Learning and the Academic Senate President) meet with department/program chairs and their respective deans for direct and immediate feedback on the PEPR prior to full committee review by representatives from across the curriculum. In a summary activity, the full committee discusses and agrees upon its assessment of each program's student-learning effectiveness and its recommendations for improvement plans and for resource allocation.

The Program Effectiveness and Planning process integrates collegial dialogue on the continuous improvement of student learning by including analysis of the status of each discipline's curriculum; its activities in developing, assessing, and following through on the results of student learning outcomes assessments; and relating each program's review and plans to the college's Educational Master Plan. The results of PEPC review go to the Planning and Budgeting Committee (PBC) for further review and recommendation to the college President.

Dialogue about the continuous improvement of student learning as promoted by Student Services and Business Services is conducted through separate processes that parallel the PEPC process for instructional programs. For Student Services areas, dialogue about the continuous improvement of student learning occurs in the ongoing meetings of the Student Services Leadership Team. Here, representatives of all student support services meet regularly with the dean of Student Services to share ideas to improve institutional processes for providing services to students. The focus on improving the delivery of counseling and other student services in a time of retrenchment and severe budget constraints has brought about the development of a Student Services "best practices" group in the fall of 2009. It is through the dialogue or "collective thinking" of

this group of student services professionals that the college seeks to find ways to integrate matriculation services and impact more students with campus resources.

There are many other college-wide opportunities for dialogue at the college. The college President and the Academic Senate President meet weekly to discuss college and district issues of particular interest to the faculty. The college President and the Executive Vice President are also regularly invited to attend Academic Senate meetings to encourage dialogue on issues, particularly those that need more clarification or are potentially controversial. The Academic Senate President is also a member of the Deans' Council which is beneficial for enhanced communication.

Department Chair meetings with all Department Chairs, the Executive Vice President, and the Deans started again in the spring of 2010 after an absence of a few years. These meetings have provided opportunities for shared communication, collaboration, and dialogue on issues focusing on improvement of institutional processes in support of student learning. The department chairs are then the point people to continue this dialogue at the program, department and divisional levels. (I.B-3)

Another opportunity for ongoing, collegial dialogue on student learning and success is through the college's Student Success Committee that was formed in the spring of 2008 at the special interest and request of the college President. This committee brings together individuals across the college from instruction, student services, and academic support services. The committee membership includes any interested faculty, staff, students, and administrators interested in promoting and enhancing success for our students. There are currently about 25 active members. The committee likens itself to a college "think tank," using data to study student success to find ways to enhance the success of students at the college. (I.B-4)

Self Evaluation

Over the last several years, Oxnard College has made a conscientious effort to maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. This dialogue has become more structured in nature, through committee meetings, division and department/discipline meetings and functions, and college-wide workshops and forums. The college has long been recognized as a close community with faculty and staff working well together. The more informal discussions that occur day-to-day in hallways and across the campus have evolved into the more formal, structured dialogue necessary for colleagues to come together to strengthen communication, and work through differing viewpoints in an effort to promote effective institutional change.

In recent years, the instructional departments have made outstanding progress in bringing the entire catalog of curriculum up to date, revising regularly offered courses and removing those not revised from the curriculum. The Curriculum Committee's procedures are clearly detailed and documented, and lead to both intra- and interdisciplinary dialogue. (I.B-5)

Following an admittedly tentative start, the college's dialogue on student learning outcomes has steadily increased over the past few years. In the 2009-10 academic year, procedures, timelines and documentation processes built upon the previous years' accomplishments, extending outcomes assessment dialogue and concomitant student learning improvement opportunities with well-organized processes. (I.B-6) The focus of a mandatory flex-day workshop in the fall of 2009 was the continuing dialogue on assessing student learning outcomes—and moving from dialogue to action. (I.B-7) Such training deepens and broadens the college's collective understanding of how to effectively use data to evaluate student learning. As a result of these efforts, the understanding of and practice of collegial dialogue about student learning improvement stands to become well institutionalized within a few assessment cycles. In the spring of 2010, the college determined that it needed more structured dialogue on student learning outcomes and the subsequent focus on the assessment of student learning. After a few years of being a relatively small group, the Learning Outcomes Team (LOT) expanded its membership this past spring to include representatives from a wider range of disciplines across the college. Furthermore, a resolution was brought before the Academic Senate at the end of the spring term to make the LOT committee a participatory-governance group and a subcommittee of the Academic Senate. Its purpose is to provide 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. This newly revised and expanded Learning Outcomes Team (LOT) will oversee SLO activities at the start of the 2010-11 academic year. (I.B-8)

The PEPC process has become increasingly effective in promoting dialogue about instructional learning outcomes as it has evolved since its inception. At the same time, its scope has become narrower, with work starting with the 2008-09 academic year limited to the review of and planning recommendations for instructional programs. (I.B-9) Student Services and Business Services programs, previously part of the PEPC process, underwent separate ad hoc review and planning processes in 2008-09, as the then-current PEPC model was deemed less effective for their review than it has proven for instructional programs. At the direction of the college President, program review and effectiveness procedures to parallel the dialogue of the instructional PEPC process were established in 2009-10. In its first year of having separate but parallel processes for review of program effectiveness in student services and business services areas, the overall impact on improving institutional effectiveness will need further review and evaluation. (I.B-10), (I.B-11)

Planning Agenda

The Planning and Budgeting Committee, in consultation with the Academic Senate, the Program Effectiveness and Planning Committee, and Student Services and Business Services representatives, will review the evaluation and planning processes established for student services and business services for their effectiveness in leading to the continuous improvement of student learning.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

As part of a multi-college district, Oxnard College has set goals that are aligned with the college's vision and mission as well as with the vision and mission of the Ventura County Community College District. (I.B-12) The college has set goals that are supportive of the goals and strategic objectives set forth by the district's Board of Trustees as outlined in the VCCCD Master Plan 2007-2015. (I.B-13) The district's Master Plan describes the planning activities that have taken place over the last decade that have led to integrated district-wide planning in coordination with college planning.

The District Board Imperatives, adopted by the Board in September 2005, provided overarching direction for the district and the colleges in developing a strategic plan. (I.B-14) The five imperatives are *Student Success, Community Needs, Diversity, Organizational Dynamics and Communication, and Fiscal Integrity*. A series of district-wide planning activities led to the development of twelve District Planning Objectives established by the Board in August 2007. (I.B-15) Oxnard College's strategic plan, as well as that of the other colleges in the district, addresses these objectives:

District Planning Objectives:

1. Develop and implement a comprehensive District-wide enrollment management plan.
2. Develop and implement a comprehensive District/College administrative reorganization designed to strengthen Human Resources, fiscal sustainability, and academic support functions (e.g., management information services, security, research and planning, facilities, the Board and Chancellor support, marketing and communications, foundations).
3. Strengthen District-wide student access, enrollment, and success.
4. Strengthen District/College administrative operations and services in support of students and programs.
5. Develop and implement a comprehensive, District-wide, integrated Economic Development and Career Preparation program for Ventura County.
6. Implement a District-wide classified staff development program tied to strengthening professional practices and excellent customer service.
7. Create reasonable progressive increases in instructional productivity for Moorpark, Oxnard, and Ventura Colleges.

8. Complete data-driven, updated Educational Master Plans for Moorpark, Oxnard, and Ventura Colleges.
9. Implement Cal-PASS agreement countywide with district public schools. Strengthen College curricular cooperation and program alignment with high schools.
10. Implement College participation in Service Learning Programs to strengthen College partnerships with their respective communities.
11. Strengthen College Science, Mathematics and Technical Education Programs to address the national shortage of scientists, engineers, and highly skilled workers.
12. Seek innovative ways to collaborate with affiliated district high schools that will foster opportunities to partner in transfer pathways, career and technical education programs, STEM education and other new initiatives in curriculum advancement.

Setting priorities based on the Board objectives outlined above, Oxnard College developed a Strategic Plan in 2007-2008 with specific goals. (I.B-16) Each goal in the strategic plan lists the following:

- responsible party
- due date
- timing (immediate, near-term, mid-term, or long-term priority)
- funding source
- dollar impact
- anticipated level of difficulty
- measurable outcome

Progress toward meeting the goals in the strategic plan was first assessed by the college in October 2008 (I.B-17) with an update presented to the Board in March 2009. (I.B-18) Progress was again assessed by the college in June 2009. (I.B-19) The VCCCD Board of Trustees at its Board Planning Session on June 9, 2009, reviewed and revised its district mission statement and determined its highest priority objectives. (I.B-20) The priority objectives for the district are as follows:

- Access and student success
- Partnerships with high schools, colleges and universities
- Economic Development, including workforce training and partnerships
- Instructional productivity while maintaining quality
- Prudent fiscal stewardship
- Professional development for faculty and staff

Progress made at the college in each priority objective area will be assessed on an annual basis. The most recent review took place in May 2010 in preparation for the VCCCD Board of Trustees Strategic Planning session on June 16, 2010. (I.B-21), (I.B-22) During this planning session, college as well as district updates were given on progress toward meeting the objectives. In addition, discussion took place on setting Board objectives for the coming year.

The college's Program Review and Planning processes, established through the Program Effectiveness and Planning Committee (PEPC) structure with an emphasis on instructional programs, and later modified by the Student Services Leadership Team and the Administrative Services Council for each of their respective areas, ask programs to identify the district planning objectives (Board objectives) as emphasized in the college's strategic plan. During the Program Review and Planning processes, programs describe the ways in which their objectives match the college/district objectives found in the strategic plan. In addition, when the college seeks to pursue external funding opportunities (e.g., submit contract/grant proposals), a request to pursue funding must be submitted to the district office for review by the Chancellor's Cabinet. The request must explain how the contract/grant will meet the planning objectives as outlined in the college/district strategic plans, as well as how it is related to the college mission and vision statements.

As part of a district-wide effort, the college prepared an Enrollment Management Plan in 2008-2009. (I.B-23) Its purpose was to look at effective enrollment management strategies that integrate marketing, scheduling, staffing, and budgeting processes in a strategic manner to meet enrollment targets, maintain a stable funding base for the college, and provide a well-balanced schedule of course offerings and support services evaluated regularly and responsive to the needs of the community. The plan addressed the college's goals in the areas of outreach and recruitment, retention and persistence, and relevant instruction. Outcomes were specified in measurable terms such as increases in student enrollment, average unit load, and WSCH/FTEF, as well as increases in student outcomes such as retention and persistence, completion of degree and certificate programs, and transfer and job placement rates.

The development of the college's Educational Master Plan 2010-2015 (EMP) was started during the 2008-09 academic year and completed in 2009-10 following an institution-wide participatory process modeled on the original Program Effectiveness and Planning Committee (PEPC) structure. (I.B-24) The EMP – which includes chapters on foundational information such as the college mission, vision and values; external and internal environmental scans; program profiles; and findings and implications – provides a framework of overarching goals for improving institutional effectiveness defining specific strategic and tactical plans. The EMP incorporates connection to the district's Vision, Mission, and Values, the district's planning objectives (Board Objectives), the college's Technology Plan, and the college's Facilities Master Plan Matrix. The college's EMP was approved by the Board of Trustees at its meeting on January 20, 2010. (I.B-25)

The college has adopted a set of six Institutional Student Learning Outcomes/Core Competencies that serve as overall student learning goals, to be measured through the various student learning outcomes assessment and reporting processes. (I.B-26) Effectiveness at promoting student learning is measured through the Student Learning Outcomes assessment and reporting process for instructional programs, as well as through the instructional Program Effectiveness and Planning process (PEPC). The PEPC process for instructional programs, discussed above in section I.B.1 and in Standard II.A, incorporates data on measures of student success. The SLO and PEPC

processes both begin at the discipline/department levels to incorporate collaboration from institutional members.

Self Evaluation

Oxnard College has focused on integrated college and district planning over the last several years. The five District Imperatives—*Student Success, Community Needs, Diversity, Organizational Dynamics and Communication, and Fiscal Integrity*—have set the priorities for shared planning objectives for the three colleges within the district. Oxnard College has developed the goals in its Strategic Plan around these district planning objectives. Each college goal lists a set of specific objectives with plans that are described in measurable terms.

These planning goals and objectives give further direction to the college beyond what is described in the college’s mission and vision statements. They outline the priorities of the college and for supporting the improvement of institutional effectiveness. These integrated college and district goals provide a common understanding for how the college constituents must to work collaboratively toward their achievement. These institutional goals are embraced by all areas of the college – instructional, student services, academic support services, and business services – and provide the foundation for developing the college’s Strategic Plan, the Educational Master Plan, and all other important planning processes (e.g., for technology, facilities). The goals are an integral part of the budget allocation process, with priority given to programs and departments that address these goals. They further drive the consideration to pursue additional funding opportunities external to the college.

Planning Agenda

Continue to provide accomplishments with regard to the five District imperatives to the Board of Trustees annually.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The college’s Planning and Budgeting Council (PBC), was created in 2006 to serve as the main entity for linking planning to resource allocation. PBC makes recommendations to the college President on matters in such areas, after first receiving recommendations and other information from all other constituency groups and participatory-governance committees. (I.B-27)

The goals of the Planning and Budgeting Committee are the following:

- To oversee the coordination of planning and budgeting activities at the college that ensures an integrated planning process.

- To ensure the full implementation and effectiveness of the college's overall planning and budgeting process.
- To optimize the funding, allocation, and utilization of all college resources in a manner that promotes the fulfillment of its educational mission.
- To gather and disseminate accurate and current information regarding the college budget.
- To promote informed and constructive dialogue for the effective development of education at the college.
- To ensure that participatory governance processes are effective means of decision-making at the college.

The PBC is the overarching group that reviews recommendations on program review, program effectiveness, and planning from the various instructional, student services, and business services groups at the college and makes recommendations to the college President on planning and resource allocation as well as program development, reduction, or elimination.

The development of both the Planning and Budgeting Council (PBC) and the initial concept of the Program Effectiveness and Planning Committee (PEPC) structure focusing on all college programs, in 2006-07, were significant steps by the college to truly integrate program evaluation, planning, and budget planning /resource allocation. For the 2007-08 year, it was the second iteration of both the PBC and PEPC processes. During this period operational budgeting processes were improved, and integrated college-wide planning and budgeting processes recommended.

In the summer of 2008, a budget development team at the college prepared a proposed Budget Planning, Development and Management Process Handbook for the fiscal year 2009-10. (I.B-28) The following guiding principles were used:

- Clarify roles and involve appropriate participatory decision-making committees.
- Develop processes and timelines beginning in September.
- Align budget with college priorities integrating planning and the budget.
- Continue to enhance transparency and college-wide involvement.

The handbook outlines two phases: Assessment and Planning, and Budget Development.

The college assesses progress toward achieving instructional goals through the Program Effectiveness and Planning Committee (PEPC) structure and through the Student Learning Outcomes (SLO) assessment process. PEPC evaluative review of instructional programs occurs annually through a continually refined process and includes quantitative data relating to student headcount enrollment, FTES, faculty FTEF (full-time and part-time), and student retention and success. In addition, reference is made to recency of course outline updates, and linkage of program goals to the college's Educational Master Plan, as well as qualitative analysis of observed trends. Planning and resource requests are tied to the Program Effectiveness and Planning

Report (PEPR). The resource request used for planning identifies the expected outcomes and responsible parties for completion. PEPC reviews and prioritizes the instructional PEP reports and budget requests, with input from the PEPC co-chairs (Executive Vice President and Academic Senate President) and the Deans' Council (as needed). Recommendations are then sent to the Planning and Budgeting Committee for review and recommendation to the college President.

Additionally, the SLO assessment process has been developed where learning outcomes for each class are established and assessment of learning occurs in classes each semester and is reported annually. The SLO reports call for dialogue among faculty and evaluation of all strengths and weaknesses identified, along with plans to address identified areas of concern. This process is discussed further in Standard II.A.

The college explored various SLO management tools over the last year and has determined that eLumen will best meet the needs for a software tool and information system to help the college manage its efforts on learning outcomes and student achievements. The eLumen emphasis on assessment processes that are faculty-driven and student learning-centered was central to its selection. The eLumen software was purchased in the spring of 2010. The initial work with eLumen during the spring term focused on encouraging faculty participation rather than on the technology of the system. Dr. David Shupe from eLumen visited Oxnard College on May 7, 2010. A series of meetings took place during that day: (1) a presentation geared toward student services and academic support faculty and staff; (2) a presentation geared toward instructional faculty; and (3) a planning meeting with faculty and staff interested in being part of the pilot for eLumen for the fall 2010 term. (I.B-29) There is great interest in eLumen as a tool to help provide ease and efficiency in data collection for the SLO assessment process.

As described earlier, for the 2008-09 program evaluation and effectiveness cycle, Student Services and Business Services were separated from the PEPC process and underwent ad hoc evaluation processes. In the 2009-10 academic year, at the direction of the President, these areas remained separate from the PEPC process and developed/refined separate institutionalized processes of assessment to parallel the PEPC process for instructional programs.

The Student Services Leadership Team, under the direction of the Dean of Student Services, oversees the process to evaluate student services programs with an eye toward improving institutional effectiveness. During the 2008-09 academic year, Student Services reviewed a number of program review and evaluation models used by other colleges including a version used previously by OC. Agreement was reached on a refined and streamlined program review template that would meet the needs of the various programs that make up student services at the college. The Dean of Student Services, along with the Student Services Leadership Team, reviews the completed program reviews and prioritizes the personnel and resources requests. These requests are forwarded to PBC for review and recommendation to the college President. (I.B-30)

In the fall of 2008, the Business Services Division, under the direction of the Vice President of Business Services, began to look at the improvement of institutional

effectiveness by assembling a customer service survey. The survey was developed and administered online in the spring of 2009, with the assistance of the Office of Educational Services and Research, which focused on gaining feedback from all college constituencies on levels of satisfaction with all units with the Business Services Division. In addition, responses to open-ended questions were valuable in giving feedback to the units on ways to improve services. Based on their independent program review processes and the review of survey findings, the Business Services Division completed its program planning and budget development processes. (I.B-31) Program leads within the Business Services Division constitute the Administrative Services Council, which meets to discuss program review results and prioritize resource requests for the coming year. Similar to the criteria used in the PEPC (instructional) and Student Services processes, program augmentation as well as personnel and budget requests submitted by Business Services used the priority criteria of Health and Safety, Americans with Disabilities Act, State and Federal Mandates, College and Strategic Plan, Educational Master Plan, and College Growth, all within the parameters of meeting the college's mission. For the 2009-10 year, the systematic cycle of evaluation/planning/resource allocation/implementation for Business Services once again focused on a customer services survey, administered in the spring of 2010, as the basis for its ongoing Continuous Quality Improvement (CQI) discussions. For the 2010 survey administration, students as well as faculty and staff were surveyed. (I.B-32)

Self Evaluation

The Program Effectiveness and Planning process for instructional programs, as overseen by PEPC, is well established for evaluating instructional programs and providing recommendations to the Planning and Budgeting Council for integrated planning and resource allocation. This process has been refined annually since the creation of PEPC in the 2006-07 academic year. The exclusive focus of PEPC on instructional programs has been beneficial in that committee members share a common purpose and understanding when evaluating their programs and determining faculty and other resource needs. There has also been a standard format for the PEP reports that has undergone some revision through the past few years, to make it more streamlined yet meaningful while increasing focus on college mission. Standard data elements have been provided with comparisons over several years so programs can see trends. The Dean of Educational Services and Research has been a member of PEPC over the last few years to help with the provision and interpretation of data. PEPC members are readily able to understand the relevance of the data provided for their programs, and data tables and reports have been refined over time.

The parallel processes for Student Services and Business Services programs are in earlier stages of development with the completion of an initial program cycle. The college will need to evaluate these processes for their effectiveness. Furthermore, the college needs to identify the appropriate processes for learning and academic support programs that do not fit neatly into any of the above three categories, such as the library, tutoring, learning resources, OCTV, and the Child Development Center.

Planning Agenda

The Planning and Budgeting Committee, in consultation with the Academic Senate, the Program Effectiveness and Planning Committee, and Student Services and Business Services representatives, will review the effectiveness of the evaluation and planning processes established for Student Services and Business Services, in leading to the continuous quality improvement of student learning through student services and institutional processes.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The college's planning processes are designed to be broad-based and inclusive of appropriate constituencies. The Educational Master Plan process was conducted according to the representational principles of the Program Effectiveness and Planning processes, with representation from each college department and program. Similarly, the Program Effectiveness and Planning process (instructional) and its parallel processes for Student Services and Business Services are coordinated at the department level and designed to include input from stakeholders at the program or discipline levels. The planning processes lead to comprehensive input to the Planning and Budgeting Committee (PBC), a participatory-governance committee with representation from all college constituencies. The Planning and Budgeting Committee makes recommendations directly to the college President.

The district's strategic planning processes are under the direction of the Chancellor and the Board of Trustees, with much of the overall coordination and discussion occurring at the Chancellor's Cabinet meetings which include the college Presidents and the district Vice Chancellors. In addition, the Chancellor's Consultation Council has been involved in district-wide planning issues with its membership including the Academic Senate Presidents and classified representatives.

The allocation of necessary resources is guided by the above processes, qualified by the recognition that in a declining budget situation, not all resources identified as needed by these processes are available for allocation. To the extent possible, however, the college continues to improve institutional effectiveness through the assessment processes described above in Standard I.B.3. It includes the review of the planning process itself, which the college does through PEPC, the review of strategic planning objectives, and an assessment of the goals in the EMP, which are a component of the PEPC process.

Self Evaluation

Through their representational structures, the college's planning processes are designed to offer broad-based opportunities for input. As with any representational process, there exists the occasional instance of lack of communication or lack of follow-through. The college community is aware of these potential areas of miscommunication

and monitors and addresses them when observed with the goal of providing feedback to college constituencies.

Planning Agenda

None

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Oxnard College uses a wide variety of assessment results to communicate matters of quality assurance to its constituencies. When the Accountability Reporting for the Community Colleges (ARCC) was developed by the state system office to provide an annual evaluation of community college performance in meeting statewide educational outcome priorities, Oxnard College took seriously the task of reviewing its ARCC student performance results. College committees such as the Student Success Committee and the Transitional Studies/Basic Skills Committee reviewed the ARCC data on student performance, achievement, and success to identify areas that needed more attention and looked at additional data in particular areas. (I.B-33)

The college has also participated in the Community College Survey of Student Engagement (CCSSE). The survey provides information on student engagement, a key indicator of student learning. Students are asked questions about their college experience including how they spend their time and their interactions with faculty, staff, and other students. Five benchmark areas are identified: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learning. In the 2008 administration of CCSSE, the college was happy to see its students' outstanding performance on some the CCSSE benchmarks, particularly for "Support for Learners" and "Active and Collaborative Learning." Although the college was aware through its "in-house" student perception surveys that OC students have continually expressed a great deal of satisfaction for the support they receive, it was very informative and encouraging to see that OC students' positive ratings were reinforced by looking at benchmark scores for the college compared to other CCSSE cohorts around the country. CCSSE results are communicated at the Student Success Committee, among other venues, for broader dissemination among the constituencies on campus. (I.B-34)

The district office plays a central role in communications with the public. The district-wide reorganization over the past year in areas such as public information, marketing, and information technology has led to a greater reliance of the college on the district office to coordinate and communicate matters of quality assurance to the public. The [Report to the Community](#) available on the VCCCD website describes the mission and vision of the district with other district-wide information such as the Bond Measure S construction program and financial information (revenue and expenditures). In addition, each college is highlighted. The report briefly gives information on student success

measures by showing figures for degrees and certificates earned as well as transfers to the UCs and CSUs. (I.B-35)

The district Office of Institutional Research has maintained an extensive website providing information on students at each of the colleges including enrollments, demographic profiles, course retention and success, completion and transfer rates, and degrees and certificates earned. (I.B-36) This district office was primarily responsible for summative research that describes and consolidates information for the three colleges individually as well as the district aggregate. The institutional effectiveness measures summarize quantitative and qualitative indices of student access, student achievement, and student success, as well as student and employee perceptions of the college/work environment. The distinction was made between the functions of the district research office and the research offices at each of the colleges. The college research offices conduct college-specific research. They are primarily responsible for formative research that provides direct feedback for improvement of instructional and student service programs, and the college planning processes.

Self Evaluation

Many of the functions of the district research office can fortunately be addressed by each of the colleges. One of the ongoing tasks at the district is the development of 4th week and end-of-term data extracts, much like a data warehouse. This activity will continue to be done at the district along with submission of MIS data and other reporting functions. College demographic and other standardized reports can be created from the automated point in time Banner extracts. Using the same data will help ensure the consistency of information provided at each college. (I.B-37) In addition, other data produced by the college is used in program reviews, resource allocation, dialogue in the Student Success Committee and reports to the Board. However, no public survey regarding the college is conducted.

Planning Agenda

Conduct a public survey to assess communication with the public.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The college's Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) stipulates annual review of the functions of each of the college's participatory-governance and other committees and its procedures. (I.B-38) The planning and resource allocation process and the Program Effectiveness and Planning process are reviewed by the Program Effectiveness and Planning Committee at the end of each academic year and modifications are adopted at the beginning of the committee's new work year. These newly developed procedures will be evaluated for effectiveness following the 2009-10 review and allocation cycle.

The institutional research function at Oxnard College has undergone change through the past few years. It is currently undergoing change that has been brought about by college and district reorganization due to the serious fiscal issues we are facing. When the college's Director of Institutional Research and Learning Outcomes Assessment left to take another position in the fall of 2006, the institutional research office was reorganized. The research function became part of the newly created Educational Services and Research Division. The District's Director of Institutional Research transferred to Oxnard College in the spring of 2007 to become the Dean of the area. Responsibilities of this area have included research and institutional effectiveness, grants development, grants management for the Title V grant and the CCRAA HSI STEM grant, and supervision of the library. A Research Analyst position at the college was developed, supported in large part by grant funds. The Research Analyst from the District Administration Center transferred to the college in the spring of 2008. Student demographic profiles as well as various college and district reports were provided by the district institutional research office with input from college researchers, while the college research efforts focused on college-specific needs.

Recent budget cuts have contributed to both the elimination of the district Director of Institutional Research as well as the Dean of Educational Services and Research positions effective July 2010. The OC research Dean moved into an instructional Dean position at the college. The Research Analyst reports directly to the College President.

Self Evaluation

The annual evaluation of the Program Effectiveness and Planning process for instructional programs has proven effective for ongoing refinement to what is now a well-established process. At this point, it remains to be seen how effectively the parallel processes for review and allocation to other programs in student services, business services, and other learning support services will have served the college's overall purposes and what evaluation methods will be applied to those processes.

Although there will be changes in operations for the research offices at the college and the district office, the reliance on research and other information for planning and decision making at Oxnard College will continue. The Research Analyst will continue to conduct the college's research function. Most of the data reports used by decision-making entities such as PEPC will be ongoing. Banner reports such as the Program Planning and Data Report (PPDR) and the 525 Productivity Report are automated. Other research and information in areas such as assessment, basic skills/transitional studies, and evaluation of grant-funded activities will continue.

Planning Agenda

The college will review its college-specific research needs in light of recent college and district changes to ensure that processes are in place for systematic evaluation and planning to refine key processes and improve student learning.

Following its participatory-governance processes, the college will review and modify, if warranted, the planning and resource allocation processes for non-instructional programs.

I.B.7. *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

Descriptive Summary

The college's evaluation mechanisms are described in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). This manual itself states that "major formative reviews of this document and processes at Oxnard College will be conducted by the President in concert with the Academic Senate and Classified Senate every three years. However, self-appraisal by participatory governance and standing committees shall be conducted by participatory governance and standing committees annually."

Self Evaluation

The original version of the manual, the "Shared Decision Making/Collegial Consultation Manual" was first prepared in 2007 and then revised in November 2008. (I.B-39) It has undergone significant review during the 2009-10 academic year by all constituency groups, including input from each of the committees and oversight by the college President and the Academic Senate President, resulting in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). The process for assessing evaluation mechanisms is institutionalized and operating effectively.

Planning Agenda

None

Evidence for Standard I.B

- I.B-1 Flex Day Announcements
- I.B-2 Budget Forum Presentations
- I.B-3 Department Chair Meetings – Agendas, Meeting Notes
- I.B-4 Student Success Committee – Materials
- I.B-5 Curriculum Committee – Minutes
- I.B-6 Student Learning Outcomes – Materials
- I.B-7 SLO Flex-Day Workshop, August 2009
- I.B-8 Learning Outcomes Team (LOT) – Materials
- I.B-9 Program Evaluation and Planning Committee (PEPC) – Materials
- I.B-10 Student Services – Program Review Materials
- I.B-11 Business Services – Program Review Materials
- I.B-12 Oxnard College and VCCCD – Vision and Mission
- I.B-13 VCCCD Master Plan 2007-2015
- I.B-14 VCCCD Board Imperatives, September 2005
- I.B-15 VCCCD Planning Objectives, August 2007
- I.B-16 Oxnard College Strategic Plan, 2007-2008
- I.B-17 OC Strategic Plan, October 2008 review
- I.B-18 OC Strategic Plan Presentation to VCCCD Board, March 2009
- I.B-19 OC Strategic Plan, June 2009 review
- I.B-20 VCCCD Board Planning Session, June 2009
- I.B-21 OC Strategic Plan, May 2010 review
- I.B-22 VCCCD Board Strategic Planning Session, June 2010

- I.B-23 Oxnard College Enrollment Management Plan, 2008-2009
- I.B-24 Oxnard College Educational Master Plan, 2010-2015
- I.B-25 VCCCD Board Meeting, Approval of Educational Master Plan, January 2010
- I.B-26 Oxnard College Institutional Learning Outcomes/Core Competencies
- I.B-27 Planning and Budgeting Council (PBC) – Committee Materials
- I.B-28 Budget Planning, Development and Management Process Handbook, 2009-2010
- I.B-29 eLumen Presentation, May 2010
- I.B-30 Student Services Personnel/Resource Requests for PBC
- I.B-31 Business Services Personnel/Resource Requests for PBC
- I.B-32 OC Business Services Surveys, 2009 and 2010
- I.B-33 Accountability Reporting for the Community Colleges (ARCC) – Oxnard College
- I.B-34 Community College Survey of Student Engagement (CCSSE) – Oxnard College
- I.B-35 VCCCD Report to the Community
- I.B-36 VCCCD Institutional Research Website
http://www.vcccd.edu/departments/institutional_research/index.shtml
- I.B-37 OC Institutional Research Website
http://www.oxnardcollege.edu/departments/administrative/dean_of_educational_services_and_research/inst_research/index.shtml
- I.B-38 Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual, 2010
- I.B-39 Shared Decision Making/Collegial Consultation Manual, 2007

Standard II – Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard IIA – Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student learning outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Oxnard College offers a diverse program of postsecondary education that is responsive to the needs of the local community. Part of Oxnard College's mission is "to provide and promote student learning . . . [in] transfer, occupational, and general education, second language acquisition, and basic skills development." The college offers 38 associate degrees in recognized and emerging fields of study. Oxnard College's courses cover more than 62 disciplines including pre-collegiate basic skills, associate degree and transferable courses in academic disciplines, English as a Second Language, and career technology courses leading to degrees or certificates. All of these courses and programs are consistent with Oxnard College's mission. (II.A-1)

The college ensures that its programs and services are high quality and are appropriate to an institution of higher education through its program review process. The Program Effectiveness and Planning (PEP) process, in use since 2006, is a data-informed process conducted annually and well-connected to planning and budget allocation processes for instructional programs. (II.A-2) In this process, departments review labor market data for the local community and/or transfer articulation connections to four-year institutions, student success data in each course within the program, and the overall enrollment ratios of the program. Additionally, the program is reviewed for curriculum currency, student learning outcomes at both the course and program levels, and assessment of those SLOs. Programs that demonstrate poor enrollment or a loss of labor-market or transfer-level demand are given improvement-planning suggestions or may be recommended for sunset if it proves that the program is no longer needed by the community and/or students. Currently, there is no separate Board-approved Program Discontinuance policy or Administrative Procedure. Rather, BP 4020 Program and Curriculum Development describes the process for the "establishment, modification or discontinuance" of programs and courses. A separate board policy and administrative procedure for Program Discontinuance will be reviewed by the Academic Senate and then by the Planning and Budgeting Committee (PBC) at the college level and by the District Council on Student Learning (DCSL) at the district level at the direction of the Board as a result of the Spring 2010 Board planning session.

A second process used by the college to ensure that programs and services are of high quality is the development and assessment of student learning outcomes. Since the last self study, the college has made significant progress in identifying, assessing and reporting progress in achieving student learning outcomes (SLOs). In 2009-10, there were two part-time SLO Coordinators and a Learning Outcomes Team (LOT) dedicated

to assisting faculty in identifying, assessing, reviewing, and analyzing data for student learning outcomes at the course, program, and institutional levels. As of Spring 2010, a minimum of one, but in most cases two, SLOs had been developed for 57.3% of the courses offered at the college. During the 2008-2009 academic year, 96% of programs, defined as courses that lead to a degree, created program-level student learning outcomes. Each program also mapped their program SLO to at least one of the institutional level SLOs. Now that progress has been made in developing SLOs, an assessment cycle is being revised to ensure that SLOs at all levels are assessed on a regular and ongoing basis. A central focus of the program effectiveness review process, the curriculum review process, and the student learning outcomes review process is the assessment and revision of teaching practices and learning strategies for the ongoing enhancement of student success.

To ensure that all courses, programs, and degrees comply with Title 5 regulations, Oxnard College annually sends representatives to the Curriculum Institute and the Student Learning Outcomes Institute, both sponsored by the statewide Academic Senate. The administrative and the faculty Curriculum Committee co-chairs, the Academic Senate president, and the Articulation Officer attend a monthly district-wide curriculum review meeting of the District Technical Review Workgroup (DTRW). This workgroup makes recommendations to assure that the curricula of all three colleges in the district are compliant with the legal and technical elements of Title 5. Once new or substantively-revised courses have been reviewed by DTRW and any recommended changes addressed, the courses are then placed on the Governing Board agenda for approval.

II.A.1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Descriptive Summary

Curriculum development and revision begins with content experts at the department level. Such departmental review involves dialogue about why a particular course is being created, the course contents and methods of instruction, and all elements needed for completion of the Course Outline of Record (COR), Student Learning Outcomes Appendix, and the Distance Education Appendix (if applicable). Once a new or revised course is submitted to the Curriculum Committee, the committee reviews and discusses the course thoroughly. The reason a course is offered, indicated in section I.B. of the COR, indicates the community need for the course. The Curriculum Committee agenda commences with the Oxnard College Mission, maintaining members' focus on that mission during curricular review. Should departments propose a distance-education option, a task-specific Distance Education Committee evaluates the effectiveness of the proposed means of delivery. The Curriculum Committee always reviews a course's hour and unit formula to assure that the number of hours required correlates to the unit value assigned.

Furthermore, the instructional program review process, included in Program Effectiveness and Planning, assesses how programs meet the institutional mission and

uphold its integrity. (II.A-3) The Program Effectiveness and Planning Report (PEPR) requires that departments assess their programs in terms of enrollment, student success, the relationship between the courses/programs offered and the college's Educational Master Plan, the local labor market demand (for Career Technical programs only), and student demand. Thus, in addition to the curriculum approval process that requires a clear connection between the college's mission and the courses/programs that are offered, faculty reassess this connection on an annual basis through the Program Effectiveness and Planning process.

All courses – whether offered on campus, at off-campus sites, through the high school partnership program, or via distance delivery – follow the established course outline of record and are taught by instructors with the appropriate minimum qualifications, hired and evaluated through district personnel procedures as outlined in Standard III.A.

Self Evaluation

The college is at the level of “development” in terms of student learning outcomes. As noted above, slightly more than half of the courses currently approved include student learning outcomes. A smaller percentage have been assessed, although the number may be higher because the lack of a computerized reporting system has made reporting assessment results paper-intensive and inconsistent. While 88% of programs did complete a Program SLO Report form during the 2008-09 academic year, only 38.5% actually submitted an analysis of data collected. Thus far, no comprehensive assessment of institution-level SLOs has been completed, although some institution-level information is available in the program-level SLO reporting forms.

The college has processes at the departmental and institutional level to safeguard the integrity of the instructional program and to ensure the alignment of courses with the college mission. The college applies those processes regardless of location or means of delivery. At the conclusion of each academic year, the Curriculum Committee and PEPC evaluate their processes and forms in preparation for the next academic year.

Planning Agenda

By the end of Spring 2011, every program will have created a two-year assessment calendar to ensure assessment of course-level SLOs for all courses required for a degree. The implementation of eLumens software will facilitate completion of this calendar.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographic, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

In 2008 Oxnard College commissioned an environmental scan completed by an independent contractor. (II.A-4) The goal of this scan was to assess the career technical

educational needs of our community. The scan assessed the community's diversity, demographics, economic attributes, labor market demands, future labor market directions, even the number of computers being used within each zip code, among other data elements. (II.A-5) The results of this research, along with labor market data reports, internal data reports regarding student success and enrollment, and community requests, are considered in developing and maintaining programs and courses.

A Student Learning Outcomes task force, now known as the Learning Outcomes Team (LOT), was formed in Fall 2005 with the goal of understanding how to develop Student Learning Outcomes (SLOs) and to establish a process for developing SLOs at the course, program and institutional levels.

Beginning in Fall 2006, all new or revised courses submitted for Curriculum Committee approval had to develop at least one Student Learning Outcome; beginning in Fall 2007, each course was required to have two to three SLOs for each course. Completion of student learning outcomes is currently tracked at the department level as well as by the Learning Outcomes Team (LOT). The LOT maintains electronic and paper records of the SLOs that have been created, both at the course and program levels. When the two faculty coordinators are no longer funded beginning in Fall 2010, department chairs with assistance from their deans will track SLOs; the adoption of eLumen, a software program designed to facilitate the development and assessment of SLOs, will also help to mitigate the loss of the two faculty coordinators.

The college is responding to research-indicated student needs through increased attention to students' basic skills needs. The ARCC report from 2008 to 2010 indicates an increase in basic skills needs in English as a Second Language, pre-collegiate English, and pre-collegiate Math. (II.A-6) In response, the college has established a Basic Skills effort, known locally as the Transitional Studies Advisory Committee, to review these needs and take action to improve student success in these areas. Both a Basic Skills Initiative grant and a Title V grant have funded new and innovative methods for serving students' basic skills needs. Funds from these grants have also been dedicated to acquiring up-to-date teaching materials. Additionally, funds have been applied toward faculty development to support faculty in learning new teaching methods and the latest in learning theory such as brain-based learning research. (II.A-7)

An instructional lab technician has been hired part-time with Title V grant funds to support an innovative Student Success Academy for pre-collegiate math studies. Reassigned time for full-time faculty members has been provided to support development of the Basic Skills Initiative grant with the charge of coordinating faculty in the basic skills, in addition to focusing on assessment of student learning outcomes with goal-based improvement plans. A math instructor has been given reassigned time to coordinate the pre-collegiate courses in the math department and to develop a united approach among the full- and part-time faculty in these courses. The Transitional Studies Committee is tasked with tracking performance of student persistence, retention, and success rates in determining areas of focus and action. This increased attention to transitional studies supports the institution's desire to raise students' ability to participate in high-quality programs in career technical education, life-long learning,

and associate-degree and transfer-level education, consistent with the Oxnard College mission. (II.A-8)

Self Evaluation

The college is at the level of “developmental” in terms of student learning outcomes. Responsibility for ensuring the development and assessment of SLOs at the course and program levels has been inconsistent and has shifted from individual faculty coordinators to now the Learning Outcomes Team, a participatory governance committee, in conjunction with greater involvement of the division Deans and Department Chairs. Greater participation at the division and department level is expected to generate increased faculty involvement in the process. As well, the leadership role assumed by LOT will increase the dialogue and progress to be made in both the development and assessment of SLOs throughout the curriculum on all three levels.

Planning Agenda

The college will continue movement towards achieving “proficiency” of SLOs by Fall 2012.

II.A.1.b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Descriptive Summary

Regardless of delivery method, all course offerings are taught in accordance with the current course outline of record (COR). Each COR contains detailed information concerning modes of instruction, course objectives, and the reason such curriculum is offered. Thus, Curriculum Committee review assures that the institution uses delivery systems and modes of instruction compatible with the objectives of the curriculum. The Distance Education Appendix details modes of instruction, delivery systems, compatibility with course objectives, contact points, and student learning outcomes. Curriculum Committee policy requires review of the Distance Education Appendix and COR at least every five years.(II.A-9)

Oxnard College faculty members employ a variety of delivery systems and modes of instruction including face-to-face, lecture and labs, television delivery, hybrid online delivery, face-to-face classes with web components, fully distance-education delivery, and Learning Center delivery using software systems such as Rosetta Stone and Plato. (II.A-10) Many classrooms are updated with “smart technology,” meaning ceiling-mounted data projectors, computers with Internet access, televisions for viewing programs and DVDs, and the ability to play audio. By the end of the 2009-2010 academic year, 80% of classrooms on campus had been upgraded to “Smart Classrooms.” (II.A-11)

Additionally, the institution provides tutoring and learning tools to assist in student success. A Technology Committee and the Distance Education Committee link instructional faculty with technology and library staff to look at the current and future needs of our students. (II.A-12) Departments, the Curriculum Committee, the Transitional Studies Advisory Committee, the Student Success Committee, the Technology Committee, the Academic Senate, and the Deans’ Council all contribute to dialogue about current and future learning needs. This dialogue is linked through the Program Effectiveness and Planning Committee process, which in turn is linked to the Planning and Budgeting Committee process for planning and funding future instructional needs. The planning process informed the development of the Educational Master Plan, which subsequently guides future planning. (II.A-13)

The Oxnard College Strategic Plan, the Technology Plan, and program-level plans include distance education as a strategic direction for the college. (II.A-14) Distance education is also an important emphasis of the Educational Master Plan as a means to enhance student access and success. The goal is to offer distance and hybrid online/face-to-face education to meet the needs of working adults in our community and to reduce the student limitations of face-to-face meetings and time constraints, as well as physical space limitations on the campus. The college supports this strategic direction through curriculum development, faculty development, and technology support.

Between 2005 and 2010, hybrid and fully online course offerings have increased significantly. Oxnard College now offers a fully online IGETC program. Up to 70 % of some business programs as well as most of an anthropology degree can be achieved online. (II.A.15) Online delivery is increasing each semester as the student base continues to show interest in this method of delivery and instructors become increasingly interested in offering online education. (II.A-16) The district has recently moved from Blackboard to Desire2Learn as its online learning management platform. This transition has provided an opportunity both to train current online faculty in the new software and to encourage additional faculty members to consider online instruction. The result is even more dialogue about what the nature of online education at Oxnard College should become. It has also stimulated dialogue about potential online services. (II.A-12)

Many entities at the college contribute to the effort to ensure the efficacy of online courses currently being offered and those in development. The Curriculum Committee reviews distance education as a part of the regular course approval process. The Distance Education Committee is charged with reviewing each Distance Education Appendix submitted as part of the course approval process and reporting its approval or concerns back to the Curriculum Committee as part of the overall curriculum approval process. This detailed appendix is a requirement for any course being offered in a distance education format. Faculty development includes training on distance education platforms, the development of distance education classrooms, and education on teaching the distance-education student. (II.A-17) The librarians are also actively involved in the development of distance-education resources. Currently, the librarians offer orientation tutorials and online resources for the online student. The college technology services department supports distance education as a part of the technology plan. A district-wide distance learning task force has been created specifically to address distance-education issues. In addition, an instructional technologist has been hired to provide support for distance education and other technology needs for instruction at the college.

Additional formats such as podcasting, video streaming, and other multi-media venues are also being explored by faculty with assistance from the college technology services department.

With the increase in online education delivery, the institution is increasing its scrutiny of student success in this area. As part of its larger charge, the Student Success Committee reviews the effectiveness of online and hybrid learning to determine the effect on students' success and readiness to move forward in their chosen educational pursuits. The District Distance Education Committee has been established, and the newly formed college Distance Education Committee is beginning to expand its dialogue to include not only review and approval of the Distance Education Appendices but also the strategic considerations of online and hybrid courses. Both of these groups review and identify the effectiveness of the technology platform for online delivery, in addition to reviewing and creating faculty development training for online course delivery access.

In addition to distance education, various scheduling formats and locations are used to support student access, such as short-term, late-start, off-site (high school campuses, the Marine Center and Leisure Village) locations, Saturday courses, and a Program for Accelerated College Education (PACE) which offers the working adult several educational pathways with a 9-week accelerated course offering that generally meets one night per week and again on Saturdays. Courses are offered in a schedule that begins as early as 6:30 a.m. and runs to as late as 10 p.m.

Self Evaluation

The college meets this standard. Online instruction is meeting students' needs as evidenced by an increase in student enrollment in online instruction from 361 students in Fall 2006 to 1553 students in Spring 2010. However, as the college ventures further into online education, the learning and teaching needs of online students and faculty require ongoing attention. As noted above, the college Distance Education Committee has expanded its charge to include a broader discussion of online and hybrid courses. While not clearly their responsibility, the discussion has also included the need for greater online tutoring, counseling and student services. Student Services and the Learning Resources Center staff and faculty are also engaged in this dialogue. A new online advising software, Agilegrad, is being piloted in Fall 2010 to address some of these concerns. A similar effort is required to address online tutoring needs.

As part of its review of the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010), the Academic Senate and the committees that report to it reviewed their charges, roles and membership. This dialogue resulted in an expanded role for the Distance Education Committee. Ongoing dialogue must involve a discussion of what role the Professional Development Committee should play relative to facilitating online faculty development, and potential connections between the Professional Development Committee and the Student Success Committee. (II.A-2)

Various groups are discussing online student retention and success concerns and developing improvement strategies. Some of these strategies include improved on-ground training to orient students to online delivery, enhanced online orientations and matriculation services, online tutoring, faculty development, and enhanced multimedia, library resources, and technology support. (II.A-18)

Planning Agenda

Through its participatory decision-making structure, the college will conduct a holistic review of online instruction and services.

II.A.1.c. *The institution identifies student-learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Descriptive Summary

Student learning outcomes (SLOs) are expected for all instructional programs that culminate in a certificate or a degree. The integrity of each program offered at the

college begins with faculty review at the course level and, in 2009-10, involved the careful review of all proposed student learning outcomes by two faculty coordinators and the Learning Outcomes Team (LOT). As of Fall 2010, LOT will play a major role in shaping the college's SLO process, but actual review of SLOs submitted by individual faculty will be conducted by the department chairs working with the division dean. Use of the eLumen software tool will facilitate faculty development and assessment of SLOs, in part because it is a remotely accessible web-based system, and in part because it provides a great deal of data that faculty can evaluate as part of ongoing assessment dialogue. Student learning outcomes are expected to be clearly linked to course objectives. The assessments of each course are expected to include how the course SLOs map to the program level SLOs. Program outcomes, in turn, are related to the institutional-level student learning outcomes. In Spring 2005, the Academic Senate adopted institutional-level student learning outcomes as benchmarks for achievement of the institutional mission. (II.A-19) The institution-level SLOs will be reviewed and refined (if necessary) in the 2010-2011 academic year.

Each new or revised course must include a minimum of two student learning outcomes. When a course is submitted to the Curriculum Committee, the course SLOs must also be mapped to program SLOs, which are mapped to the institutional SLOs. The SLO Appendix includes the method of assessing achievement of each SLO. Faculty members discuss and provide assessment data according to a timeline provided by LOT. Since 2006, SLO training has been a routine part of Flex Day activities to train both full-time and part-time faculty in developing and assessing SLOs. (II.A-17)

Hundreds of hours have been spent assisting faculty in both developing and assessing student learning outcomes at all levels as well as in collecting appropriate data for review and analysis. In 2009-10, the SLO Coordinators offered one-on-one collegial consultation for SLOs at the course level, while at the program level, department chairs, deans, and SLO Coordinators met to discuss the process of student learning outcomes identification and assessment. All of this dialogue has as its purpose the continuous improvement of student learning.

Self Evaluation

The college is at the level of "development" on this standard. While the majority of courses being offered have SLOs, at least to 40% of courses do not include SLOs. The Learning Outcomes Team meets twice per month to discuss institutional progress with student learning outcomes and to fine-tune both the process for developing student learning outcomes and for assessing them. After experimenting with various SLO development and reporting formats that proved less than successful, a standardized format that faculty understood was developed. (II.A-20)

Currently, the college has yet to systematically apply assessment results to guide improvements in courses and programs. However, the college will have created the necessary infrastructure to do so within the next academic year. The ways in which faculty members assess SLOs does not appear to be consistent. One challenge is developing consistent and empirical methods of reporting data appropriate to a variety of disciplines and instructional methods. Another challenge has been prior expectations

that faculty assess every course, every semester which was neither possible nor designed to produce thoughtful analysis of the data collected. The focus of the coming academic year will be the development of a realistic assessment calendar for all course, program and institution SLOs in order to meet proficiency by 2012.

With the support of a STEM grant, the college recently purchased eLumen, an automated database program to facilitate SLO development, assessment and reporting. A small group of Science, Math and other interested faculty will pilot use of eLumen during the 2010-2011 academic year. Space has already been set aside in the newly renovated Faculty Resource Center to house student learning outcomes data and to provide a place for faculty to meet and/or seek help with the development of SLOs. With dedicated space, the necessary tools such as eLumen, and support from LOT, the department chairs and the division deans, Oxnard College will achieve the proficiency level by 2012.

Assessment cycles for each course include a target for assessing the SLOs, evaluating the data, and then making the necessary adjustments to complete the assessment-improvement cycle. In many cases, a four-semester schedule will allow programs to identify the order in which to assess courses. Throughout this effort, faculty will pay particular attention to continuous quality improvement through analysis of assessment data. Departments will begin identifying assessment cycles in Fall 2010. Program and institutional SLOs are not static and will be revisited within five-year cycles.

Much of the success of the college's mastery of the SLO processes will depend on maintaining consistent processes and providing adequate training, coordination, and support for those processes.

Planning Agenda

- 1) eLumen will be piloted in 2010-2011.
- 2) Department Chairs and division Deans will take the lead in completing the development of SLOs with help from the Office of Student Learning.
- 3) LOT will develop a plan – to include training, coordination, and support - to achieve college-wide proficiency with student learning outcomes by 2012.
- 4) LOT will be engaged with the use of eLumen to facilitate faculty development and assessment of student learning outcomes. Aided by division Deans and Department Chairs, LOT will facilitate the development of an assessment calendar for all courses currently being offered and/or revised for degree completion.

II.A.2. The institution assures the quality and improvement of all instructional programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Instructional programs are evaluated through the Program Effectiveness Planning process, which began in 2006 and has been refined every year since. Membership in the Program Effectiveness and Planning Committee (PEPC) is determined by mutual agreement by authority of the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). The faculty have a key role in this process. Integral to the PEPC process beginning in 2008-2009 was the identification of student learning outcomes at the course level. By 2009-2010, the PEPC process included evaluation of student learning outcome (SLO) assessments, although the focus of the dialogue centered on completion of the assessments rather than analysis of the data. Discipline faculty members are responsible for identifying course- and program-level student learning outcomes and their assessment.

The curriculum, SLO, and program review processes are regularly modified as a matter of continuous quality improvement.

Because the Curriculum Committee, LOT, and PEPC are all participatory-governance bodies as determined by the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010), faculty are primarily responsible in these processes for assuring the quality of curriculum, student learning outcomes, and program review. The Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) was most recently updated in Spring 2010. (II.A-2)

Each program in the Career and Technical Education Division (CTE) holds at least one Advisory Committee meeting per year to gain input from the local business or industry community. Program content is reviewed by all committee members at each meeting, and local business leaders are asked to give updates on employment trends and to identify new skills or curriculum needed for current or future employees. This input provides CTE programs with invaluable guidance in terms of what curriculum changes might be needed to make their graduates competitive in the job market after graduation and to provide ongoing skills improvement to working individuals. (II.A-21)

In the past, Oxnard College hosted several economic development programs that delivered short-term and specialized contract training to the local business community and at the nearby naval base. In 2009-10, however, the Economic Development program was made a district-wide initiative and moved to another location. The only portion of this initiative that remains at Oxnard College is a small program offered through the Business Department to civilian employees at the naval base.

The college's community services offerings are limited almost exclusively to traffic school courses, which are offered in both English and Spanish by certified instructors.

Oxnard College does not currently offer any study-abroad courses and it no longer has an international student program.

As discussed above, quality in the delivery of all courses – whether offered on campus, at off-campus sites, through the high-school partnership program, or via distance delivery – is assured by the instructors' following the established course outline of

record. All courses are taught by instructors with the appropriate minimum qualifications, hired and evaluated through district personnel procedures as outlined in Standard III.A.

Self Evaluation

The college meets this standard through the established Program Effectiveness and Planning process and through its efforts to achieve proficiency in student learning outcomes. Continuity in the curriculum development and review process for the past five years has been provided by the faculty co-chair of the Curriculum Committee, who has served throughout that period. Two technical reviewers have supported curricular improvement as well. Furthermore, a full-time Articulation Officer was hired in 2008 which greatly enhanced the quality of the curriculum review process. At the end of each academic year, the Curriculum Committee reviews its forms and processes and makes changes accordingly. (II.A-22) An extensive Curriculum Handbook was created and approved in 2005-2006 and an updated and improved Handbook was created and approved in 2009-2010, reflecting ongoing improvements in the curriculum development and approval process. (II.A-9)

The process of establishing student learning outcome plans began in 2005-2006. Initially, one SLO Coordinator, working closely with the institutional researcher and the curriculum co-chair, established both short- and long-term plans and goals. However, with the exit of that institutional researcher in fall of 2006 and the election of the SLO Coordinator to the Academic Senate Presidency beginning in June of 2007, consistent leadership was a challenge. In order to provide more consistent direction, two SLO Coordinators were identified and began working closely together beginning in 2009-2010; since then, clarified plans, processes, and deadlines have been established. Faculty have responded well to this concentration of effort and resources (e.g., reassigned time for the SLO Coordinator positions), and in 2009-10, progress occurred at a steady pace along with consistent improvements to processes. In 2010-2011, the college will have no SLO coordinators with reassigned time. Instead, the Learning Outcomes Team will work closely with Department Chairs and division Deans in overseeing student learning outcomes development and assessment. This effort will also include the implementation of eLumen software.

The college has completed its fourth consecutive year of instructional program review through the PEPC process. With each iteration of the process, improvements have been achieved and review templates refined. The data provided to reviewers has steadily become more specific and tailored to the needs of each program. The process itself has become more efficient. The results of these efforts are that programs identified for improvement or additional support are receiving clearer guidance from the PEPC process and thus have greater potential for improvement. (II.A-23)

Planning Agenda

- 1) eLumen will be piloted in 2010-2011.
- 2) Department Chairs and division Deans will take the lead in completing the development of SLOs with help from the Office of Student Learning.

- 3) LOT will develop a plan – to include training, coordination, and support - to achieve college-wide proficiency with student learning outcomes by 2012.
- 4) LOT will be engaged with the use of eLumen to facilitate faculty development and assessment of student learning outcomes. Aided by division Deans and Department Chairs, LOT will facilitate the development of an assessment calendar for all courses currently being offered and/or revised for degree completion.

II.A.2.a *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

Descriptive Summary

The curriculum, SLO, and program review processes are constantly being improved as a matter of continuous quality improvement. Continuity in the curriculum development and review process for the past five years has been provided by the faculty co-chair of the Curriculum Committee, who has served throughout that period. Two faculty technical reviewers have supported curricular improvement as well. Furthermore, a full-time faculty Articulation Officer was hired in 2008 which greatly enhanced the quality of the curriculum review process. At the end of each academic year, the Curriculum Committee reviews its forms and processes and makes changes accordingly. (A-22) An extensive Curriculum Handbook was created and approved in 2005-2006 and an updated and improved Handbook was created and approved in 2009-2010, reflecting ongoing improvements in the curriculum development and approval process. (II.A-9)

The curriculum review process begins with discipline faculty and requires departmental review to ensure quality of course content. The curriculum documents are then submitted to the formal curriculum review process beginning with technical review, articulation review, Distance Education Appendix review, and Student Learning Outcome Appendix review. Once the course author receives and responds to these reviews, the documents move to first reading by the entire Curriculum Committee, which consists primarily of faculty. Comments are given to the faculty course author, who responds as appropriate. If the course is new or substantively-revised, it is reviewed by the District Technical Review Workgroup (DTRW) for compliance with legal and technical issues. DTRW may also make non-binding recommendations regarding course content. The author and/or department modify the curriculum when appropriate in response to DTRW technical recommendations. The course then undergoes second reading by the Curriculum Committee. Following second reading approval, a new or substantively-revised course is placed on the agenda for Governing Board approval. All courses must undergo review at least every five years.

Curriculum development and all that it entails is recognized as a faculty responsibility at Oxnard College. Curriculum Committee membership is defined in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) and consists predominantly of faculty members. All curriculum is written and presented by faculty

members. The Executive Vice President co-chairs the Curriculum Committee as a non-voting member; one administrator is designated as a voting member of the committee.

Course and program effectiveness is discussed at the department level and, for CTE programs, also through Advisory Committee meetings. Program evaluation occurs through the Program Effectiveness and Planning process, which is currently completed on an annual basis. (II.A-3) Advisory Committee meetings are led by discipline faculty, and the Program Effectiveness and Planning Committee is co-chaired by the President of the Academic Senate and the Executive Vice President. In all instances, the primacy of the faculty in determining the curriculum, evaluating it, and improving it is evident. Division deans play a key role in facilitating the work of the faculty, but the curriculum work itself is completed by the faculty.

Instructional student learning outcome development, assessment, and review is conducted by instructors and in 2009-10 was coordinated by two faculty members on partial release, in conjunction with the Learning Outcomes Team (LOT).

Self Evaluation

Through its established faculty-driven procedures for curriculum development and review, delivery, and evaluation, the college meets this standard.

Planning Agenda

None

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

As noted in II.A.2.a, the faculty are fully responsible for the development of curriculum. This curriculum development includes establishing course content with the appropriate level – basic skills, freshman or sophomore. Establishing the appropriate course level includes identifying course sequencing to facilitate student progress toward completing general education, a certificate or a degree. External advisory committees play an important role in helping Career Technical Education (CTE) faculty identify the most relevant curriculum for students seeking jobs in a particular industry. (II.A-21) Similarly, articulation agreements serve as important guides for faculty in the liberal arts and sciences in their curriculum development process.

As with the development of curriculum within the CTE areas, advisory committees can be utilized to help faculty identify requisite skill sets for employment after graduation. These skill sets provide invaluable information to faculty in development of course- and program-level student learning outcomes.

Self Evaluation

The college is at the level of “development” on this standard. As described in II.A.1.c., the development, assessment, review, and reporting of student learning outcomes for courses and programs is a faculty responsibility conducted at the classroom and discipline-faculty level. Over the past few years, faculty have been instructed to collect data for all established course-level SLOs every semester. Beginning in Fall 2010, LOT, in conjunction with the Department Chairs and division Deans, will help classroom faculty to develop a 4-semester assessment cycle for all courses. Creating the assessment cycle will help to facilitate data collection and assessment with an eye towards course and program improvement.

Planning Agenda

The college will continue its efforts to achieve “proficiency” in the development and assessment of student learning outcomes, and where appropriate, draw upon relevant advisory committee input.

II.A.2.c *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

All instructional programs are periodically reviewed by faculty beginning at the departmental level through the PEPC process. Each certificate or degree pattern is assessed for appropriate breadth, depth, rigor, sequencing, and time to completion. New and revised degree patterns are reviewed and approved by the college Curriculum Committee, with technical advice provided as necessary by the District Technical Review Workgroup (DTRW). The course content, sequencing, and level of rigor are closely reviewed as is the designation of instructional discipline(s) for each course, determining the minimum qualifications for faculty who teach the course. The student learning outcomes for each course within a degree pattern are also scrutinized from the beginning of the process.

Degree patterns are reviewed at the discipline level, with changes as necessary resulting from mandatory course review. Programs are reviewed annually through the Program Effectiveness and Planning Committee process. Course sequences are reviewed each semester as schedules are developed to meet time to completion and, to the extent possible with drastically declining budgets, student demand. Detailed review, cyclical course offerings, and special consideration for advanced courses with fewer students are part of schedule review each semester. The Agreement Between the Ventura County Community College District and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO delineates specific criteria for maintaining certain courses with enrollments below the contractual minimum of 15 students (Article 6.3). (II.A-24) Course and program depth, rigor, and appropriate breadth are assured through review by the Curriculum Committee. High quality instruction is promoted by the faculty evaluation process as well as through assessment of student learning outcomes and the PEPC process.

Self Evaluation

The college meets this standard because processes are in place and implemented on a routine cycle to monitor high-quality instruction and the appropriate breadth, depth, rigor, sequencing, and time to completion of courses. For example, the faculty efforts to ensure the depth and rigor of its programs is embodied in recent activities monitored by the Transitional Studies Advisory Committee in guiding alignment efforts conducted in Mathematics, English composition, reading, and ESL course sequences. On August 13, 2009, a majority of part- and full-time composition instructors, as well as ESL writing instructors, participated in an analysis of entry-skills and exit-skills from one course in the writing sequence to the next. In addition, a practical exercise involving the assessment of course-level student learning outcomes occurred. As a result of this activity, some course-level student learning outcomes were rewritten and a healthy dialogue ensued about proper alignment of entry and exit skills throughout the composition and ESL course sequences. In fall of 2009, the ESL full- and part-time faculty met to further scrutinize course outlines for alignment in the ESL course sequences. In November of 2009, a similar alignment activity occurred as a follow-up and refinement of reading, composition, and ESL course sequencing. (II.A-8) The Transitional Studies Advisory Committee also includes a math faculty member with reassigned time to focus on basic skills; this individual coordinates similar alignment activities with Math Department faculty. (II.A-25)

The above-described activities exemplify faculty and administrative efforts to ensure high-quality instruction, appropriate depth, breadth, and rigor, sequencing, and time to completion. Ultimately, synthesis of learning with the college's instructional programs will be attained through the development and assessment of course-level and program-level SLOs. As well, course-level SLOs are also required for all courses in order to meet this standard completely.

Planning Agenda

As noted elsewhere, the college will continue progress towards achieving "proficiency" through the LOT Committee, in conjunction with division Deans and Department Chairs. A four-semester assessment calendar for all courses will be developed by the end of Spring 2011.

II.A.2.d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Descriptive Summary

As previously stated in II.A.1.b., Oxnard College faculty members employ a variety of delivery systems and modes of instruction including face-to-face, lecture and labs, television delivery, hybrid online delivery, face-to-face classes with web components, fully distance-education delivery, and Learning Center delivery using software systems such as Rosetta Stone and Plato. Many classrooms are updated with "smart technology," meaning ceiling-mounted data projectors, computers with Internet access, televisions for showing cable shows and DVDs, and the ability to play audio. By the end

of the 2009-2010 academic year, 80% of classrooms on campus had been upgraded to “Smart Classrooms.” (II.A-11)) Additionally, the institution provides tutoring and learning tools to assist in student success. A Technology Committee and the Distance Education Committee link instructional faculty with technology and library staff to look at the current and future needs of our students. (II.A-12)

This increased variety of delivery modes and venues deliberately addresses student access issues as well as providing multiple means of delivery to accommodate diverse learning needs and styles. (Educational accommodations for students with educational needs due to documented learning disabilities are addressed in Standard IIB.)

The college offers late-start, open-entry/open-exit, short-term, and accelerated sections in order to address various learning styles and needs. Examples of varied delivery include the Math Success Academy, English and ESL 30 skills courses offered through the Learning Center, and courses in Elementary Spanish and Elementary Japanese offered in traditional as well as decelerated modes.

Self Evaluation

The college meets this standard. The majority of classrooms are equipped with state-of-the-art technology which provides faculty with a wide range of instructional resources. Flex day workshops have addressed different learning styles. As well, one charge of the Student Success Committee is to evaluate student retention and success. The committee’s monthly meetings have included faculty presentations on different learning modalities in addition to review of success and completion data in traditional and online classes.

Planning Agenda

None

II.A.2.e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Descriptive Summary

As described in the general introductions to Standard II.A., and to Standard II.A.2, and in Standard II.A.2.a., several college entities evaluate courses and programs to ensure appropriateness and relevancy. Primary among these is the Program Effectiveness and Planning Committee (PEPC). Each instructional program completes a comprehensive Program Effectiveness and Planning Review (PEPR) that includes analysis of data such as student enrollment, discipline WSCH/FTEF, student success rates, labor demand (CTE only), and whether there is sufficient demand for the program. This review also requires departments to assess whether all courses currently being offered have updated their course outlines of record and whether student learning outcomes have been developed, discussed, scheduled for assessment and reported out. Finally, departments are required to report on whether their programs reflect the current Educational Master Plan and whether their course SLOs have been properly mapped to

their program SLOs and then mapped to the institutional SLOs. In other words, the annual program effectiveness review process allows departments to evaluate their courses and programs on both quantitative and qualitative criteria and to identify current and future needs. (II.A-23)

The last part of this process involves prioritizing resource requests from the program planning element of the PEPC process. A key outcome of PEPC review is to identify program strengths and weaknesses and to determine where additional resources are required to meet program goals, in fulfillment of the college's mission. (II.A-23) The PEP Committee dedicates specific meetings each year to reviewing the completed PEPRs and then 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 Committee (PBC). (II.A-26) 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.

Self Evaluation

The college meets this standard because processes are in place and implemented on a routine cycle to evaluate courses and programs. An example of how this program review process links to institutional planning is a change in the way the Computer Information Systems department offers the Office Occupations Program. Until the last program review cycle, Office Occupations was offered as a 14-unit program, with one course comprising 12 units. The course had high enrollment but very low retention due to many students unable to complete even half of the course. To increase student retention, which was raised as a concern during the program review process, the department divided the course into its component parts – all of which were already approved as separate courses – to allow students the opportunity to sign up for only the number of units they felt able to complete in a single semester.

In the 2009-2010 program review cycle, a recommended change included making sure that the outcome of the resource request process in March would be reported back to both PEPC and the Student Services Leadership team in April and May, addressing concerns from prior years that reflected a gap in the feedback loop between the program effectiveness reviews, resource requests and subsequent recommendations to the President, and ultimate dispensation of those requests and recommendations. (II.A-3), (II.A-27)

Planning Agenda

None

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

As part of the course proposal and revision process, faculty complete the course SLO appendix, identifying a minimum of two student learning outcomes and defining the assessments of student achievement of those outcomes. By the end of the 2009-10 academic year, all courses required for a degree were expected to have a current course SLO Appendix on file, although not all programs complied with this timeframe. Each department with course SLOs already established were to analyze the course SLO data and summarize the results of their data by the end of the 2009-10 academic year. Included in this analysis is consideration of how students' success at the course level reflects upon program-level SLOs as well as consideration of modifications in instruction to improve student success in achieving learning outcomes when indicated. Completion of both course and program level SLOs are components of the Planning and Program Effectiveness Report (PEPR) which is completed each year.

Self Evaluation

The college is at the level of "development" according to the ACCJC rubric for evaluating institutional effectiveness for student learning outcomes. While the identification of student learning outcomes at the course level is in progress, with the majority departments compliant with much of their curriculum, the assessment piece of the process is still in development. Many faculty members are able to assess their SLOs at the section level, but cataloging that information and then drawing upon it at the course and program levels is still being learned. While this information is required as part of the program review process, lack of compliance has not negatively impacted programs or departments. As part of the PEPC and resource allocation process, greater emphasis should be placed on the connection between assessment of SLOs and evaluation of program effectiveness.

Planning Agenda

Absent faculty coordinators for SLOs, the newly formed participatory-governance LOT committee, working in conjunction with division Deans and Department Chairs, will provide the needed structure to move to the "proficiency" level. The Learning Outcomes Team will continue to refine and facilitate development and assessment of Student Learning Outcomes at the section, course, and program levels.

This effort will be facilitated by the implementation of eLumen software which will help faculty to develop an assessment calendar for course and program level SLOs. Stronger linkage to the program review process will also enhance the assessment of all aspects on instruction.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Very few departments at Oxnard College administer common exams as a way to measure student learning. In Spring 2010, the Math department planned to administer a common assessment for both Math R009 (Basic Math) and Math R010 (Pre-Algebra) in an effort to collect consistent data for assessing student learning outcomes. The use of these common assessments in assigning student grades, however, was to be left to individual instructor discretion. (II.A-25)

In the Career Technical Education areas, the only common exams are the Serve-Safe exam used in the Culinary Arts and Restaurant Management program (CRM), and the SP2 safety exam that most Automotive Technology programs use. In both cases, the purpose of the exams is to certify that all students working in the various labs meet externally-validated safety standards. In the case of CRM, this type of certification is required by the local health department because the students prepare food which is sold or served to people outside of the program.

In each circumstance, the purpose of the common exams is to ensure a basic level of knowledge or skill consistent with the course's stated learning outcomes.

Self Evaluation

The college meets this standard. The Math department has been funded by the Transitional Studies Advisory Committee to develop common exams for developmental math courses as part of the effort to promote student success in basic skills courses. Research is being conducted to ensure that all students in the developmental Math courses completing one course and moving to the next course possess common skills that will properly prepare them for the next level of math. This is also facilitating department evaluation of student learning outcomes. In an effort to ensure consistency and objectivity, all questions agreed upon for the common final exams utilize the same vocabulary and math problem construction as the common textbook used in all sections. Additionally, great care is taken to ensure that the questions match the course objectives.

Planning Agenda

None

II.A.2.h. *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Descriptive Summary

As described in II.A.1, the Curriculum Committee is charged with approving all courses at the college. Part of this process includes requiring that all new and revised courses include at least two student learning outcomes which derive from or are related to the course objectives upon which students are graded.

In addition to the inclusion of Student Learning Outcomes, the Curriculum Committee assures that the content, rigor, and contact hours for each course approved meet Title 5 requirements. Included in this review is the number of hours a course meets, course objectives, methods of instruction, methods of evaluation, and the type(s) of reading and supplemental material(s) required for each course.

Self Evaluation

The college meets this standard because credit is awarded based on student achievement of stated student learning outcomes and credits awarded are consistent with the standards set forth for California Community Colleges.

Planning Agenda

None

II.A.2.i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Descriptive Summary

All degree programs offered at Oxnard College are required to have program-level student learning outcomes. In spring of 2008, academic programs were defined as a sequence of courses that lead to a degree, and these programs were required to identify their program SLOs. These program SLOs were then mapped to the Institutional SLOs (ISLOs).

One element of the Program Effectiveness and Planning Review process includes an evaluation of a program's status regarding SLOs. Specifically, the Program Effectiveness and Planning Report (PEPR) requires that each program assess the following: the progress on analyzing the course SLO data and summarizing the results in terms of the program-level SLOs, and the progress on assessing the program SLOs in relation to Institutional SLOs. This, in conjunction with the rigorous curriculum approval process, guarantees that appropriate attention is paid to both the development and assessment of program-level SLOs for the awarding of certificates and degrees.

Self Evaluation

The college is at the level of "development" according to the ACCJC rubric for evaluating institutional effectiveness for student learning outcomes. For the 2008-09 and 2009-10 academic years, all active programs were required to complete the program SLO process. All but one program has identified its program SLO. In the 2008-09 academic year, 4 of the 26 academic programs analyzed their course SLO data, summarized the results and reflected upon what those results meant for their Program SLOs; at the outset of the 2009-10 academic year, 21 of the 26 academic programs had completed this process. It is expected that for the 2010-2011 academic year, all 26 academic programs will engage in this process. For SLO purposes, Transitional Studies and General Education are being defined as programs. Due to the recency of the

process, the data for the 2008-09 year were weak, but as faculty have continued to work with student learning outcomes, they have become more familiar with the process.

Currently, the timing of the Program Effectiveness and Planning Review process is not coordinated with the SLO program assessment process, so it is unclear as to whether the PEPR reflects the most recent data and needs of the program.

Planning Agenda

The Learning Outcomes Team, in conjunction with division Deans and Department Chairs, will facilitate an assessment of program-level SLOs by the end of the 2010-11 academic year. This effort will include the implementation of eLumens software. The Learning Outcomes Team will propose to the Program Effectiveness and Planning Committee that beginning with the 2010-11 academic year, Program SLO reports be coordinated with and included in the Program Effectiveness Planning review cycle.

II.A.3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

Oxnard College requires all students pursuing an associate degree, whether in academic or career technical areas, to complete the college's general education pattern. The philosophy of and rationale for the Oxnard College General Education pattern was developed by faculty and reflects a broad vision of education and states, in part:

“General education is an essential part of the curriculum at Oxnard College. A rich variety of general education courses is arranged under the headings of Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Physical Education and Health, and Ethnic/Women’s studies. Each of these areas of study represents a distinctive process of learning developed by scholars using their discipline’s accepted methods of research.”

Furthermore, the faculty state in the section of the catalog devoted to the college's philosophy that:

“Oxnard College is dedicated to the philosophy of providing educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global awareness. We recognize that the process of education is a process of exploration that depends upon mutual responsibility.”

In addition, the college's philosophy statement relates the importance of an educational “environment that stimulates intellectual curiosity, nurtures learning, and develops an understanding of society and how individuals can influence its workings.” (II.A-1)

Intrinsic to and evident in the college's philosophy of education is the importance of the educational process as a transformative experience and the recognition that Oxnard College provides a sufficient variety of educational options to meet the transfer, career and personal development goals of all students.

Students pursuing an associate degree in a specific major, whether in an academic or career technical program, must complete the college's general education requirements while students pursuing the General Studies degree also have the option of completing either the CSU GE-Breadth pattern or IGETC in addition to local requirements in preparation for transfer.

The General Education Subcommittee of the Curriculum Committee, comprised of the articulation officer, who serves as chair; five faculty Curriculum Committee members, including the co-chair of the Curriculum Committee; and a dean, review and recommend placement of all new courses within the general education pattern. The GE Subcommittee reviews the course's student learning outcomes and course outline to see if the course belongs in the proposed category. Then, the course is reviewed to see if it also meets the intent of general education. (California Code of Regulations Title 5, section 55061) The course is further scrutinized to see if it meets the standards for the GE section proposed (for GE areas A-D) based on Title 5. (California Code of Regulations, Title 5, section 55063)

Self Evaluation

The college meets this standard because the catalog includes a general education pattern that is based on a clearly-stated philosophy. The General Education Subcommittee also reviews each course and related appendices including student learning outcomes prior to inclusion as a general education course.

Planning Agenda

None

II.A.3.a. *General education has comprehensive learning outcomes for the students who complete it, including . . . [a]n understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

Descriptive Summary

The inclusion of the humanities and fine arts, the natural sciences, and the social sciences in Oxnard College's general education (GE) pattern relates to Title 5 and CSU-GE and IGETC patterns and is correlated with the institutional Student Learning Outcomes/Core Competencies identified by the faculty of the college. These GE areas cross over the six identified Institutional SLOs of the college. (II.A-1)

The humanities and fine arts are represented in Area C of the college's general education requirements. Students are required to complete a total of six units within this area, with one course specifically from the fine arts (art, English, music,

communication, TV) and one course from other humanities areas (English, history, interdisciplinary studies, foreign languages, philosophy, communication, TV).

Area A of the college's general education requirements pertains to the natural sciences. Students must complete one course within the biological sciences (anatomy, anthropology, biology, environmental studies, microbiology, marine studies, physiology, psychology) and one course within the physical sciences (astronomy, chemistry, geography, geology, marine studies, physical science, physics).

Finally, Area B of the college's GE pattern includes the social and behavioral sciences, which requires a total of six units. One course must be completed in the American History/Institutions category which may be satisfied with an Asian American studies, Chicano studies, history or political science course. The other course in this area may be satisfied from any of a number of social sciences areas (Asian American studies, African American studies, anthropology, business, child development, Chicano studies, economics, education, geography, history, interdisciplinary studies, philosophy, political science, psychology, sociology, TV).

An additional requirement, Area F for General Studies majors, also reflects the college's and district's dedication to major areas of knowledge. Entitled Women's Studies/Ethnic Studies, this requirement builds upon the information and competencies gleaned in the preceding areas. Students may take courses from a wide variety of disciplines to meet this requirement. (II.A-1)

Self Evaluation

The college is at the "development" level of this standard because the general education pattern includes an understanding of the basic content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences and the social sciences. However, program-level SLOs have not been fully developed for each area of General Education.

Planning Agenda

The General Education Subcommittee of the Curriculum Committee will complete development of SLOs for each area within the general education pattern and develop an assessment cycle. The program-level SLOs will be mapped with the institutional SLOs and assessed accordingly.

II.A.3.b. *General education has comprehensive learning outcomes for the students who complete it, including . . . [a] capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

Descriptive Summary

The core competencies articulated in both the college's philosophy of education and the college's institutional SLOs reflect the desire for all students to exit the college as productive individuals and life-long learners.

The Institutional SLOs for Oxnard College include the following:

- I. Communication
- II. Critical Thinking and Information Competency
- III. Creative Expression
- IV. Global Awareness
- V. Civic Responsibility and Social Interaction
- VI. Life Skills

All six of these Institutional SLOs are incorporated throughout the college's curriculum. A student who completes the general education pattern for the college has completed coursework addressing all of six of these. In addition to the GE areas described in II.A.3.a., the Oxnard College and VCCCD GE pattern also requires students to complete Area D: Language and Rationality and Area E: Physical Education and Health.

To fulfill Area D, a student must complete English 101, the transfer-level English composition course, which also meets the English Competency requirement. A student must also choose a minimum three-unit course that satisfies the Communication/Analytic Thinking requirement. This requirement may be satisfied from a broad spectrum of disciplines (anthropology, business, communication, English, interdisciplinary studies, math, personal growth, philosophy, psychology, TV)

Area E, Physical Education and Health, requires one course from health education and any physical education course. Physical health is a key component of being a productive individual, and inclusion of health and PE in the GE pattern reflects the college's and district's philosophy that an educational process develops both the mind and body.

Self Evaluation

The college is at the "development" level of this standard because the general education pattern requires students who complete it to have the capability to be a productive individual and life-long learner with skills that include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. However, program-level SLOs have not been fully developed for each area of General Education.

Planning Agenda

The General Education Subcommittee of the Curriculum Committee will complete development of SLOs for each area within the general education pattern and develop

an assessment cycle. The program-level SLOs will be mapped to the institutional SLOs and assessed accordingly.

II.A.3.c. *General education has comprehensive learning outcomes for the students who complete it, including . . . [a] recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

As evidenced in the Descriptive Summary for both II.A.3.a. and II.A.3.b., both the institutional student learning outcomes and the general education requirements for associate degrees at Oxnard College are comprehensive. Included in the requirements are courses that specifically help students understand what it means to be an ethical human being and effective citizen. Students are required to complete courses in the humanities, fine arts and social and behavioral sciences that lead to these attributes and are required to complete a course in Women's Studies/Ethnic Studies. Students have a variety of classes from which to choose in most categories.

Self Evaluation

The college is at the "development" level of this standard because the general education pattern includes the requirement that students develop recognition of what it means to be an ethical human being and effective citizen with qualities that include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. However, program-level SLOs have not been fully developed for each area of General Education.

Planning Agenda

The General Education Subcommittee of the Curriculum Committee will complete development of SLOs for each area within the general education pattern and develop an assessment cycle. The program-level SLOs will be mapped with the institutional SLOs and assessed accordingly.

II.A.4. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Descriptive Summary

Associate degrees at Oxnard College are awarded in 38 academic and career-technical programs. All degree programs have either a major, or in the case of the General Studies degree, an area of emphasis, in keeping with Title 5 regulations. Students choosing to complete the General Studies degree with an area of emphasis may choose from patterns that either allow for a broad, interdisciplinary degree, or those that allow for pre-major course selection in preparation for transfer.

Self Evaluation

The college meets this standard.

Planning Agenda

None

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

The Career and Technical Education programs at Oxnard College are closely connected to their Advisory Committees, the membership of which comes from the local business community. Through annual Advisory Committee meetings, each CTE program is able to review its curriculum with the members, inquire about job trends and availability in the local service area, and to solicit feedback on the performance of recent graduates. That information, in conjunction with licensure passage rates on relevant licensing exams, indicates where the programs are currently meeting standards and where changes may be required. (II.A-21)

The following programs lead to certifications and/or licensing exams:

- Automotive Repair – 5 ASE certifications are available.
- Automotive Technology – 5 ASE certifications are available.
- Dental Hygiene
- Emergency Medical Technician (EMT)
- Fire Academy – 11 state certifications are available.

The college does not maintain records of how many students successfully achieve the ASE, EMT or Fire Academy state certifications. Anecdotal information, however, indicates that those students who desire certification are able to earn it once they've completed their respective programs. Over the past 8 years, the passage rate for the Dental Hygiene program has been 100%.

Self Evaluation

The college does not meet the standard because it does not track student success rates on licensure exams, although departments often report anecdotally on passage rates as part of the Program and Effectiveness Planning process.

Planning Agenda

The college will develop and implement a process to track students' success on licensure exams as a way to document students' successful demonstration of technical and professional competencies.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

The Oxnard College Catalog is a comprehensive document that clearly describes all of the information that prospective students need to enroll at the college, including some general information offered in Spanish for greater access. The college website, www.oxnardcollege.edu, includes a link to the catalog. In addition, the college website is easy to navigate and students new to the college can find all of the relevant information they need to get started in the Prospective Students section of the website: http://www.oxnardcollege.edu/prospective_students/index.shtml. There is a similar section for current students: http://www.oxnardcollege.edu/current_students/index.shtml. Through the catalog and the website, students are provided with accurate information regarding the services available, including academic counseling.

Each program is described in detail in the catalog, and each program description is followed by a brief description of each course. The current catalog does not include program-level or course-level student learning outcomes, although institutional and program-level student learning outcomes are accessible through the Student Learning Outcomes website: http://www.oxnardcollege.edu/faculty_staff/student_learning_outcomes/index.shtml.

A matrix of degrees and certificates offered at the college is located on pg. 50 of the 2010-2011 Oxnard College Catalog. Specific requirements for all associate degrees are also described. (II.A-1)

In addition, on pgs. 6-7, the catalog states the college's Institutional SLOs/Core Competencies.

All faculty have access to the approved course outline for each course they teach. (II.A-28) All faculty are expected to provide a syllabus to students which describes the course content, objectives, and expectations.

Self Evaluation

While the college has developed an SLO mapping scheme that links course, program, and institutional SLOs, the statements of Institutional SLOs/Core Competencies and of program and degree requirements appear in distinct sections of the 2010-11 Catalog, and no clear connection is articulated between them.

Professional standards dictate that instructors include the information required of this standard in all course syllabi and this expectation is communicated when faculty are

hired to teach. There is, however, currently no institutionalized means by which this expectation is routinely communicated or reinforced to all faculty, full- and part-time.

Planning Agenda

- 1) The 2011-2012 Catalog will include an explanation of the link between Institutional SLOs/Core Competencies and program/degree requirements.
- 2) Prior to each semester, the Office of Student Learning will disseminate to all faculty expectations for minimum standards for course syllabi along with instructions for accessing Course Outlines of Record. The Office of Student Learning will also request that all faculty provide copies of their syllabi to their respective deans' offices each semester. Copies of syllabi are vital to ensure that not only are students being provided with a syllabus for each class but also to ensure that the course objectives are consistent with the approved Course Outline of Record.

II.A.6.a. 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.

Descriptive Summary

Oxnard College's policies on the acceptance of units transferred from other institutions are clearly outlined in the college catalog. The college catalog also lists the college's policies on awarding credit by exam for Advanced Placement Exams, CLEP, DANTES, and credit from foreign institutions.

For students transferring from Oxnard College to four-year institutions, policies are clearly designated in the college catalog. In addition, Oxnard College has a course numbering system that readily identifies all courses numbered 100 or above as baccalaureate level and therefore transferable to the CSU system. Transferable courses all include the statement "Transfer credit: UC, CSU" (as appropriate) in their catalog descriptions. Students can plan their general education courses for transfer using the CSU GE-Breadth pattern and the IGETC certification plan, both updated and published in the catalog annually and also each semester in the schedule of classes. All CSU and UC transferable coursework is also published on the ASSIST website at www.assist.org. All counselors use CSU GE-Breadth and IGETC forms with students in appointments, explaining to students how their courses fit into these transfer patterns.

Oxnard College seeks new articulation with the most popular transfer destinations of its students. The Transfer Center compiles the list of most popular transfer destinations from data received from the Central Coast Transfer Center Consortium, the college's data analyst, and from the universities themselves and then provides this list to the articulation officer, who is responsible for the creation and maintenance of articulation

agreements. Such agreements are aligned with the college's mission of "lead[ing] its community to fulfill its highest potential."

While ASSIST is the main repository of articulation agreements between Oxnard College and the CSU and UC, copies of articulation agreements with independent and out-of-state colleges and universities are kept in the Transfer Center as well as being published on the Articulation pages in the Career Pathways section of the college's website. General education articulation agreements are also published in the college catalog for local independent universities popular with Oxnard College transferring students such as California Lutheran University, University of La Verne, and the University of Southern California.

Self Evaluation

The college meets this standard. The evaluation of expected learning outcomes for incoming courses and in the articulation of the college courses that transfer to four-year institutions are not yet common practices because the majority of institutions have not published student learning outcomes for their courses. Evaluation of transfer courses continues to rely heavily on course of study outlines which may or may not include student learning outcomes.

Planning Agenda

None

II.A.6.b. 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 disruption.

Descriptive Summary

Since the last Accreditation Self-Study was written, some programs have been eliminated. Some of the eliminations have been made at the request of faculty through the curriculum approval process and others through administrative recommendation for Governing Board action. Neither Oxnard College nor the district has a clear, separate program discontinuance policy in place. To eliminate a program, the major curriculum pattern for the program is presented to the Curriculum Committee for elimination. If the courses are also to be eliminated, the courses and the major curriculum pattern are presented together for elimination.

One program, journalism, was eliminated at Oxnard College through a district-wide administrative decision. The Governing Board approved consolidation of all journalism programs at Moorpark College. Students who had declared journalism as their major were provided teleconferencing facilities at Oxnard College so that they could complete their program requirements. As a matter of practice, the college develops similar alternative program completion plans when other programs are terminated.

Where program requirements have changed due to external accrediting or licensing requirements, the department has informed students and provided a transition plan for continuing students to meet the requirements. For example, when the Child Development curriculum changed at the state level, a transition plan was developed to enable students who entered prior to the curriculum change to complete their degree while also meeting the new state requirements. In programs where changes were made by the relevant faculty rather than an external agency, continuing students have been either “grand-parented” with the existing requirements or appropriate substitutions have been approved. In all cases, the college adheres to catalog rights as required by Title 5.

Self Evaluation

The college meets this standard because processes are in place to ensure that when program requirements change, students are provided with substitutions and/or transition plans.

Planning Agenda

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

A review of Oxnard College’s printed and electronic materials demonstrates that the institution represents itself clearly, accurately and consistently. Each Schedule of Classes is developed according to an established timeline, and part of the timeline includes editing the schedule by the college’s Data Technician, and then department and dean review of the relevant pages. The Articulation Officer and the Registrar each review the relevant pages for accuracy. The Financial Aid Office, Assessment Office, School Outreach, and the Executive Vice President of Student Learning also review the Schedule of Classes for accuracy of information. The Executive Vice President must approve the final copy of the Schedule of Classes before it goes to the printer. Once the schedule is finalized and sent to the printer, it is also uploaded to the college’s website.

A similar process exists for the production of the college catalog. The relevant offices review the pages that relate to their responsibilities, while the department chairs and deans complete the program and course information review. The Dean of Student Services reviews the portion of the catalog devoted to the Student Code of Conduct and Discipline process. As with the schedule, once the catalog is completed and sent to the printer, it is uploaded to the college’s website.

Because fewer people rely on printed materials than in the past, the college now prints fewer schedules of classes and college catalogs. With more information being accessed via the college website and the cost of printing, shipping and mailing increasing substantially, the shift toward more electronic communication will continue.

Self Evaluation

The college meets this standard. Information that is contained in each semester's schedule of classes and the annual catalog is regularly updated on the college website. The college also makes an effort to review all material on the website to assure its currency, although no person or committee is currently tasked with this review.

Planning Agenda

The college website will be reviewed on an annual basis to ensure the accuracy of all information, especially the college's mission, programs and services.

II.A.7. *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

Descriptive Summary

Oxnard College recognizes the instructor's right to academic freedom and supports this right through publication of the District Board policy 4030 on Academic Freedom which is available on the VCCCD website:

“The primary purpose of a college is to promote the exploration of ideas and the discovery and dissemination of knowledge and understanding. The college is to be an open forum for ideas and issues to be raised, challenged, and tested. Academic freedom is the cornerstone of a college. Intellectual ferment is absolutely dependent upon academic and intellectual freedom. Freedom in teaching is fundamental for the protection of both faculty and students in teaching and learning.” (II.A-29)

The Faculty Handbook, which is not currently available online, also includes this information.

Academic honesty and personal integrity are valued and promoted at Oxnard College. Without Academic honesty, the reputation of an institution is diminished and consequently so, too, is the value of its degrees and certificates. Oxnard College views enforcing academic integrity as part of teaching students about ethical citizenship. In order to enforce the rules of student behavior as they relate to academic honesty, Oxnard College publishes a statement specifically about cheating and plagiarism in the college catalog in both in the Academic policies section and again as part of the larger Oxnard College Student Code of Conduct, located in the catalog Appendices. The same statement on cheating and plagiarism is again repeated in the Appendices in the section on Probation, Dismissal, and Readmission of Students. (II.A-1)

The institution's commitment to the free pursuit and dissemination of knowledge is also found in the college's vision statement and in the values statements of both the college and the district, both of which are printed in the college catalog.

Self Evaluation

Although the college meets this standard, there is no current iteration of the Faculty Handbook readily accessible on the college website, and it is not clear that full-time faculty have an updated copy of this manual.

Planning Agenda

The Office of Student Learning will update the Faculty Handbook annually and disseminate hard copies to all faculty, in addition to posting the most current version on the college website.

II.A.7.a. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Descriptive Summary

Academic freedom to explore controversial topics is an essential precondition to fulfill an institution's mission of educating students and advancing knowledge. The district's policy reflects the need to balance the freedom of a faculty member to discuss his/her subject while also emphasizing the need for a balanced approach when presenting opinions or information that is controversial, providing students with the pros and cons or varying sides of an argument so that they may fully understand and form their own opinions. Faculty are expected to keep in mind that even when speaking or writing as citizens, they are seen as representing their profession and institution and should therefore "at all times be accurate, should exercise appropriate restraint, should respect others' opinions, and should make every effort to indicate that he/she is not an institutional spokesperson." (II.A-29)

The district's policy on academic freedom and teaching controversial subjects is documented in the District Policy Manual and in the Faculty Handbook. The Course Outline of Record for each course taught at Oxnard College indicates the topics to be covered and the source materials to be used to explore all subjects.

Faculty evaluations are the best vehicle to assess whether their classroom content is presented in a fair and objective manner. Both classroom visitations by colleagues as part of the tenure and evaluation cycles and student evaluation forms provide an opportunity for feedback on the course content and teaching performance. Students thus have ample opportunity to report bias and/or other issues in their classes.

Self Evaluation

The college meets the standard because processes are in place to address concerns if and when they are raised.

Planning Agenda

None

II.A.7.b. *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Descriptive Summary

Academic honesty is central to creating a climate where the academic achievements of students are seen as having been earned fairly and impartially. Oxnard College states its expectation that students act in an honest manner through its values statement in the catalog, referring to the importance of integrity and honesty. (II.A-1) In addition, the specific responsibilities of students concerning cheating and plagiarism are also spelled out in the Student Code of Conduct in the catalog appendices. The entire disciplinary process also appears in this same section of the catalog.

Faculty are instructed in the Faculty Handbook regarding the district and college policies on cheating and plagiarism and are encouraged to state clearly in their syllabi their own class policies on cheating.

Self Evaluation

The college meets this standard because the catalog clearly states the college's expectations regarding academic honesty and also includes policies for addressing instances of academic dishonesty.

Planning Agenda

None

II.A.7.c. *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 or student handbooks.*

Descriptive Summary

As a public community college, Oxnard College does not require conformity to specific codes of conduct or seek to instill specific beliefs or world views.

The student code of conduct, which is secular and not worldview-specific, is published in the college catalog.

A similarly non-worldview-specific code of conduct for all employees – faculty, staff, and administrators – was under development throughout much of the 2009-2010 academic year, and was adopted in June 2010 by the Board of Trustees. (II.A-29)

Self Evaluation

Oxnard College meets the standard.

Planning Agenda

None

II.A.8. *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Descriptive Summary

The college offers no such curricula.

Self Evaluation

Not applicable.

Planning Agenda

None

Evidence for Standard II.A

- II.A-1 Oxnard College Catalog
- II.A-2 Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010)
- II.A-3 Program Effectiveness and Planning Committee Meeting Minutes
- II.A-4 2008 Environmental Scan
- II.A-5 LMI Indices; Internal Data Reports
- II.A-6 ARCC Data Reports for Oxnard College
- II.A-7 Spending Plan(s) for BSI
- II.A-8 Transitional Studies Committee Agendas and Minutes
- II.A-9 Curriculum Committee Handbook (2009)
- II.A-10 Schedule of Classes; Software in Learning Resources Center
- II.A-11 Smart Classroom Update Plan
- II.A-12 Technology Committee Agendas and Minutes; Distance Education Committee Agendas and Minutes
- II.A-13 2010-2015 Educational Master Plan
- II.A-14 Oxnard College Strategic Plan and Technology Plan
- II.A-15 Oxnard College Substantive Change Proposal
- II.A-16 Schedule of Online Classes
- II.A-17 Faculty Resource Center/Instructional Technologist Faculty Training Schedule/Oxnard College 2010 Flex Activities Schedule
- II.A-18 Distance Learning Task Force Agenda and Minutes
- II.A-19 Academic Senate Meeting Minutes
- II.A-20 Student Learning Outcomes Assessment Report Form
- II.A-21 CTE Advisory Committee Minutes
- II.A-22 Curriculum Committee Minutes
- II.A-23 PEPC Program Effectiveness and Planning Report (PEPR)
- II.A-24 Agreement Between the Ventura County Community College District and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO

- II.A-25 Math Department Minutes
- II.A-26 Planning and Budgeting Council Minutes for March, April and May 2010
- II.A-27 Resource Request Form Student Services Leadership Team Minutes for April and May 2010
- II.A-28 Curriculum Committee Website
- II.A-29 http://www.vccd.edu/assets/pdf/board_of_trustees/policies_chapter_4.pdf.

Standard II.B – Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

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

(II.B-1) A variety of student services exist at Oxnard College to support the district vision of developing “high quality, innovative educational programs and services, and the college mission of promot[ing] high quality teaching and learning that meet the needs of a diverse student population. (II.B-2) An open-admission policy published in the catalog affirms the college’s commitment to providing equal access and adequate support to any community member who is capable of profiting from the educational opportunities available through Oxnard College (II.B-3).

Opportunities exist for students and potential students to enroll in courses and programs for which their backgrounds and abilities have prepared them, and to receive assistance in making academic and career choices in light of professional judgments and with an array of supportive services.

An outreach team ensures that the community, including underrepresented populations, is informed about college opportunities and processes. Outreach activities identify and provide information and admission support for specific student populations, such as COMPASS assessment days for high-school seniors, the Youth Conference for middle and high school students, and the Youth Summit for underrepresented students.

The college’s matriculation process exists to ensure students’ access to the college, provide equitable opportunities for a quality education, and facilitate the attainment of educational objectives through a full range of enrollment and support services (II.B-4). Steps are outlined for students to facilitate their progress through the matriculation process, culminating with a Student Educational Plan (SEP). Students are assisted in making academic and career/technical choices based on their academic abilities and educational goals. Academic skills are assessed in math, English, and English as a second language to determine appropriate class placement based on demonstrated abilities. Counselors use multiple measures in recommending courses that address student needs and support goal attainment. Students under the age of 18 must have permission from their parent and school guidance counselor to ensure that they can benefit from advanced academic courses.

The college's student services embody a variety of specialized support programs: Educational Opportunity Programs, and Services (EOPS); Cooperative Agencies Resources for Education (CARE); CalWORKs; Educational Assistance Center/Disabled Students Programs and Services (EAC); and OC Scholars. These programs work in conjunction with other student services (admissions and records, student financial services, assessment center, counseling, transfer center, career center) to develop student abilities and contribute to an educational experience that is student-centered. Follow-up efforts by counseling faculty, in conjunction with instructional faculty, foster student service outcomes aimed at strengthening retention, persistence and transfer rates by evaluating the academic readiness of students, and developing self-reliance and self-directed characteristics. Oxnard College is committed to all students' successful completion of classes and academic goals.

A strong articulation program develops formal, written and published agreements with transfer institutions that assure students and faculty that appropriate courses and necessary instruction are provided to prepare students with outcomes that promote success at the next level of instruction. A Student Success Committee comprised of instructional and student services faculty and staff meets regularly to discuss initiatives designed to increase student persistence, success and retention. Additionally, the Student Services Leadership Team, consisting of the leads for each of the student service departments, meets monthly to discuss how policies and processes can best address student needs. An ongoing cycle of program review in each department facilitates critical self-study of processes and practices, documents student learning outcomes, discusses assessment of these outcomes, and provides for planning to support effectiveness of services. The college is committed to improving its instructional and student services continuously, to serve its diverse student population most effectively.

II.B.1. *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Descriptive Summary

The Student Services Leadership Team collaboratively develops initiatives designed to assure and promote student success and retention. Each student services department (Outreach, Admissions and Records, Student Financial Services, Assessment, Counseling, EOPS, CARE, CalWORKs and EAC) conducted a program review during 2008/09 and 2009/10 to identify what is done well and what could be done better to support student access, retention and persistence. (II.B-5) The Student Services Division also developed or updated its student learning outcomes (SLOs) and is currently engaged in dialogue about how to incorporate these outcomes in an annual assessment process designed to promote effectiveness of service delivery.

During spring semester of 2009, the Student Services Leadership Team prioritized the needs of the division as defined by program review and factors of safety, compliance and student need. These recommendations were submitted to the Planning and Budgeting Council for review. This process was followed and refined in the 2009-10 continuous quality improvement cycle, during which the Student Services Leadership Team met over the course of the Spring 2010 semester to review program effectiveness and to identify and prioritize resource needs for the coming year.

During the program review process each department engages staff and faculty in meaningful conversations regarding their service area which provide a forum for evaluation, assessment, the development of new initiatives and/or the reinforcement of good practices. In 2008-09, all categorical programs participated in a peer site review conducted by a team representing the California Community College Chancellor's Office. An initial self-study for this visit required an in-depth analysis of the success of program participants as defined by their program requirements. The state categorical review report noted that all of the categorical programs (Matriculation, EOPS, CARE, CalWORKs, and EAC/DSP&S) are effective in serving students. Data indicate that students in these programs have higher persistence, success and retention rates than those of the general student. In some instances, these rates are significantly higher. (II.B-6)

For the most part, students express overall satisfaction with the services and support they receive. In addition to conducting program reviews, each area is developing ways of evaluating what it does and how it does it via the SLO assessment cycle of continuous improvement. Student satisfaction surveys provide data to inform student learning outcome assessment. This information is used to determine what steps can be taken to improve service effectiveness and student satisfaction. A distance-education committee is reviewing the services accessible to students taking online courses as part of a comprehensive planning effort designed to strengthen the quality and availability of services as the college expands its distance-education offerings.

Self Evaluation

Through its student-learning structures, the college effectively integrates both instructional and student services perspectives and expertise in promoting student learning. The Dean of Student Services reports to the Executive Vice President of Student Learning and provides leadership to all student services areas. The Student Services Leadership Team is an effective communication and planning body that includes all areas of Student Services. Faculty and staff maintain regular dialogue about existing practices and explore ways to improve processes to ensure that quality services are provided. Each department is developing or following an assessment plan for its SLOs. This activity will continue through the current development stage in order to achieve proficiency by 2012. The college meets this standard.

Planning Agenda

None

II.B.2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: . . .*

Descriptive Summary

The Oxnard College Catalog is updated and published annually. A catalog production calendar includes deadlines for review, input, and delivery.(II.B-7) After production distribution, the catalog's accuracy is maintained in the online version or in addendum form. Catalogs are distributed to college departments, high school service areas, and other off-campus locations with institutional interests free of charge. Catalogs may be purchased from the college bookstore in paperback (\$5) and CD (\$1.50) formats. The catalog is also accessible online (free of charge) in PDF and text formats on the MyVCCCD portal and the college's website at www.oxnardcollege.edu/catalog . The catalog (and all written publications) can be made available in alternative formats to include Braille, audiotapes, or e-text as requested. With a focus on students, initial information includes a college directory, a welcome from the college President, and the academic calendar. The table of contents highlights key information for quick reference to include: General Information; Admissions Information; Academic Policies; Student Services; Programs (Awards, Certificates, and Degrees); Transfer Information; Glossary of Terms; Announcement of Courses (general information about courses and course descriptions); Appendices (policies and procedures); and Administration, Faculty, and Classified listings. At the back of the catalog are the index and a campus map. Information in Spanish is included.

II.B.2.a. The catalog contains the following *General Information*:

- Official Name, Address(es), Telephone Number(s), and college website information
- History of the college
- College vision, mission, values and goals
- District vision, mission, and values
- Philosophy and core competencies
- Student right-to-know rates
- Student profile

II.B.2.b. *Requirements*

- Admissions and Residency
- Student Fees and Other Financial Obligations
- Degrees, Certificates, Graduation and Transfer Requirements

Admission, residency requirements, matriculation (assessment, orientation and counseling), and enrollment requirements are spelled out in the front section of the catalog. Fees are established at the state level and are subject to change. Changes are updated immediately to the online catalog. Financial Aid information and an e-cashiering payment plan that makes it easier for students to plan their finances are available in various sources.

Information on Degrees, Certificates, Graduation and Transfer can be found in the college catalog in sections entitled Programs: Awards, Certificates, and Degrees and Transfer Information. These sections were completely rewritten and reformatted for the 2008-2009 catalog by the Articulation Office, in collaboration with the other two Articulation Offices in the Ventura County Community College District.

After termination of the former General Liberal Arts and Sciences (GLAS) degree, a replacement degree entitled General Studies was created, necessitating changes to the catalog to present the new degree and three corresponding patterns. At the same time, the Articulation Office sought to modernize the programs and transfer sections of the catalog to create a consistent layout while maintaining uniqueness in style and allowing for content variation. The revision emphasized presenting the various educational program options in a way that made it easier for students to compare them and to understand the requirements of each. Additionally, new UC and CSU sections were created showing the various campuses on a map of California, and a narrative written describing each system. Pages explaining the University Preparation Pathway, a page defining the bachelor's degree and outlining the steps to obtaining a degree, a page with a description and listing of the Association of Independent California Colleges and Universities (AICCU), and USC's General Education agreement and admission requirements were also added.

Reminders about the importance of IGETC and CSU GE-Breadth certification can also be found throughout the transfer section. In 2009-2010, additional changes were made to the catalog to include the consolidation of Associate Degree requirements with new district competency requirements onto a single page; information on using the ASSIST website, AP credit charts for CSU GE-Breadth and IGETC certification; a listing of local university transfer options with their websites; and the University of La Verne's Ventura County regional campus admission and GE articulation was added in response to student demand. The Articulation Officer is responsible for writing, updating, editing, and maintaining this section of the catalog.

Specific course and unit requirements for degrees, certificates, and proficiency awards are found in the Announcement of Courses section of the catalog, listed alphabetically by program title with course descriptions in the department following. Courses and programs are added or modified only after approval by either the Curriculum Committee (for non-substantial changes) or the VCCCD Board (for new programs/courses and substantial changes).

II.B.2.c. Major Policies Affecting Students

Student Conduct Code
Matriculation Rights and Responsibilities
Probation, Dismissal, Readmission
Auditing Policy
Course Repetition Policy
International Student Policies
Student Health Services and Processes
Student Privacy Rights
Complaint Procedures
Smoking Policy

Major policies affecting students can be found in the college catalog, primarily in the section titled Academic Policies and in the Appendices. Academic regulations are found within the Academic policies section. Academic Honesty, under the heading Cheating and Plagiarism, is located on pg. 23 and is again referenced in the Student Conduct Code on pg. 174 of the appendix under #12. Student conduct appeal processes are located on pg. 176 and the Grievance and Complaint Procedure is on pg. 176. The district's Statement on Nondiscrimination can be found on pg. 182. The sexual harassment and discrimination complaint and appeal processes can be found on pgs. 182-184. Information regarding the college's Acceptance of Transfer Credits is located on page 13. Fees, including the refund of fees, are located on pgs. 14-16. (II.B-3)

II.B.2.d. Locations or publications where other policies may be found

The catalog provides references throughout to offices and websites where relevant additional information is available.

Self Evaluation

The college provides information on policies that impact students in the online catalog and class schedule, in printed versions of the catalog and schedule, as well as in stand-alone brochures and other documents distributed in the appropriate offices across campus. To ensure requirements are met, a production calendar is generated and pertinent catalog pages distributed to the appropriate division or department responsible for review and updates. Recommended changes are sent to the Executive Vice President's office for final review. All policies affecting students, academic- or service-oriented, are reviewed for accuracy and curricular or legal mandates. The catalog is easily accessible through several venues with update capabilities for the most current information becoming available to students after publication. Changes to catalog information are featured in the schedule of classes, on the college website, and included in college informational outlets. In support of students, the college is committed to maintaining a catalog (paper and web versions) that is easily accessible in consideration of how students access and use

information. Student input will be used to continually improve this important resource. Area managers have access to the website for updating using a program called OMNI. The dean confirms and publishes drafted changes.

Planning Agenda

None

II.B.3. *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

Descriptive Summary

Oxnard College serves a diverse student population. The college therefore recognizes the many different needs of its students and is committed to providing pathways that support individual academic goals. Matriculating students, and those taking math, English or English as a second language classes, are assessed through the college assessment center.

Assessments used by the college (COMPASS) are approved by the California Community College Chancellor's Office, and in compliance with CCCCCO matriculation policy. (II.B-8) Upon adoption, the assessments were reviewed by appropriate discipline faculty.

Assessment results are included in student case files. Counselors provide test interpretation to students in one-on-one or group counseling sessions using multiple measures for appropriate course placement. Based on the counseling philosophy of providing a plan to help students move from where they are to where they want to be, a holistic approach is used to support student success. Individual counseling sessions identify specific challenges faced by students, and provide assistance in overcoming barriers to goal attainment. The early alert process is being reviewed for its effectiveness in identifying student learning needs by instructional faculty and ensuring timely communication with counseling faculty for follow-up. Students with specific needs are referred to various support programs at Oxnard College.

In addition to these assessments and counseling services, a range of additional programs support students' success in achieving their educational goals. The Extended Opportunity Programs and Services (EOPS) program provides additional focused assistance to students who have grade-point averages below 2.0 and educationally disadvantaged students. Students complete an academic success survey to help identify contributing factors and a counselor works with them to create an Academic Success Agreement. The development of a transition survey has helped identify the factors that have contributed to GPA improvement. Cooperative Agencies Resources for Education (CARE) and Teen Parent programs provide additional individualized services to students based on their assessed needs.

CalWORKs students are provided support for career technical education via short-term skills classes based on individual training plans developed in collaboration with counselors and support staff who follow through to ensure progress toward goals.

The Disabled Students Programs and Services (DSP&S) program at Oxnard College is known as the Educational Assistance Center (EAC). Students with documented disabilities are provided with learning assessments, success strategies, accommodations, and a learning lab to address learning assistance needs. EAC promotes the educational and vocational potential of students by offering services, equipment, and classes to enhance the integration and full participation of students with disabilities.

To assess the effectiveness of these services, each student support program completes an annual program review. Program reviews, state-mandated self-studies, and college action planning incorporate research data, such as student demographic information and satisfaction surveys, to help identify student learning support needs. Categorical programs (matriculation, EOPS, CalWORKs, and EAC) use persistence, course completion, and student success rates to identify and address student needs. Student data reports are an important resource to the college for developing appropriate plans to support student learning. (II.B-5)

Self Evaluation

With the exception of the college's need to evaluate placement instruments (see II.B.3.e), the college meets the other components of this standard by recruiting, admitting, and supporting a diverse student body in accordance with the college's mission. In support of this component of the mission, the college has established processes for assessment of students' needs and offers a wide range of programs and services to address those identified needs. Each student services program is evaluated annually through the college's program review process.

Planning Agenda

Refer to the Planning Agenda for II.B.3.e.

II.B.3.a. *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.*

Descriptive Summary

Oxnard College supports its mission by providing services that support the academic aspirations and goals of students in an educational environment designed to enhance cognitive, personal, social, and intellectual growth, as well as the economic potential of its students. Additionally, the college provides bilingual (English/Spanish) services not only through front-line staff, but also through the Oxnard College

Catalog, (II.B-3) and schedules of classes. (II.B-9) Outreach activities provide resources to the community to ensure information about admission and availability of financial aid. Admissions and Records (A&R) is the gateway for students interested in applying to and enrolling in Oxnard College. A&R oversees in-person and online applications and registration, records, athletics, transcripts, veterans, commencement, and monitors online services. Student Services office hours and bilingual (Spanish/English) staff accommodate both day and evening students. College personnel hold off-site registrations for special programs, and walk-in registration for high school students. A college Steps to Success brochure is provided to students with consistent, updated, reliable information. In close proximity to A&R is a welcome desk staffed by Student Ambassadors. These bilingual (English/Spanish) students answer questions, provide general direction, and can assist students using the online application for admission, financial aid applications, and the VCCCD student portal. Support programs (EOPS, CARE, CalWORKs, and EAC) ensure that special student populations served by these programs have the support and resources necessary to promote success in achieving their personal, career, and/or academic goals. EAC (DSP&S) services and courses are designed to meet Title 5 criteria to ensure equal access.

The Articulation Office promotes and facilitates transfer from the community college to the four-year college or university by creating agreements that ease this transition, guaranteeing the transferability of both general education and major preparation coursework and by providing accessible, consistent, and reliable information via the ASSIST website, the repository for all CSU and UC articulation. The Articulation Office began offering workshops for students on using the ASSIST website in Fall 2009. (II.B-10) In addition, CSU and UC general education agreements (CSU GE-Breadth and IGETC) are printed in the semester schedule of classes, in the college catalog, and hard copies are available in the Counseling Office and Transfer Center. (II.B-3), (II.B-9) Articulation agreements with local independent universities are available in the college catalog, the Transfer Center, and via the websites of those transfer institutions.

Student web expectation is high, making reliable, efficient online services a priority. Through MyVCCCD (the student portal) students have online access to CCCApply, registration appointment dates, add/drops, grades, degree audit, account balance, fee payment, holds, searchable schedule, catalog, waitlist, waitlist notification of class entry, personal information, course deadline dates, enrollment verifications, early alert, and CSU/IGETC transfer progress. Student use of web services rose to 84%, an increase of 28% over the previous year. With Banner, Student Services departments are able to develop cohorts of students by department or need (GPA, major, transfer goal, etc.) and communicate important support service information to them via district email, an added feature available to all students.

Through the college's cable television station, OCTV, student support services are marketed to the general public to include the current and potential Oxnard College student population. Oxnard College Student Services is committed to providing

courteous, friendly, and quality services that are accurate, equitable, accessible, and in compliance with state and federal laws.

Self Evaluation

The college meets this standard. As additional online classes are developed, the student services division is exploring how to expand services to distance-education students. Discussions focus on appropriate online services, how to provide needed services, the best format to address student needs, and how to identify staff training in the area of online support services. Access will continue to be improved by making articulation documents, especially those not on ASSIST, such as independent and out-of-state college agreements available on the college website and district portal. The college will continue to build on the technology available to provide convenient, efficient service to students, and counseling in particular. (II.B-11)

Student services staff members engage in discussion on process and student needs using institutional data and SLOs during scheduled student services meetings to ensure consistency and understanding. Enhancements through the use of technology have increased access and support for students to succeed and achieve their academic goals.

Planning Agenda

None

II.B.3.b. *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

Descriptive Summary

Oxnard College is dedicated to the philosophy of providing instructional and student service programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness. The college's institutional student learning outcomes/core competencies include civic responsibility and social interaction, critical thinking and information competency, creative expression, and life skills. In addition to coursework, the institution fosters civic responsibility through the efforts of the Associated Student Government (ASG), the aims of which include opportunities for personal development, group cooperation, leadership development, and enrichment of college life. ASG sponsors specific activities such as the Voter Registration Drive, Ventura County Supervisor Candidates Debates, and a trip to Washington, D.C., for the Student Advocacy Conference in the spring each year. (II.B-12)

In addition, the ASG Board holds live events each year to increase voter registration and turnout. The week prior to state and national elections, ASG sets up an election information booth so that questions can be readily answered. Several fundraising activities in which ASG promotes participation, such as The American Cancer Society Relay for Life, the CROP Walk, and the Viejitos Car Show encourage students to engage in activities that help those in need. At Thanksgiving, food is collected for low-income families. ASG sponsors a holiday toy drive. Three times a year, the Student Health Center sponsors a blood drive in conjunction with United Blood Services. Student clubs support academic, career, and personal student interests. Led by faculty or staff advisors, clubs provide opportunities for students to get involved in many community events.

OCTV (the college television station) reports on college activities and promotes community involvement. Each year on September 11th, the President's office coordinates a memorial observation in recognition of the lives lost on that day in 2001. Personal development is encouraged, in part, through personal growth classes offered each semester. Each of these classes is tailored to help the student achieve an intellectual recognition of what is needed to be successful in today's world. Easy Access to Successful Employment for Life (EASEL) is a CalWORKs/CARE collaboration which provides a series of job training workshops: resume writing, dealing with conflict in the workplace as well as time management and study skills. ASG promotes personal responsibility by sponsoring specific seminars such as Conflict Resolution, Money Management, and "Your Credit" financial seminar. Personal development is also fostered through a series of Sports Days including soccer, volleyball, and the annual slow-pitch softball game held on Mandatory Flex Day each fall. Each of these events is attended by faculty, staff and students.

In addition to classroom enrichment, intellectual development is supported through student activities and opportunities for engagement. The OC Literature, Arts, and Lecture Series is presented each Wednesday during the fall and spring semesters. (II.B-13) Each February, in observation of Black History Month, the college invites a motivational speaker to the college who is also televised on OCTV. ASG has also sponsored appearances by a gospel choir to commemorate Black History Month. A Multicultural Arts Day is held annually on the campus. (II.B-14) Faculty, staff and students participate, and all Oxnard Union High School District high schools are invited to bring students. Music, dance, arts and crafts are part of the event, demonstrating the variety of cultures in our community.

The college is a co-sponsor of the Oxnard Student Digital Film Festival, an annual event that promotes creative expression among youth and college students and includes an on-campus day of workshops for high-school students. (II.B-15)

Each spring, the culinary arts and restaurant management program presents a series of gourmet dinners. This is an opportunity for the students to put into practice

what they have learned about the arts of fine dining and gourmet cooking. These dinners are a tremendous success and sell out well in advance. (II.B-16)

Self Evaluation

The college meets this standard. Most of these activities are institutionalized, and new initiatives are considered on an ongoing basis. Due to budget constraints, many student activities have been either downsized or consolidated. Alternative ways to address student leadership and involvement must be explored in light of the budget reductions. Collaboration with instructional faculty will assist in this college-wide endeavor.

Planning Agenda

None

II.B.3.c. *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

Descriptive Summary

The overall purpose of counseling at the college is to assist students, full and part time, in the process of determining their educational objectives, developing plans to achieve those goals, and addressing the challenges students face as they pursue their goals. Counseling and academic advising services at Oxnard College are provided by several different offices including the Counseling Office, Extended Opportunity Programs and Services (EOPS), CaWORKs/CARE, the Educational Assistance Center (EAC), and the Transfer Center. (II.B-17) Counselors in all programs have a master's degree in counseling which meets the minimum qualifications for faculty in California Community Colleges. While counselors in each area have separate programmatic responsibilities and the format and delivery of services may vary, the overarching philosophy driving the delivery, maintenance, and evaluation of college counseling remains the same.

Counselors provide numerous services to help students achieve their educational goals, including academic, career, transfer, social and personal counseling/advising. In addition, counselors provide new-student orientations and personal growth classes, participate in high-school college nights and open-house events, and spearhead Career and College Days and numerous on-campus outreach events.

Counselors are critical to the success of the COMPASS Testing and Orientation Days held on campus for seniors from our local high schools. Counselors also provide academic advising and prepare educational plans for new students, student athletes, veterans and students on financial aid. They provide information to

students regarding transfer requirements and participate in Transfer Day activities. A majority of counselors are bilingual in Spanish and English, allowing them to provide counseling for Spanish-speaking English learners. Counselors also meet with students who are on early-alert notice and/or probation. They process petitions for readmission, continuing enrollment, and graduation. Counselors are responsible for evaluation of various transfer applications, IGETC and CSU transfer patterns and transfer agreements, as well as degree evaluations, external transcript evaluations, and special program applications. Counseling faculty members participate in training, ongoing review, evaluation, planning, and developing and employing strategies that ensure their ability to support student learning. They attend annual CSU and UC Counselor Conferences, staff meetings, general counseling meetings and college committees to support student development. In addition to general counseling, specialized programs have unique mandates.

Statewide EOPS regulations require all participating students to complete three counseling visits per academic term and an Educational Plan. In response, a multiple-component EOPS Student Academic Success Program was developed at Oxnard College to ensure student success. (II.B-18)

CalWORKs is designed to provide students with educational and career opportunities combined with support services that enable students to complete their educational goals, find meaningful employment and successfully transition into the workforce, and become self-sufficient. Specialized career counseling is provided to CalWORKs students in the areas of academic, career/technical, and personal counseling. Students are provided with information related to a career of their choice or required program of study/employment training. The Individualized Training Plan (ITP) is a plan that ensures compliance with county CalWORKs regulations. This ITP has been approved and accepted by the County of Ventura and serves as a tool to ensure student compliance with their mandates and ensures positive communication between the college and the county. The plan delineates a student's academic and work hours to fulfill their Welfare-to-Work Plan. The counselor also identifies the student worksite learning objectives to be met in the course of their internship placement.

EAC counselors offer specialized support services to enhance inclusion, integration, and full participation of people with disabilities. Students' initial contact is with a specially trained counselor who assesses their needs. The student's needs are provided for with accommodations, enrollment in learning disabilities testing, learning skills classes and/or referral to other departments or community agencies depending on the expressed needs. Follow-up counseling appointments are encouraged to maintain continuity of services and appropriateness. Individual counseling is a key component in addressing the psychological, psychosocial and physical disability-related issues facing students. The counseling services at the EAC help students to identify their strengths and weaknesses, thus enabling them to make informed choices in setting realistic goals and making career decisions. These services are not duplicated by ongoing general counseling services available to all

students. The counselors establish verification of disabilities and/or refer students for Learning Disability Testing.

The Transfer Center is staffed with counselors who assist students who are transferring to four-year colleges and universities. Information on general education and major preparation requirements is available through individual sessions, catalogs, online services, and workshops designed to help students with materials, forms and deadlines. The Transfer Center is the focal point of transfer for information and activities for the college, providing ongoing in-service training to the counseling faculty; supporting the counseling faculty in resolving difficult transfer cases; maintaining a transfer resource library and several computer stations; coordinating university representatives' visits; overseeing admissions agreements; identifying and encouraging potential transfer students, particularly those who are underrepresented in the transfer process; working closely with general counseling, EOPS and EAC through regularly scheduled counseling meetings and providing staff development; collaborating with faculty and staff to strengthen the transfer curriculum and course articulation; and meeting regularly with district coordinators and representatives of other institutions. Students are provided with the most current admission requirements, assisted with the completion of admission applications, and provided with information of the support services that facilitate the transfer process. Keeping current on college, district, system, and transfer information is a key component in providing accurate, consistent and effective counseling services.

Counselors receive training through on-campus professional development workshops, department in-service workshops, district training and in-service programs, and by attending statewide conferences such as the CSU Counselor Conference, the UC Counselor Conference, and Ensuring Transfer Success conference. Yearly conferences sponsored by the CalWORKs Association, Extended Opportunity Programs and Services Association (EOPSA) and the California Association for Postsecondary Education and Disability (CAPED) offer seminars, workshops and discussion groups targeted to respective student populations.

All categorical programs participate in Region 6 meetings to discuss relevant issues affecting instruction and service delivery. The Transfer Center's Counselors and Coordinator attend UC Counselor Conferences, Ensuring Transfer Success (ETS), Central Coast Transfer Center Directors Meetings, and the Community College Transfer Center Director's Seminar. The Articulation Officer attends the Statewide Academic Senate's Curriculum Institute, California Inter-segmental Articulation Council's (CIAC) annual conference, the Southern California Inter-segmental Articulation Council's (SCIAC) biannual conferences, and the Regional SCIAC meetings. Joint counselor meetings are held twice per month and include the counseling office, EOPS counselors, EAC counselor, Cal Works/Care counselors, Transfer Center counselors, and the Articulation Officer to provide updates on policies, practices, forms, academic calendar, changes to degrees/certificates, and revisions to Title 5 of the California Educational Code.

The Articulation Officer leads counselor in-service training sessions on Title 5 changes to the Associate Degree, new articulation agreements, using the ASSIST website to advise transfer students, changes to the college catalog, program and major curricular changes, and changes to the counseling forms for CSU GE-Breadth, IGETC, Oxnard College General Education and General Studies checklists. The Articulation Officer also provides a list of those changes occurring from the previous catalog year to alert counselors to these changes. The Associate Registrar also attends joint counseling meetings and in-service trainings and provides information and updates on graduation policies, procedures, and forms as well as Title 5 changes relating to such areas as repeatability.

Self Evaluation

Since fall 2005, the Counseling Department has provided service to a growing student population while simultaneously experiencing a loss of counseling faculty due to attrition and reassignment due to budget constraints. Recent State of California cutbacks to community colleges have had negative impacts on the counseling services provided by the Oxnard College Counseling Services. Counselors have staggered their full-time availability wherever possible; student support services for evening have been reduced to two evenings a week in general counseling; modified counselor work schedules have been developed based on Scheduling and Reporting Systems (SARS) data reflecting student traffic patterns; and extra hourly counseling that provided backfill for schedules not filled by full-time counselors has been reduced. With limited counseling appointments available, adjustments to service delivery were made in fall 2009:

1. The Counseling department changed to a drop-in process which has increased the number of students seen in each hour, eliminating the problem of no shows during prime time.
2. Proactive measures have been taken to encourage students to make counseling appointments during slower times.
3. Counseling faculty focus on retention activities.
4. Counselors are exploring the feasibility of group counseling sessions.
5. The inability to assist with part-time counseling hours has slowed the delivery of student educational plans as well as appeals, requiring new strategies to ensure service.

Recognizing these limitations and the accommodations adopted to address reduced staffing, the college meets the standard.

Planning Agenda

None

II.B.3.d. *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

Descriptive Summary

Oxnard College explicitly supports diversity as evidenced in the college's value statement: "We value others and ourselves as unique individuals and embrace the commonalities and the differences that promote the best of who we are" (II.B-3). The community served by the college is predominantly Latino, and the college is a Hispanic Serving Institution. Therefore, in recognition of the language needs of many students and potential students, over half of the student services staff, especially front-line personnel, are bilingual English/Spanish. The Application for Admission, Financial Aid applications and sections of the schedule of classes and college catalog are also in Spanish. Culture and ethnicity are celebrated at the college in many ways on an annual basis. The college's commitment to diversity is evidenced by the many events and enrichment activities and organizations that reflect and celebrate the global world we live in:

- Annual Youth Summit (co-sponsored by Amgen Black Employees Network and Oxnard College Black Educators Association)
- Latino convocation/graduation
- Multicultural festival (II.B-14)
- Student art on campus
- Literature, Arts, and Lecture Series
- Black History Month activities
- MEChA EOPS recognition event for transfer/graduates (1st generation students)
- CARE luncheon
- Oxnard Student Digital Film Festival (Digi Film Fest)

The OC General Education Statement of Philosophy and Rationale (II.B-3) promotes multicultural appreciation by introducing students to a wide range of cultures as presented in art, literature, religion, mythology, music, drama, dance, and social practice. District general education requirements for the associate's degree include one course in women's studies/ethnic studies.

Self Evaluation

The college meets this standard.

Planning Agenda

None

II.B.3.e. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Descriptive Summary

OC provides an application for admission in person, online, and in Spanish. Assistance is provided by Student Ambassadors, many of whom are bilingual in Spanish and English and can assist students with the paper application as well as online. Matriculating students and students taking math, English and/or English as a Second Language must complete an assessment for placement purposes. The Assessment Center facilitates and proctors assessment testing. The college has adopted assessment instruments approved by the California Community College Chancellor's Office.

Oxnard College uses the ACT COMPASS instruments for placement in English, ESL, and math classes. (II.B-8) For English courses, the COMPASS reading and writing tests are used. The three ESL COMPASS tests (listening, reading, and grammar usage) are used for placement recommendations in ESL courses. For math, the COMPASS elementary algebra, intermediate algebra, and college algebra tests are used. In addition, disproportionate impact studies have been done to determine the impact of the tests and placement recommendations on various groups of students (by gender, ethnicity, and age.)

Counselors use multiple measures for placement recommendations. They consist of using high school and college transcripts, test scores, previous grades in English and math classes, recency of classes, completion of prerequisites, work and family obligations, recommendations from English and math faculty, and recommendations from other colleges. (II.B-6) EAC provides testing accommodations to students with documented disabilities.

Self Evaluation

When the ACT COMPASS instruments were adopted in 2006, discipline faculty members reviewed ACT literature and sample questions from the computerized tests and placed cut scores based on ACT guidelines. Subsequently, the college began but has yet to finalize a review of English and ESL cut scores based on faculty members' perceptions of the appropriateness of placement recommendations. This task will be completed in the coming year. Similarly, mathematics faculty members plan to initiate conversations with the goal of identifying a more effective course placement system to be used at all colleges in the district.

Planning Agenda

English, ESL, and math faculty, in conjunction with the Transitional Studies Committee and the Student Success Committee, will address the need for assessment-instrument validation to make more effective course placement recommendations with those responsible for the college's research function.

II.B.3.f. *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.*

Descriptive Summary

The Registrar is the designated college custodian of records and is responsible for the custody, processing, maintenance, and disposition of district student records. The Admissions and Records department addresses a variety of specific needs guided by a state-mandated Attendance Accounting Manual. The office functions as the custodian of records by complying with district Board Policy 5040 and related state and federal policies and procedures, such as the Family Educational Rights and Privacy Act (FERPA), the California Education Code, Title 5 of the California Code of Regulations. As such, the Registrar is responsible for ensuring that the college complies with relevant legal provisions regarding the establishment, maintenance, and distribution of student records.

Furthermore, the A&R staff provides support to Oxnard College faculty by furnishing essential documents, conducting training workshops, and providing both general and specific information and response to inquiries. Online services have assisted in managing records and increasing document security. Web-based reporting for veterans, international students, and athletic eligibility results in paper reduction and supports time-sensitive reporting. Online applications, registration, electronic transfer of transcripts, enrollment verifications, grading and degree audit provide 24-hour convenience and security. Student records are maintained permanently, securely and confidentially. All Permanent Class I documents are secured in a locking vault or file cabinets located in a secure Admissions Office, boxed and housed in a secure area of the warehouse, or on backup disks on various district servers. The destruction of disposable Class 3 documents is processed according to Title 5 regulations with documented approval from the Board of Trustees. Documents to be shredded are held in locked containers until disposal by the authorized agency. The Admissions and Records Office has purchased a scanner to image historical hard-copy transcripts for permanent backup. Oxnard College complies with Title 5 California Code of Regulations and the California Education Code to achieve conformity with FERPA. In November 2009, a workshop was held for all staff to explain FERPA guidelines. (B-19) Student records are maintained permanently, securely and confidentially in all program service areas.

OC Scholars Students: The Transfer Center maintains the files for the OC Scholars population (about 120 students) in the Transfer Center. Each file is placed in a locked drawer. The keys to each drawer are kept by the Transfer Center Coordinator and by the Clerical Assistant. Each OC Scholar file is stored in the cabinet and returned by the end of each day, unless the Transfer Center counselors need to follow-up. Anecdotal data of each session is recorded by each Transfer Center counselor in the Scheduling and Reporting Systems (SARS) database.

Transfer Students: When advising the general population of OC students, the Transfer Center retrieves each file for each student which is stored in the General Counseling department. Similar to tracking the advisement sessions with OC Scholars, anecdotal data from each session is stored in the SARS database.

Student ID numbers have been assigned to replace social security numbers as the student identifier. The ID number appears on all online documents, printed mailers, faculty attendance, drop, and grade rosters. To ensure electronic record security, the Banner system is password protected and district user level security is closely monitored. A statement describing directory information is published in semester schedules and annual catalogs. The college is not authorized to permit access to student records to any person without written consent of the student or under judicial order except to college officials and employees with legitimate educational interest. Photo identification is required prior to the release of student information or documents.

Self Evaluation

The college meets this standard because it follows district policy and implements procedures to maintain student records permanently, securely and confidentially.

Planning Agenda

None

II.B.4. *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Through its Continuous Quality Improvement (CQI) program review process for student services, the college evaluates services that assist students in achieving their educational goals. Contained within this review process is the identification and assessment of program Student Learning Outcomes. Assessment of these student learning outcomes utilize student-success data, including Institutional Effectiveness Reports, Student Equity, and Accountability Reporting for Community Colleges

(ARCC). In addition, the institutional research offices at the college and district office provide student success information such as certificates earned, GPAs, successful course completion, persistence and retention rates, and the number of transfer students.

Examples of other assessments used to evaluate the effectiveness of student services are:

- Following several meetings on SLOs in the past two years, the Counseling Department assessed several SLOs through the distribution and analysis of a survey to 100 randomly selected students when they attended a counseling appointment. (II.B-20)
- SLOs developed by the Articulation Office focused on students' awareness of and use of articulation agreements and transfer information published in the college catalog and on the ASSIST website.
- The assessment of EOPS SLOs includes data on the number of counseling visits, completed Student Educational Plans, and student grade point average.
- EAC SLOs were assessed through an eight-question department survey on customer service given to students in the 10th to 12th week of the semester.

In addition to the college's CQI program review process, the college's programs were evaluated in 2008-09 as part of a state-wide categorical program review. (II.B-6)

Self Evaluation

Highlights of the assessment of student services SLOs and the application of those assessments to improve student services are:

- The Counseling Department found that 96% of students were able to identify specific courses for enrollment after their first counseling appointment; 95% were able to identify their educational or career goals between their first and third counseling appointments; and 75% of students surveyed created a plan of their education or career goals with an Oxnard College counselor within one to three appointments.
- The Articulation Office learned that about one-third of the students were aware of the ASSIST website prior to their first appointment with a Transfer Center counselor. In response to this information, the Articulation Office now conducts regularly scheduled workshops to encourage greater student use of this resource.

- EOPS Plans similarly used the survey results to modify the program, such as (1) establishing continuing-student orientations to develop a mutual contract with a calendar of systematic visits across the semester and (2) developing an Academic Success Agreement for students with GPA's of 2.0 and below. (II.B-18)
- Results of the EAC assessment led to the addition of more walk-in counseling hours in the evening. Other survey results were incorporated into training to be provided at the EAC in-service meeting in fall 2010. (II.B-22)

The state-wide review of categorical programs resulted in commendations for Oxnard College's high rates of success as well as a number of recommendations that are currently under consideration. (II.B-23)

In summary, the college is in transition between development and proficiency based on the ACCJC Rubric for Evaluating Institutional Effectiveness, both for program review and for student learning outcomes. Student services program review identifies student needs and uses student learning outcomes to evaluate the program's effectiveness in meeting those needs. The results of the SLO assessments are used to improve the services provided to students.

Planning Agenda

None.

Evidence for Standard II.B

- II.B-1 Ventura County Community College District Vision Statement
- II.B-2 Oxnard College Mission Statement
- II.B-3 Oxnard College Catalog
- II.B-4 Student Services Master Plan 2009-2014
- II.B-5 Student Services Program Reviews 2008-2009, 2009-2010
- II.B-6 2008-2009 California Community College's Categorical Program Review
- II.B-7 Catalog Schedule Production Calendar
- II.B-8 COMPASS Assessments
- II.B-9 Schedule of Classes
- II.B-10 Articulation Workshop Schedule
- II.B-11 Description of Agilegrad online counseling software
- II.B-12 Calendar of ASG Voter Registration Drives, Political Advocacy
- II.B-13 OC Literature, Arts & Lecture Series Brochure
- II.B-14 Multicultural Arts Day Flyer
- II.B-15 Oxnard Student Digital Film Festival
- II.B-16 Bistro Gourmet Dinner Menu
- II.B-17 Examples of Services provided by Counseling, EOPS, CalWORKS, CARE, EAC
- II.B-18 EOPS Academic Success Form
- II.B-19 FERPA Guidelines Workshop
- II.B-20 Counseling Department Meeting Minutes
- II.B-21 EOPS Meeting Minutes
- II.B-22 Student Survey(s)
- II.B-23 State Program Audit

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning resource centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The Library/Learning Resource Center services are currently sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in a variety of formats, and regardless of location via distance education, off-campus, or traditional on-campus delivery. The services include library orientation, assistance and training with research, learning support software, and instructional assistance from basic-skill level learning for the adult learner to high-level transfer courses in any and all subjects showing need for learning support services that the college offers. The services include library services, a book collection, DVDs, CDs, videos, databases, tutorial services, computer-lab access to databases, software support tools, and a place to complete research and course projects. (II.C-1)

The library, Learning Center, and tutorial services provide numerous approaches and services to providing students access to meet their educational needs effectively and efficiently. The institution systematically assesses these services through a variety of means, such as through student learning outcomes assessed in the individual subjects that the library serves, through faculty and staff input in the Library and Learning Resources Advisory Committee (LLRAC), and through open dialogue and access by all faculty and students. The library systematically assesses the services annually in order to plan and make adjustments as needed to improve the offerings and increase services that support student success. While the services are currently deemed sufficient, the staff is proactively planning the expansion of support for distance-education students, and preparing for the opening of a new and larger library addition in June 2012.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

The Library/Learning Resource Center consists of three units: the library, Learning Center, and Tutorial Center. The three units collaborate in providing library and other learning support services for students for the wide array of instructional programs, and intellectual, aesthetic, and cultural activities. All three units provide services that facilitate educational offerings regardless of location or means of delivery.

Library services are available to all students regardless of the instructional delivery format, location, or subject focus. The library provides an extensive list of print and online database services appropriate for writing general education research papers and for educational inquiry in general. (II.C-2) The library provides a faculty-led library instruction program that teaches research methods.

The Learning Center is a resource laboratory that provides access to wide array of supplemental and alternative instruction and support. This includes access to courses and/or materials for general education, second-language-acquisition courses, and basic skills developmental courses. The Learning Center provides computer labs, printers, and multiple software resource tools for student use. The learning resource center provides professional instructional assistance for learning skills, as well as being a consultation venue for faculty for specific basic skills classes. A remote location, a language/computer lab located in LS-7, is affiliated with the Learning Center and used primarily as an open lab.

The Tutorial Center provides assistance with general education, second-language acquisition and basic skills courses. The Tutorial Center also provides Educational Assistance Center (EAC) students with special assistance needs on an individual and group basis.

The library, Learning Center, and Tutorial Center make resources available for all students, on campus or off. The current level of print materials, databases, software resources, computer access, and classified and faculty support adequately meets the needs of the majority of the student body at this time. Recently, however, the college's enrollment has expanded significantly. A new Learning Resource Center will open in Summer 2012, providing additional computer laboratories, space, and opportunity to expand library services. (II.C-3), (II.C-4)

As distance education offerings continue to expand, services for online students will need to expand as well. The Library, Learning Center, and Tutorial Center staff are discussing how best to support increasing numbers of distance-education students.

Self Evaluation

The college meets the standard.

Planning Agenda

None

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and material to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

All three learning support units consult with faculty throughout the college to ascertain information, direction, and assistance in meeting student needs. Faculty from various disciplines support the Library/Learning Resource Center by participating in the Library Learning Resources Advisory Committee (LLRAC). In addition to this advisory body, the library solicits book-acquisition recommendations from faculty in the disciplines as well as relying on the bibliographical expertise of its professional staff. Learning Center software and materials are acquired through consultation among faculty members, especially those in transitional studies areas, and the professional Learning Center support staff. Information Technology (IT) staff are consulted to assure compatibility of server-based software.

Over the last decade, certain trends in the library and Learning Center have become obvious: circulation and use of traditional print materials has declined, while use of database services, reserve textbooks, and software applications that support student learning has greatly increased. The library and Learning Center have responded to these trends by changing the emphasis of library instruction away from traditional books and toward online research and by increasing software support services in general. (II.C-2)

Desktop computers are the primary learning support equipment used in these areas. (II.C-5) Guidance on the replacement of computers is provided by IT staff and the college's Technology Plan. The Learning Center and Tutorial Center student desktop computers were replaced in 2007. Student computers in the library were replaced in late 2009. The number of computer stations available in the library, Learning Center, and remote language/computer lab in LS-7 meets the capacity of space available. When the new facility comes online, there will be tremendous equipment needs to be met in consultation with relevant faculty and staff advisors.

Self Evaluation

The college meets the standard.

Planning Agenda

None

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library instruction (LI) is the name given to what is traditionally termed "library orientation." Any classroom instructor may request that his/her students receive a guidance lecture from a librarian on research techniques and source documentation. (II.C-6) In most cases, the LI lecture is followed by computer laboratory time so that the students may put their new knowledge to work immediately. Thus, the librarian

becomes a guest lecturer during regular classroom time. The LI-lecture venue is usually the library itself for logistical and instructional reasons. The Learning Center also conducts orientations to Learning Center resources. These orientations are held at the beginning of each semester or at any time instructors or special groups ask for training. Ongoing instructional assistance for users of the library, Learning Center, and Tutorial Center is available during all open operating hours. Trained staff, including student workers, is available to assist Library and Learning Center users. Additionally, instructors of a variety of subjects regularly use the Learning Center for training their students in research, study, memorization, test-taking, writing and vocabulary, and problem-solving skills. (II.C-6)

Learning support services for developing skills in information competency are among the primary services the Library and Learning Center offer. Specifically, learning support services address the college's institutional SLOs/Core Competencies in Critical Thinking and Information Technology as listed in the college catalog. They include:

- “K. Use the appropriate and current technology to acquire, organize and communicate information and demonstrate basic competence in functional computer literacy.
- L. Evaluate authority, veracity and bias of information.
- M. Document their sources of information.”

Library/Learning Resources staff members are also actively pursuing models for more effectively providing these skills in a distance learning format both for our online-only students and for all students. Progress toward this goal is consistently being achieved as web pages are developed. Ongoing review of the new practices and evaluation of student feedback regarding these offerings is being conducted.

The Library/Learning Resource Center is continuing its development and assessment of online offerings. Ongoing dialogue will assure that the services will continue to be effective and expanded when moved to the new Library/Learning Resource Center in June 2012.

Self Evaluation

The college meets this standard.

Planning Agenda

None

II.C.1.c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

Descriptive Summary

The Library and Learning Center are open from 8:00 a.m. to 8:30 p.m. Monday through Thursday, and from 8:00 a.m. to 5:00 p.m. on Fridays. The Library/Learning Resource Center hours have fluctuated over the last few years depending on budget and personnel available. Summer Library and Learning Center hours vary depending on the summer schedule itself and the availability of budget to support these services.

In concert with the district Information Technology Department, the library migrated its database access to the Luminis portal in February 2010, thus allowing full off-campus access to these resources via a proxy server.

Three faculty members and four full-time classified staff members work in the Library Learning Resource Center. There is one full-time associate librarian as well as two part-time evening librarians whose work hours depend upon allocated budget. Additional instructional support is provided for students studying math, English, and ESL in the Learning Center by instructors who have lab assignments or do office hours in the Learning Center.

The library employs one Library Assistant and one Library Technician. These full-time staff members operate the circulation desk, supervise student workers, order materials, catalog, shelve and conduct other typical library clerical operations. The Learning Center is operated by a full-time Instructional Lab Technician I. The Tutorial Center has a full-time classified Tutorial Support Services Technician.

All three units offer hourly work to full-time students under Work Study. Student workers are employed during all open hours.

Self Evaluation

The college meets this standard. Although the staffing and hours of operation are minimally adequate for student needs, they are not ideal. The library is pressed for adequate evening librarian services. The library has no on-site supervisor, and as enrollment grows, there is a need for more professional tutorial assistance.

Planning Agenda

None

II.C.1.d. *The institution provides effective maintenance and security for its library and other learning support services.*

Descriptive Summary

The Library's 3M security system protects materials from theft for all learning resource units, as students ingress and egress take place through one common public entrance/exit. All materials are "tattle-taped" to set off the security gate alarm. Additional security procedures are in place for expensive reserve materials, such as requiring signatures and checking for stolen pages before and after checkout. Although community members borrow materials occasionally, the bulk of circulation

transactions involve enrolled students. A lien procedure is in place that prevents student borrowers from graduating or receiving transcripts until library obligations are cleared. Additionally, college police regularly stroll the library, and are always on call for emergencies in regards to theft or disruptive behavior.

The educational equipment of all three units is physically secured by cables and padlocks to deter theft.

Self Evaluation

The current security systems are adequate and meet the standard. The Learning Center is also adding a computerized check out system for its various instructional materials. Planning is currently underway for securing collections and equipment in the new Library/Learning Resource Center.

The college meets this standard.

Planning Agenda

None

II.C.1.e. *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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

Descriptive Summary

The library has affiliations with the Gold Coast Library Network (GCLN) and the Community College Library Consortium (CCLC). The Gold Coast Library Network facilitates networking, training and interlibrary loan services among its members in San Luis Obispo, Santa Barbara, and Ventura Counties. Oxnard College's membership in GCLN is by formal agreement. The GCLN is a multi-type consortium, meaning its members are university, college, public and school libraries. The single largest benefit to the college's students and employees is the free interlibrary services offered through GCLN by the University of California, Santa Barbara.

The other resource, the Community College Library Consortium, is a joint creation of the California Community College League, and the Council of Chief Librarians, a professional association of California community college library deans and directors. This organization negotiates prices for online databases, or "e-resources," on behalf of its member institutions. Oxnard College is a member of this group. (II.C-7)

Self Evaluation

The college meets this standard.

Planning Agenda

None

II.C.2. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Prior to 2009-10, the library, Learning Center, and Tutorial Services were last reviewed through the annual review process in 2007. During 2008-09, changes in review procedures and disruptions leading to insufficient administrative guidance led to lack of review. This evaluation gap was remedied in the 2009-10 academic year with the library, Learning Center, and Tutorial Center once again participating in the program review process. All three areas plus the Success Academy gathered information for the annual review to assess their contribution to the achievement of student learning outcomes. In addition to institutional review, each of the three units surveys students and faculty on either a per-semester or annual basis to gather information about the adequacy of meeting student learning needs. The surveys provide background for determining needs for improvement in supporting achievement of outcomes, for purchases, and for planning.

Self Evaluation

The Library/Learning Resource Center is meeting this standard. Action is currently being taken, however, to improve the student and faculty surveying. An electronic survey is being developed for distribution, testing, and review, in keeping with the continual upgrade of technological services and approaches to managing the Library/Learning Resource Center. Additionally, it is expected the electronic survey format will assist us in better reaching the distance education students who access services and materials from online.

The college meets this standard.

Planning Agenda

None

Evidence for Standard II.C

- II.C-1 Count of Titles and Items by Holding Code; Reserve Book List
- II.C-2 Count of Titles and Items in Database; List of Databases
- II.C-3 DVD Video Collection
- II.C-4 VHS Collection
- II.C-5 Computer Use Data
- II.C-6 Library Instruction 2007-08; Library Instruction 2008-09
- II.C-7 Gold Coast Library Network Agreement

STANDARD III – RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary

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 that are centralized at the District Administrative Center.

VCCCD employs qualified personnel to support student learning programs and services wherever offered, and by whatever means delivered to improve institutional effectiveness.

VCCCD employs academic faculty and administrators, classified staff, confidential and classified management employees. The district also hires student workers to fulfill CalWORKS requirements to assist in their financial aid programs, and to provide job training. The district also employs professional experts for specific needs in performing deliverables in grants or as subject matter experts for instructional programs. Student workers and professional experts are not considered employees of the district.

All employees are treated equitably, evaluated regularly and are provided opportunities for professional development.

For faculty and classified staff the evaluation process is a collective bargaining issue and is outlined in their respective collective bargaining agreements. Administrators are evaluated per the VCCCD Administrator Evaluation Process. (III.A-1)

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 their separately developed continuous quality improvement processes.

Oxnard College values professional development for all employees. The Professional Development Committee (PDC) supports and advances appropriate professional development activities of faculty, staff and administration as delineated in Title 5.

Self Evaluation

The college meets this standard.

Planning Agenda

None

III.A.1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

Descriptive Summary

Faculty and academic administrators at Oxnard College meet the minimum qualifications for faculty and administrators in California Community Colleges as adopted by the Board of Governors of the California Community Colleges. The degrees and certificates held by full-time faculty and administrative staff are detailed in the listing of faculty and administrators between the appendices and the index of the college catalog. District hiring procedures assure that all non-contract faculty members meet minimum qualifications identical to those for full-time faculty. (III.A-2)

All classified staff and administrators are hired through the Merit System; governed by a Personnel Commission. The Merit System is a process that ensures the selection of employees based upon established minimum qualifications and experience required for open positions as well as the retention of employees upon the basis of merit and fitness. (III.A-3)

Self Evaluation

The college district meets this standard.

Planning Agenda

None

III.A.1.a. *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty, play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.*

Descriptive Summary

The college district maintains a Human Resources website where all job openings are listed. All open positions have criteria, qualifications and procedures for selection clearly stated on the website, including a downloadable PDF file containing the same information, and are readily available to the public. (III.A-4)

Criteria in addition to minimum qualifications for the selection of faculty are developed in consultation between department chairs and area deans. These selection criteria include but are not limited to the requirement for evidence of subject matter expertise, teaching demonstrations, and evidence of scholarly activities. District AP 7122, Recruitment and Hiring: Faculty, includes the policy regarding the selection committee composition. All degrees held by faculty and administrators are from accredited colleges or universities and are verified by human resources personnel before a candidate is offered an academic, faculty, administrative or classified position. (III.A-5)

Every course outline of record includes the discipline assignment selected from the most recent approved list of Minimum Qualifications for Faculty and Administrators in California Community Colleges. (III.A-6)

Self Evaluation

The college meets this standard.

Planning Agenda

None

III.A.1.b. *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.*

Descriptive Summary

All personnel are to be 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; non-contract faculty members are evaluated each semester for the first three semesters when first hired and, thereafter, at least once every six semesters.

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-1)

Evaluation of classified employees is both a collective bargaining process and a function of the Personnel Commission as articulated in the Classified Employee Handbook, effective April 15, 2010, Agreement Between the Ventura County

Community College District and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO, (III.A-7) and the Service Employees International Union, Local 88, AFL-CIO Agreement. (III.A-8)

Self Evaluation

The procedures and timelines for personnel evaluation are clearly defined and articulated. The college is in large part up to date in evaluation of all staff. The Executive Vice President is working with supervisory staff to develop a plan to assure that all personnel – administrative, faculty, and staff – have been evaluated according to specified intervals.

Currently, some employee evaluations are not up to date.

Planning Agenda

College management has developed time sensitive schedules to complete all evaluations in accordance with the two employee bargaining agreements.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Faculty evaluations are a collective bargaining issue and the process and criteria for evaluation are outlined in the Agreement between the American Federation of Teachers 1828 and the Ventura County Community College District. (III.A-7)

Self Evaluation

In the current contract, the effectiveness of student learning outcomes is not a component of faculty evaluations.

Planning Agenda

None

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The district maintains a Code of Ethics for its employees. The code spells out what is expected of district employees regarding their responsibilities in the public service, provides examples of conflict 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.

Self Evaluation

A district Code of Ethics was under development through much of 2009-10. The Board adopted BP 7205 Employee Code of Ethics at its June 16, 2010 Board Meeting. (III.A-9)

Planning Agenda

An Administrative Procedure for the Employee Code of Ethics will be developed during the 2010-11 academic year.

III.A.2. *The institution maintains a sufficient number of qualified faculty, with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

Descriptive Summary

Currently, Oxnard College has a sufficient number of full-time faculty to effectively maintain our academic programs and services in support of the college's mission. The recent budget crisis facing the college district and Oxnard College has forced the college to reevaluate work assignments and efficiency. As a result of this, some classified positions have been eliminated. Additionally, the college district is reviewing approaches to consolidating programs and services across the district. A consolidation has occurred in the Economic Development area, which was previously housed at individual colleges. Because it is a district-wide effort, the Dean of Economic Development now reports directly to the Chancellor, and he and his staff are physically located at Ventura College. Additional personnel reductions and consolidations have occurred in the Public Information Office, with the loss of the college Public Information Officer, in the Educational Services and Research Office, with the elimination of the position of Dean of Educational Services and Research and other reductions in Educational Assistance Center (DSPS), the college's bookstore, and the Career Center. Moreover, substantial reorganization and consolidation has occurred within the Instructional Technology departments at the colleges and within the district.

As of fall 2009, Oxnard College had 96 full-time faculty, 186 part-time faculty, 118 classified staff, 17 managers and supervisors, for a total of 417 employees. (III.A-10)

Self Evaluation

The college currently maintains a sufficient number of faculty, administrators and classified staff to provide services necessary to support the college's mission.

The need for additional staff, including faculty, administrators and classified staff, is analyzed through annual program effectiveness and planning activities. Funding availability hinders the college's ability to address all identified staff needs. The

need for additional staffing is prioritized at several levels including departments and divisions, Program Effectiveness and Planning Committee (PEPC), and the Planning and Budgeting Committee (PBC). Recommendations from the PBC are forwarded to the college President for consideration.

Full-time staffing positions approved by the President are then forwarded for consideration at Chancellor's Cabinet.

Planning Agenda

None

III.A.3. *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

Descriptive Summary

The Associate Vice Chancellor of Human Resources is the officer responsible for the administration of district personnel policies and procedures. The college district's personnel policies and procedures are outlined in the board policy, and are available online through the district portal, MyVCCCD, and accessible to all employees. (III.A-11)

Self Evaluation

Hiring policies and procedures are reviewed by the Personnel Commission as directed by the governing board and are re-written as appropriate. The college meets the standard.

Planning Agenda

None

III.A.3.a. *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

Descriptive Summary

The district has established policies, guidelines and procedures as outlined by board policy for all employment activities. These policies, guidelines and procedures are available online and accessible to all employees through the district portal, MyVCCCD. (III.A-11)

Self Evaluation

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 screening committees receive training and review of district hiring procedures at the beginning of each hiring process.

Planning Agenda

None

III.A.3.b. *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.*

Descriptive Summary

All personnel records are maintained at the District Administrative Center. Employees or authorized representatives may request access to individual files. The college district has guidelines and processes in place to assure that employees' confidentiality is maintained. Clear guidelines for placing and withdrawing information from personnel files are available to all employees online. Article 10, Personnel Files, in the AFT/VCCCD provides guidelines for faculty.(A-7) For classified employees, guidelines are found in Article 5 of the Service Employees International Union, Local 88, AFL-CIO Agreement.(III.A-8)

Self Evaluation

The college and district meet this standard.

Planning Agenda

None

III.A.4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

Descriptive Summary

District Board Policy, BP 7100, Commitment to Diversity, commits the district to employing qualified administrators, faculty, and staff members who are dedicated to student success.(III.A-12) The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. District hiring processes and staff development processes support the Board goals of equal opportunity and diversity. (III.A-11)

Self Evaluation

The college and district meet this standard.

Planning Agenda

None

III.A.4.a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Descriptive Summary

The district's procedures and processes in support of board policy provide guidelines to ensure that services, programs and practices support employees. These processes and guidelines are available to all employees on the district portal, MyVCCCD. (III.A-11)

Self Evaluation

The college meets this standard.

Planning Agenda

None

III.A.4.b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Descriptive Summary

In accordance with board policy, the Human Resources department at the District Administrative Center regularly assesses its record in employment equity and diversity.

Gender and ethnicity data for employees of Oxnard College from Fall 2005 to Fall 2009 indicate that over a four-year period, the ethnic makeup of the college staff has remained stable with non-white and non-disclosed employees making up approximately 48 percent of the employee population. With regard to gender data, the composition of the college has remained stable at approximately 52 percent female and 48 percent male. Data relating to the college's employment diversity are disseminated at the district level. Electronic fact books of information relating to Oxnard College are available at the district website. (III.A-13)

Self Evaluation

Oxnard College reflects its commitment to employment equity and diversity in its Mission: "Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multicultural, comprehensive institution of higher learning, Oxnard College works to empower and inspire students to succeed in their personal and educational goals and aspirations."

The district tracks gender and race/ethnicity data of current employees for the purpose of MIS reporting. The Director of Employment Services/Personnel Commission reviews these data annually to assess trends in employment equity. Additionally, the district collects applicants' gender and race/ethnicity data which are considered by the Director of Employment Services/Personnel Commission and academic screening committees during selection processes to ensure consideration of a diverse pool of applicants.

The Human Resources Department is currently in the process of developing an equal employment opportunity plan based on the Model Equal Employment Opportunity Plan provided by the California Community Colleges Chancellor's Office. The plan will contain specific plans and procedures for ensuring equal employment opportunity.

The college meets this standard.

Planning Agenda

None

III.A.4.c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Descriptive Summary

The college district is currently working on BP and AP 3430 Prohibition of Harassment and Discrimination Policy. (III.A-14)

Appendix VIII of the college catalog provides a Statement of Nondiscrimination. Appendix IX, Complaint Procedure for Harassment/Discrimination, provides definitions and the complete process for filing complaints.(III.A-2)

Self Evaluation

The Harassment/Discrimination Complaint Procedure is currently under review at the district human resources level.

All employees and students are expected to adhere to the district's policy regarding unlawful discrimination. Should an employee or a student allege a violation of policy, he or she can bring that concern to the attention of the appropriate individual in the district responsible for the reporting of the complaint. The concern will be examined and if substantiated either formally or informally, a remedy will be sought. If the concern cannot be resolved, the district will process the concern pursuant to established, formal procedures. In addition, pursuant to policy, employees cannot be retaliated against for filing a complaint.

The college meets this standard.

Planning Agenda

None

III.A.5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

III.A.5.a. *The institution plans professional development activities to meet the needs of its personnel.*

Descriptive Summary

Oxnard College has an active Professional Development Committee (PDC). The membership and activities of this representative participatory-governance committee are defined in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). This committee is charged with supporting and advancing appropriate professional development activities of faculty, staff, and administration as delineated in AB1725 and Title 5. The PDC coordinates with the President on a comprehensive organizational and professional development program for all college employees. It also oversees the coordination of Self-Assigned Flex activities at the college during the academic year. In addition, PDC assists in planning the “All College Day” each year in coordination with the Academic Senate President and with employment agreements. The PDC evaluates professional development proposals submitted by both full-time and part-time faculty and classified support staff, and allocates funding. (II.A-15)

While not an activity of the Professional Development Committee, the college’s Literature, Arts, and Lecture Series affords faculty and staff the opportunity to develop presentations in their areas of expertise and to benefit from the variety of learning opportunities presented in this weekly venue.

Self Evaluation

With the elimination of state funding for professional development, the college has allocated some general funds for professional development. These limited funds are the only financial resources available to the PDC. Both faculty and classified staff are awarded funding for professional development activities on a semester-by-semester basis as funding permits.

Some instructional units have been awarded grants that include funding for professional development. For example, Carl Perkins IV-C funding supports professional development for CTE faculty; and the Science, Technology, Engineering, and Mathematics (STEM) Grant supports professional development for faculty in these disciplines. Whenever possible and if appropriate, these funding sources may be available to other faculty across the college’s disciplines.

Because of limited funding available for organized professional development, increasingly, the PDC will need to plan and to encourage low- or no-cost faculty and staff-generated activities on campus to address teaching and learning needs.

Planning Agenda

None

III.A.5.b. *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

The Professional Development Committee (PDC) reviews the professional development program at its last meeting of the academic year. The process includes a review of the allocation of funds as well as a review of its purpose, membership, goals, activities, and expected outcomes. This review is held annually in accordance with procedures outlined in the college's Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). (III.A-15)

Self Evaluation

The college meets the standard. The college uses the results of the annual review as needed to revise and improve, as appropriate, the work of PDC.

Planning Agenda

None

III.A.6. *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of Human Resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

Planning for additional instructional staffing needs to support the mission of Oxnard College occurs through the Program Effectiveness and Planning Committee (PEPC) process. Planning for student services and classified staffing needs is addressed through parallel processes conducted by those units. Through these processes, all programs, including instructional, student support, administration and operations, assess their effectiveness and provide data to support staffing needs.

Recommendations for additional or replacement instructional and student-support staff are forwarded to the Planning and Budgeting Council (PBC). Recommendations from PBC are then forwarded to the college President. The college President forwards decisions to the Chancellor's Cabinet for final approval.

One of the central purposes of PEPC and its parallel process in student and business services is to evaluate program effectiveness and determine what the program needs are. These effectiveness reports are especially important in difficult financial times because the same data can be used to determine where reductions, if necessary and justifiable, must be made.

Self Evaluation

Prior to the current budget situation, Oxnard College made significant improvement in meeting this standard. The college established a clear link between the PEPC

process and budgeting when making staffing decisions. The justifications for added staff positions were forwarded to the Planning and Budgeting Council, with recommendations for new staffing forwarded to the President. In consultation with college management (i.e. Vice President Business Services, the Executive Vice President, deans, and supervisors), the college President made final hiring decisions.

Prior to fiscal year 2008, the President's decision was final. However, with the severe budget crisis that hit the district in fiscal year 2008, the process regarding staffing needs has changed. While the identification of increased staffing needs continues to be included in the PEPC process with recommendation to the college President, the final decision regarding the hiring of full-time staff is no longer made at the college level. Final hiring decisions are now discussed at the district level, where the Chancellor, other college Presidents, and Vice Chancellors weigh in on college decisions.

Likewise, activities resulting in reduction in force have also been affected by outside factors. Recent budgeting decisions coming from the state have resulted in consolidation of programs that were identified in the PEPC and through other processes as needing to be enhanced or to grow in order to meet identified student needs. The budget crisis has necessitated the need to identify minimal core programs and services to assist in making decisions affecting reduction of programs.

Planning Agenda

None

Evidence for Standard III.A

- III.A-1 VCCCD Administrator Evaluation Process
- III.A-2 Oxnard College Catalog
- III.A-3 Personnel Commission Website
- III.A-4 MyVCCCD Portal (Human Resources)
- III.A-5 AP 7122: Recruitment and Hiring: Faculty
- III.A-6 Minimum Qualifications for Faculty and Administrators in California Community Colleges
- III.A-7 Agreement Between the Ventura County Community College District and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO
- III.A-8 Service Employees International Union, Local 88, AFL-CIO Agreement
- III.A-9 BP 7205 Employee Code of Ethics
- III.A-10 Oxnard College Employee Demographics – 4th Week Profile, Fall 2009
- III.A-11 Website for VCCCD HR Toolbox: http://domapps.vcccd.edu/hr/intranet/hr_intranet
- III.A-12 BP 7100 Commitment to Diversity
- III.A-13 http://www.vcccd.edu/departments/institutional_research/index.shtml
- III.A-14 BP and AP 3430 Prohibition of Harassment and Discrimination
- III.A-15 Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010)

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Oxnard College ensures safe campus facilities by following and complying with various federal, state, and local regulations. Inspections of the college facilities are conducted by federal, state, and local agencies on an annual basis. An annual evaluation of facilities is conducted by our State Wide Association of Community Colleges (SWACC) insurance underwriters. (III.B-1) Elevator and fire suppression equipment inspections are conducted monthly by the State of California and maintenance personnel. Safety inspections are routinely conducted by the district Risk Management Department, Campus Use, Development and Safety (CUDS) committee, City of Oxnard Fire/CUPA, (III.B-2) City of Oxnard Water Department.(III.B-3) Daily inspection of buildings and equipment is conducted by the staff of the Maintenance and Operations Department. Monthly safety meetings are conducted to help Maintenance and Operations staff in identifying potential safety hazards. Staff are trained, and in some cases, certified or licensed, to recognize hazards and to remedy them in a safe and effective manner. The maintenance department uses an automated program known as School Preventive Maintenance and Management Software (SPMMS) to schedule annual, monthly, and daily maintenance tasks, many of which are safety related. (III.B-4) Review and prioritization of safety related issues and their remedy, brought to the attention of the maintenance department from any source, are a daily activity of facility management staff. All maintenance, repair, and construction are done in accordance with appropriate Division of the State Architect (DSA) , Americans with Disabilities Act (ADA) Uniform Building Code (UBC), National Electric Code (NEC), and State of California Plumbing, Mechanical, Fire and Title 24 codes. (III.B-5)

All off-campus sites meet similar safety and accessibility (ADA) requirements. The maintenance department maintains an electronic data base for all Material Safety Data Labels (MSDS) in addition to hard copy books placed in various campus locations. (III.B-6) Disposal of chemicals is contracted out to a licensed disposal firm. Chemicals in use or awaiting disposal are stored in appropriate storage containers. Special Sharps, and Bio Hazard containers are used for disposal of items used in our Dental Hygiene and Health care centers. Hand sanitizers and Automatic External Defibrillator (AED) devices have been installed campus-wide.

Building cleanliness and restroom sanitization are the responsibility of the custodial department. Custodians attend all safety meetings and have completed training in

handling of chemicals and biohazards. The Custodial Supervisor is responsible for the operational tasks performed by the custodial crew.

The college campus is approximately 118 acres in size. The grounds maintenance department is charged with the responsibility of maintaining the campus grounds in a safe and aesthetically pleasing condition. Grounds personnel are trained in safe operation of equipment used by their department. The Grounds Supervisor is a licensed pesticide applicator and certified arborist. Proper application, handling and storage of pesticides and herbicides is the responsibility of the Grounds Supervisor.

Campus Police and the Maintenance and Operations department work in collaboration, to insure safety for all users of college facilities.

Campus space and facility needs are articulated in our Educational Master Plan (EMP), (III.B-7) and Facilities Master Plan (FMP). (III.B-8) The Educational Master Plan was developed from input from all college constituencies and is the primary document used by the institution to ensure that adequate facilities needs for effective educational delivery are met. Comparison of the EMP, along with our annual Space Inventory data report, (III.B-9) filed with the State Chancellor's Office, is used to evaluate how well existing facilities meet the educational and facility needs and goals. Space inventory reports are used to document the actual utilization of existing space on an annual basis. Submittals to the state for capital construction projects rely in part on space inventory data to support the institution's requests for funding.

The Facilities Master Plan is used in conjunction with our Five Year Capital construction plan to ensure that existing and planned new facilities make the best possible use of physical space and financial resources in meeting the current and future educational goals.(III.B-10) Adherence to the principles articulated in these documents results in comprehensive facility and financial planning, which supports the institution's stated mission statement and goals. The institution makes full use of all financial resources from all sources to maximize the ability to meet the needs of faculty, staff, students, and the community. As with all community colleges, funding is critical to Oxnard College to provide quality and safe facilities long term. Recent state financial difficulties have resulted in Scheduled Maintenance funds being severely reduced or eliminated. Staff positions have been systematically reduced, again due to budget shortages. While Oxnard College has been able to cope with these challenges, future positive outcomes may not be possible without substantial funding increases.

Self Evaluation

Oxnard College successfully meets the above standard in providing safe and adequate facilities.

During the preparation of our Facilities and Educational Master plans, it became evident the institution lacked capacity and resources for future growth in several areas. The areas most needing expansion of physical space were identified as Student Services, Library, Theatre Arts /Auditorium, large classroom space and

increased lab space. As a result of the inability of the state to provide funding for needed expansion, a local bond measure was placed on the March 2002 ballot. The passage of this bond, known as Measure S, provided the institution with much needed funds to address space deficiencies, due in part to student enrollment growth in a number of areas. (III.B-11) Because of rapidly rising construction costs, some projects on the initial Measure S building program were not able to be constructed. A new warehouse building was completed in 2005 and a new Student Services/Administration building was completed in 2009. A new Theatre Arts and Auditorium building is under construction. Unfortunately, planned large classroom construction and increased lab space as separate projects were not financially viable. The institution is overcoming this setback by renovation of vacated facilities previously occupied by administration, student services, health department and support staff. This renovation will convert vacated spaces into new large classrooms, and several learning labs. Ultimately, this process will meet the physical needs for the institution's immediate future. Long term needs may require new construction.

Classrooms campus-wide are currently being upgraded with smart technology.

Computers in learning labs are systematically upgraded with our Refresh Funding Program which has a three-year cycle.

Support for information technology operational, distance education, and maintenance needs is provided by college and district IT staff.

Upgrades to improve accessibility related to ADA are in process, and will continue as funds allow.

III.B.1.a. *The institution 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 program and services.*

Oxnard College uses its Educational Master Plan (EMP) as the principle document to define and ensure all college physical resources are constructed and maintained in a manner that supports the institution's mission statement and goals.

Programmatic needs which include physical space, facilities and equipment are defined by departmental staff. The resultant needs are evaluated and prioritized by college participatory-governance committees and administration.

When the institution completes the review process the EMP then becomes the underpinning document used to develop the Facilities Master Plan (FMP). The FMP defines the ideal physical resource development and 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 the way the institution leverages maximum available funding and efficient space planning. Data derived from the space inventory documents submitted annually to the State Chancellor's Office are then used by the institution to compare the ideal physical resource model in our FMP with actual measured utilization of existing facilities.

Future physical resource needs are then clearly apparent. The data also show where deficiencies in current facilities are and provide a solid basis to support the need for upgrades, renovation, equipment, access and maintenance. The quality of service provided by the institution is assured by the institution's diligent use of all resource management tools at its disposal.

The institutional goals receive support through various college participatory government committees. The Planning and Budgeting Council (PBC) reviews the financial implications as expressed by the departments in the EMP, and compares the stated needs with available or expected funding. (III.B-12) Priorities are then developed and recommended to the President, and funds are allocated. The Campus Use, Development, and Safety (CUDS) committee, also a participatory-governance committee, meets monthly and identifies issues that have a direct bearing on how the physical resources are used, accessed, maintained, and renovated. (II.B-13)

The Maintenance and Operations Department staff is responsible for maintaining the 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 ensure timely response to facility maintenance needs. The department is also responsible for submitting the institution's Five-Year Capital Plan and annual Scheduled Maintenance Plan. Both of these documents are the institution's primary tools for requesting and obtaining state funding.

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

A thorough review by the institution's administration, in May of 2003, of existing documents, such as the 3DI facility condition assessment report, made it clear the institution would not be in a position to meet the requirements of this section with state funding alone. (III.B-14) Clearly, significant funding from sources other than the state would be needed. In March 2002, voters passed a district-wide bond issue, Measure S. Oxnard College received approximately \$111,000,000 from the bond, as its share of a district-wide allocation. The receipt of these funds allowed the institution to proceed with a number of capital building projects, renovation of existing buildings and a complete upgrade of campus infrastructure. The Facilities Planning Steering Committee (FPSC), formed after the passage of Measure S, defined the college construction priorities, and the building renovation program began.

Self Evaluation

The institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective use and the continuing quality necessary to support its program and services. Every available fiscal and personnel resource is used in a manner consistent with support needed to meet the institution's mission statement goals and objectives. The institution strives to continue delivery of quality service in spite of severe state budget allocation deficiencies.

Planning Agenda

None

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

Descriptive Summary

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 Uniform 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. (III.B-1) Construction, maintenance and facility repairs are made to comply with these standards to assure safe and accessible facilities.

Inspections are done by public agencies such as the City of Oxnard Fire, Building, and Safety Departments; and the City of Camarillo Fire, Building and Safety Departments. (III.B-15) The Ventura County Department of Health, Ventura County Department of Vector Control, (III.B-16) 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 is done online by the 3E Company, with chemical inventory and disposal done by C.J Seto Co. The college uses the following resources and inspections, and staff obtain various certifications to ensure access, safety, and security and promote a healthy learning and working environment:

- Annual inspections by insurance underwriters, Statewide Association of Community Colleges (SWACC)
- State Elevator Inspection and Certification
- Routine inspections, repair, maintenance by Maintenance and Operations Staff
- Patrol by campus police

- Review of facilities by college participatory committees. Program Effectiveness and Planning; Campus Use, Development, and Safety; Planning and Budgeting Committee; Technology Committee.
- Five Year Capital Building Plan including Initial Planning Proposals (IPP) and Final Project Proposals (FPP) (III.B-17)
- Annual Scheduled Maintenance Plan
- Blue Light Emergency Phone System (III.B-18)
- Planned Video Surveillance System campus-wide
- National Incident Management System (NIMS) certified members (III.B-19)
- Classroom Emergency Phone System
- City of Oxnard Fire/CUPA Business Plan with maps showing all chemical quantities and locations on campus (III.B-2)
- Memorandum of Understanding (MOU) with American Red Cross
- Emergency radios for administrators and maintenance staff
- Annual fume hood certification
- Automated building HVAC control system
- Solar-powered flashing crosswalks
- Risk Management Department (district) (III.B-20)
- Annual Space Inventory Report (III.B-9)
- 3 D/I Facilities Assessment Report (III.B-14)
- Computerized work-order system (SPMMS) (III.B-4)
- Electrical Distribution Condition and Testing Survey
- EMP and FMP
- IT Help Desk
- Monthly Maintenance and Operations staff safety meetings
- Smoking ban on campus in or near buildings. Smoking allowed in parking lots only.

Projects that support campus access, safety, security, and promote a healthy learning and working environment are provided below:

- Installation of Campus-wide Blue Light Emergency Phone System
- Classroom Emergency Phone System
- Installation of Solar Powered Flashing Crosswalks
- Construction of new ADA ramps for Dental Program and Fire Tech Buildings
- Planned campus-wide video 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 and OE buildings
- Complete infrastructure replacement: electrical, water, gas
- Sewer repair project
- Athletic fields renovation for safety and PE building remodel to improve function
- Child care remodel to improve function and meet new safety standards

- Auto Tech building renovation including install dust control system and new paint booth
- Warehouse, Student Services and Administration Building construction
- Performing Arts and OCTV Building under construction
- Planned new LRC Building
- Smart Classroom Technology installation campus-wide
- IT Server room remodel and expansion
- Increased emergency lighting capacity and exit signs
- Numerous sidewalk and walkway replacement to eliminate trip and fall hazards
- Annual tree maintenance program to reduce risk of falling limbs and tree blow downs.
- New parking lot H, previously dirt with no lighting
- Water runoff detention basin
- New interior lighting installed 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 campus wide
- All center lines and crosswalks restriped campus-wide
- New Package Air handling units for the LRC building
- New campus way-finding signs and directories
- Student Space Kiosks campus-wide
- Two new patio/gardens
- 30-year-old elevator upgraded to new ADA standards in the LRC building
- Two chemistry labs remodeled in the LA building
- Classroom furniture replaced and ADA desks added to all classrooms in the LA building
- Asbestos floor tiles abated in the LA building
- Expanded and improved landscape campus-wide
- Exterior of buildings LA, LRC, LS, North Hall, South Hall, Cafeteria, Auto Tech, Maintenance, and JCC painted

Self Evaluation

The college has invested millions of dollars since the passage of the Measure S bond in 2002 to build, renovate, remodel and repair its physical resources. Many of the completed projects directly addressed the physical condition of the college facilities. Significant progress was made in accessibility, safety, and appearance of the entire campus. The institution has improved off-campus facilities as well. Our Marine Education Center and Fire Technology facilities have been improved and will continue to improve in future years. A new hi-tech Fire Academy operated by Oxnard College in the City of Camarillo is currently under construction. This facility is being constructed to the highest standards possible to assure a quality building and exemplary learning environment. Oxnard College continues to improve its facilities and equipment and has met the standard in providing an accessible, safe, secure, healthful learning and working environment.

Planning Agenda

None

III.B.2. *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.*

Descriptive Summary

Facilities needs are reviewed annually during the program review and unit planning process. Requests for space increases and repairs or upgrades are defined in these documents. Data from program review and unit planning documents is incorporated into the Five-Year Capital Construction Plan, to secure State funding. (III.B-10) The Educational Master Plan (EMP) is a document used by the institution to articulate its five-year facility needs. (III.B-7)

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). (III.B-13) This is a participatory-governance committee, co-chaired by the Vice President of Business Services, charged with assuring facilities needs are clearly communicated to other college committees, administrators and the facilities department. The CUDS committee members meet monthly.

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-9) This report is updated annually and submitted to the State by the Director of Facilities, Maintenance and Operations.

The Director of Facilities, Maintenance and Operations is able to compare year-to-year utilization of facilities and make recommendations to administration, for improving scheduling of classes and the efficient use of all college facilities. Documented efficient use of existing facilities is critical to the institution's ability to secure State funding for new construction and repairs.

Program resource needs received from each department, as articulated in their Program Effectiveness and Planning Reports (PEPRs), are submitted to the Program Effectiveness and Planning Committee (PEPC) co-chairs, the Executive Vice President of Student Learning and the Academic Senate President, for initial review with the department chairs and dean. (B-21) After this initial review, a program priority list is generated. The departments' priorities are then submitted to the full PEPC committee for final review and submission to the Planning and Budgeting Council (PBC). (III.B-12) Final resource allocation recommendations and priorities from PBC are then sent to the President.

Recommendations of priorities and funding needs for equipment are developed during the PEPC and CQI annual reviews. Departments identify their budget and

equipment needs for the coming fiscal year. Departments' equipment needs are communicated to PEPC, then to PBC for final prioritization.

Primary funding for existing facilities equipment is received from the State, in the form of Instructional Equipment, Library and Materials (IELM) grants. (III.B-22) New buildings receive their primary equipment budget from the State as part of the Furniture, Fixture, and Equipment (FF&E) grant for new construction.(III.B-23)

Where possible, equipment funding for new construction by Measure S has been used to augment FF&E funds. Equipment grant funding has been provided from Carl Perkins IV-1C, Title V and STEM grants. General funds are used when possible.

Self Evaluation

The institution 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 college physical assets. Obtaining adequate funding is always a difficult challenge, especially in years of economic downturns. We are currently experiencing a prolonged and severe economic downturn in California. Long-term planning incorporated in the Facilities Master Plan (FMP), Educational Master Plan (EMP), and Program and Effectiveness and Planning Reports (PEPRs) has enabled the institution to make significant progress in construction and renovation of new facilities and to alleviate some of the negative effects of State budget shortages. The college has pursued all available sustainable grants, and has consistently leveraged general and bond funds.

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. Measure S provided funds to construct and equip a new Student Service and Administration building, a new Performing Arts Center building, a Learning Resource building addition, and a new combined Fire/Sheriff Training Academy (FSTA) building. Oxnard College will train fire academy students in one half of the new (FSTA) building. Many infrastructure upgrades, including safety-related items, were completed in the past three years. The college is effectively meeting the needs of faculty, staff and students, in spite of severe and prolonged budget shortfalls.

Planning Agenda

None

III.B.2.a. Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The Facilities Master Plan (FMP) provides the institution with a comprehensive planning tool to assist the institution with long range capital planning. (III.B-8) Needs expressed in the FMP are prioritized by the institution's participatory-governance committees and submitted to the state in a document known as the Five Year Capital Plan, after district approval. The Five Year Capital plan is updated annually by the institution and the district. (III.B-12)

Underpinning for all construction prioritization is derived from the EMP .The approach to acquisition of facilities is dependent on available funding sources. The institution may elect to secure funding through bond funds as in Measure S, certificates of participation (COPs), Foundation contributions, or the state. Partial success in competing for State funds was realized in acquiring funds to construct a new Warehouse and Performing Arts Center. Other projects such as the recently completed Student Services & Administration Building and the new Learning Resource Center are funded in total by Measure S.

Passage of Measure S provided the college with the funds needed to reduce the shortages of much needed space. Augmentation of Scheduled Maintenance funding received from the State by Measure S was significant and contributed to the overall improvement in campus appearance and maintenance. Equipment unlikely to be provided by the state in sufficient quantities was also funded by Measure S. The institution has been very effective in defining its needs through the EMP to the FMP and finally during the submittal of the Five-Year Capital Plan. The college actively pursues all available funding and has been successful in obtaining state funds for long-range funding of capital projects. The college received from the state \$ 1.94 million dollars to construct a new warehouse in 2007 and approximately \$7.0 million dollars in 2010 for a new Performing Arts Center. The receipt of this funding demonstrates the institution's ability to communicate to the state the comprehensive documentation needed to secure state funding. The institution also was successful in communicating its needs to the community. This ability to show the benefit and need to the community of facility improvement led to the passage of Measure S.

The total cost of ownership is currently being integrated into college dialogue at all levels. Committees are increasingly aware of the financial ramifications of large building programs. Many costs of facility expansion are not readily apparent at the start of these programs. Costs such as Environmental Impact compliance and fees associated with various mitigation requirements are often extensive. The buildings themselves impact the institution in energy usage, supplies, maintenance and staff needed to service the building needs. The new buildings contribute to increased competition with older buildings for scheduled maintenance funding and severely tax the maintenance and operations department's ability to provide adequate service

levels in support of building needs. Large capital improvements require significant equipment acquisition. The state seldom provides adequate funding to meet the institution's ideal equipment needs as expressed in its EMP.

Self Evaluation

Oxnard College clearly articulated its need for facility and equipment both currently and long range in the development of the EMP and FMP. The institution has been effective in securing both short- and long-term funds from state and local resources, through the Five Year Capital Plan and Measure S. These funds have been used to construct and plan new facilities, acquire equipment, and maintain existing facilities.

Projections of the total cost of ownership are now becoming a priority and will be integrated in the FMP. Dialogue college-wide indicates a general awareness by the college constituencies that significant planning is required to ensure that all costs associated with facility expansion are taken into consideration and adequate funds are allocated to support such expansion. These costs include the actual operating and maintenance costs necessary to support new construction or facility expansion. Additional staff, insurance, utilities, supplies, equipment and environmental remediation and compliance costs are now considered as part of the entire project funding commitment.

ADA access to the new or expanded site is an important part of cost planning as these costs can be significant.

Planning Agenda

Total cost of ownership considerations will be included in the FMP at the next revision.

III.B.2.b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

The institution successfully integrates planning with physical resources through a number of planning processes. The integration begins with the completion of Program Effectiveness and Planning Reviews and parallel planning processes. This information is used to update the Educational Master Plan, Strategic Plan, and Facilities Master Plan. The combination of these documents identifies the space, equipment, staff, and program needs and associated costs to provide the college's course offerings and programs.

Comparison of planning documents with actual utilization data as contained within the Annual Space Inventory Report allows the institution to evaluate how effectively existing space is allocated in meeting the college's plans and goals. The Space Inventory Report assists the college in the allocation and scheduling of classes to

make maximum use of available space. This report is the document that supports the college's requests to the state for additional space or remodeling funds.

Additionally, the importance of planning documentation used in conjunction with inventory data is that a complete picture of needs is expressed and supported with tangible data. The following groups review the various college facilities planning documents:

- Program Effectiveness and Planning Committee
- Campus Use, Development, and Safety Committee
- Planning and Budgeting Committee
- Technology Committee

With feedback from these groups, the following plans are developed:

- Five-Year Capital Plan
- Initial Project Proposals (IPP) provided to the State to begin the process for project funding. (III.B-17)
- Final Project Proposals (FPP) documenting completed project funding proposals
- Furniture Fixture and Equipment (FF&E) documents filed with the State to secure new building equipment. Equipment list originates with department needs as specified in EMP.

Self Evaluation

Oxnard College has well-defined long- and short-range planning and resource use strategies as demonstrated by a comprehensive EMP and FMP. The creation and use of these documents by various college committees ensures the integration of physical resources and planning. Prioritization of the Measure S program was the result of a careful evaluation by the college by every available tool the institution had at its disposal. The college meets this standard.

Planning Agenda

None

Evidence for III.B

- III.B-1 SWACC Survey
- III.B-2 City of Oxnard Fire/CUPA Business Plan
- III.B-3 City of Oxnard Water Department Back Flow Inspection Certification
- III.B-4 SPMMS Work Order System
- III.B-5 Division of the State Architect Project Numbers; Uniform Building Code, National Electric, Mechanical, and Plumbing Codes; Americans with Disabilities Act (ADA); State of California Uniform Building Codes, State of California Business and Professions Code; Occupational Safety and Health
- III.B-6 MSDS Database
- III.B-7 Educational Master Plan
- III.B-8 Facilities Master Plan
- III.B-9 Space Inventory Report
- III.B-10 Five Year Capital Plan
- III.B-11 Measure S
- III.B-12 Planning and Budgeting Committee
- III.B-13 Campus Use, Development and Safety Committee Minutes
- III.B-14 3D/I Facilities Condition Assessment Report
- III.B-15 City of Camarillo Department of Building and Safety
- III.B-16 County of Ventura Vector Control
- III.B-17 IPP and FPP Submittals
- III.B-18 Bluelight Emergency Phone System
- III.B-19 NIMS Emergency Response and Preparedness Plan
- III.B-20 District Risk Management

III.B-21 Program Effectiveness and Planning Committee

III.B-22 Instructional Equipment and Library Materials

III.B-23 Furniture, Fixture and Equipment Grants

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

Descriptive Summary

Oxnard College has a strategic technology plan that was developed in the 2005-2006 academic year and adopted by the Planning and Budgeting Council in September of 2006. The plan was updated in August of 2008, and is reviewed each year by the Technology Committee. (III.C-1) The document defines technology planning, the purposes and benefits of the plan, planning assumptions, goals and objectives, and integrated planning. The college includes technology as an integrated component in the recently revised Oxnard College educational Master plan.

The Technology Committee is a participatory-governance body within the college. It is composed of representatives from each division of the college. The committee has co-chairs, one manager and one faculty member. The primary charge of the group is to advise the President and decision-making bodies of the college regarding the college's present and emerging technology needs.

The college and the district work together to coordinate the technology services, professional support, facilities, hardware, and software designed to enhance the operation and effectiveness of the institution. To achieve this coordinated effort, the structure of the Information Technology team has recently been reorganized, now having the Oxnard technology service team consolidated into the district Information Technology Department. The immediate needs of the college are still provided for by the college-level technology team (whose primary work location remains on-campus), while the district-wide technologies, such as the student registration and resource planning software (Banner), are maintained by the district-level technology team. In addition, the Information Technology structure includes working and advisory groups that are dedicated to specific technology components that serve our students, such as:

- Technology Committee
- Banner Student Project Group
- Distance Learning Task Force
- MyVCCCD (Portal) Project Team

These groups consist of representatives from each college and the district office, based on job function, and appropriate district staff and programmers. The groups meet on a regular basis to evaluate and prioritize specific requests made by the colleges and recommend strategies to meet those requests. Recommendations for projects that require significant resources are sent to the Administrative Technology Advisory

Committee (ATAC), a district-level committee, which then advises the Chancellor on technology planning and setting of priorities. (III.C-2) Oxnard College is represented by the Executive Vice President and the Vice President of Business Services in monthly meetings where they discuss topics such as:

- Evaluating and prioritizing tasks, including project timelines and the identification of needed resources;
- Setting priorities for fiscal and staff resources; and
- Making recommendations to revise and improve business processes.

Self Evaluation

The strategic technology plan is the primary vehicle for ensuring that the various types of technology needs are identified. The technology plan needs to be updated as a comprehensive document, as much has changed since the last major update in 2008, both in terms of technological advancements and in terms of college and district organizational change. The plan is due for an update in the 2010-2011 academic year.

The current technology plan does not address the staffing and structure required to support the technology goals and objectives, the technology refresh planning process, the technology needs of distance education, the network infrastructure, training of staff, and techniques to measure satisfaction with campus technology. A separate IT tactical or operational plan will be developed to address these issues.

The college Technology Committee remains the primary governance vehicle for identifying, discussing, and working on technology needs, including addressing requests generated as a result of the program review process and any upcoming technology needs as a result of new construction. In practice, the Technology Committee has not met on a consistent basis during the past year. Both the mission and the composition of the committee have been reviewed as part of the update of the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). (III.C-3)

Notable enhancements since the last accreditation cycle include a successful consolidation of technology support resources, introduction of wireless services for students and faculty to enhance connectivity for portable devices, the increase in the number of technology/multi-media enhanced (e.g., "smart") classrooms and computer laboratories, as well as continual investments in the High Tech Center (computer access for the disabled) in the Education Assistance Center, and the establishment of a Faculty Resource Center. A STEM grant is providing major funding for technology in many areas within the college.

Planning Agenda

The Technology Committee will address, review and update the Oxnard College strategic technology plan during the 2010-2011 academic year.

III.C.1.a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Descriptive Summary

The district Information Technology Department (IT) makes infrastructure and systems changes and upgrades as necessary to keep up with the rapid pace of changes in technology. IT maintains the college's technology infrastructure, provides coordination and leadership to advance technology across the enterprise, and provides input on policy creation and follow-through.

The district has invested significantly in the college and district IT infrastructure since 2005, using funds from the Measure S bond. Bond funds for each new facility have included a budget for IT needs, including the network infrastructure, wireless, security, and new systems and software. When the bond projects are completed, total bond expenditures for the college technology needs will have exceeded two million dollars.

The district has recently established an employee portal that has an equivalent student version to provide self-service access to many resources in one online location. Students have access to all the registration options and fee payment through the portal, along with a district email account. The student version also includes a directory that lists all college services. The employee version links to important resources; documents; forms to conduct district business; private links to individual personnel information including payroll, vacation, and sick leave records; and announcements of general interest. There is also a technology ticket tracking system that can be accessed through the portal.

Through the Distance Learning Task Force, the district office coordinates the distance education technology needs of the three colleges. This task force meets on a regular basis. Desire2Learn, the course management system used in the district for distance education, is a nationally recognized product. The hosting of the system is managed by IT and is transparent to the individual colleges. Hosting decisions are made in concert with the Distance Learning Task Force. Provisions for reliability, disaster recovery, privacy, and security of the learning management system are provided through IT in accordance with applicable state and federal laws and current best practice. (III.C-4)

All college IT resources are protected by a secure firewall, with backups of all critical data at a secure off-site data vault facility. Anti-virus software is used on all systems to protect critical data.

The college established an Instructional Technologist position using STEM funding. The position provides support and training for faculty technology needs, with an emphasis on distance learning support. The college initially filled the position in mid-2009, but the incumbent left the district in February of 2010. A replacement was hired and started in May of 2010.

Self Evaluation

The district has a long history of maintaining and investing in critical technologies to meet its core mission. Bond funding that has supported enhancements to the college IT infrastructure will be spent by 2012. Ongoing support to sustain the technology infrastructure will be a challenge given current and future projected budget pressures. The network equipment that has been acquired and installed has a lifetime warranty, and has sufficient capacity to handle substantial growth in network usage.

The Measure S bond building projects will substantially increase the amount of technology resources for use at the college. The STEM grant is also adding a significant amount of new systems and software. Providing support for those resources will be a challenge after completion of the bond projects and the grant. The IT department is currently evaluating technologies to increase efficiencies and reduce operating overhead to support the increase in systems and software.

Funding from the STEM grant for the Instructional Technologist position is currently scheduled to end in October of 2011. The college desires to grow its distance learning offerings, and funding this position after the grant will need to be addressed in order to provide ongoing support for online instruction.

Course or discipline specific software is selected by individual programs or departments, with guidance as requested by IT.

The college and district provide budgets for software licenses, professional development and training. Upgrades to hardware are supported through a separate college budget dedicated to technology refresh. The licensing costs for the course management system and some help-desk support are provided at the district level and negotiated on behalf of all three colleges.

In 2007, the district IT entered into a contract with Blackboard to provide hosting and some course management support for the three colleges. The contract required Blackboard to provide hosting, maintenance and routine updates on their servers to maintain a consistent updated learning environment. The service level agreements also limited the acceptable "down-time" of the servers so that students and faculty would not be without service for any extended periods of time. The license was based on full-time equivalent students in the district and did not limit the number of users or number of courses. A number of Oxnard College faculty took advantage of this by creating web enhanced courses that supplemented their in-class activities and provided feedback and communication to students outside the classroom. Students enrolled in an online class or one that used Blackboard as a supplemental activity had access to the course within hours of enrolling.

Cost considerations and dissatisfaction with the level of service provided by Blackboard prompted the investigation of an alternative course management system. After district-wide discussions and the exploration of multiple options, the district selected Desire2Learn to replace Blackboard. In fall 2009 the district began converting all

Blackboard courses to Desire2Learn. This new learning management system was fully used during the spring 2010 semester.

In spring 2009, the district reviewed its compliance in the authentication and security of students taking online classes. It was determined through this review that Oxnard College is in compliance with the Higher Education Opportunity Act (HEOA) legislation through the use of unique user identifications, password protected user accounts, and proctored exams. (III.C-5)

Integration of web 2.0 technologies into distance learning will need to be evaluated by the distance learning committees at the college and at the district level. This includes use of social media (Facebook, Twitter), media sharing (YouTube, iTunes University), blogging, and other technologies.

Planning Agenda

The district portal provides many opportunities for professional growth in the area of technology, however more training and publicity is needed to inform employees of what is available. The college administration will work with IT to develop higher profile training materials and additional training opportunities.

Technology budgets will continue to be reviewed and analyzed as one-time funding sources end. Sustaining the existing and planned technology will be a priority.

New technologies, such as desktop and application virtualization and cloud computing, will be considered as possible solutions to increase efficiency in order to maintain the ever-growing technology infrastructure.

The college will need to address the funding of the Instructional Technologist position when the STEM grant ends in late 2011.

III.C.1.b. *The institution provides quality training in the effective application of its information technology to students and personnel.*

Descriptive Summary

Oxnard College has an Instructional Technologist responsible for providing training and support for faculty. The college provides faculty training for online instruction through flex workshops and other staff development activities as well as individual help on an as-needed basis.

The college has built a faculty resource center and a STEM center where hands-on guided instruction can take place. In addition, there are offices in the faculty resource center where the Instructional Technologist can work one-on-one with faculty to provide training and support.

At the district level, technology training needs are identified in multiple ways. The IT and Human Resources Departments schedule training for personnel based upon

requests and also on needs identified by management. Deployment of new technologies or upgrades to existing technology also include training components for employees and students (where applicable).

The district has contracted with SkillSoft to provide online, self-paced training modules for many software applications. These courses are made available to all employees via the portal.

Self Evaluation

Faculty frequently request training options that are flexible and on-demand. In addition to the services of the distance education staff, the faculty are able to use @One training. @One is supported by a grant from the Chancellor's Office, California Community Colleges. (III.C-6)

The college provides workshop training opportunities for faculty offered during Flex Week prior to the start of the fall semester.

Various faculty involved in online classes collaborate and share best practices and tools used in the online environment. A Distance Education Task Force regularly holds faculty meetings to share information. The Instructional Technologist provides one-on-one and group training as needed.

Faculty and staff members who would like more training have opportunities to use the district license for self-paced online training modules (SkillSoft) available through the employee portal. These services provide web-based, self-paced lessons on hundreds of software packages and technologies.

The district has offered employees technology training workshops in areas such as Microsoft Office, Banner, Luminis, and other tools. These training sessions are offered upon request or as part of a roll-out of new versions of the software tools.

New students are provided training on using the portal during orientation meetings. Online documentation is provided for self-help on using the portal and the Desire2Learn course management system.

Planning Agenda

Training of faculty on the new Desire2Learn learning management system will continue.

The training available to faculty and staff will be made more public through flex activities and other college-wide announcements to allow all users to take advantage of the training titles available.

District IT is exploring options to offer additional help desk support for all online faculty and students during non-traditional hours. The vast majority of requests for assistance occur in the week prior and the first few weeks of the fall and spring semesters. Adding

evening support during those time periods is being evaluated from a cost and logistical standpoint.

III.C.1.c. *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

Descriptive Summary

The college adopted and designated funds for a multi-year refresh cycle for desktop and server technology. The original refresh cycle established in 2007 was four years. The college transferred available funds at the end of each fiscal year into a reserve to be used for current and future technology needs. Due to budget reductions and pressures, additional funding into the reserve has not been possible in the past year and may not be possible in the near-term. The existing refresh funds will need to be spent very carefully in order to last until economic conditions improve.

Technology will continue to be acquired through the STEM grant, which ends in October of 2011. The funding has enabled a technology refresh in a many areas in the college. Additional grant opportunities are being explored for possible future funding of technology.

The Measure S bond has provided \$1.5 million in funds to the college overhaul the entire IT infrastructure since 2006, including a new phone system and a new network infrastructure (switches, routers, firewalls, servers, and software). Those funds will be exhausted by 2011. The bond also provides funds for technology in new facilities. This includes the Learning Resource Center expansion in 2012, which will add hundreds of computers and related technologies. (III.C-7)

The district hosts mission-critical business applications at the District Administrative Center in Ventura, with a disaster recovery center on the Moorpark College campus. There are redundant network paths to provide access to the district-wide applications.

Instructional and local college applications are hosted at the college on clustered servers to provide high-availability. A virtual server environment connected to a storage area network provides hosting for all shared applications, with room to grow and the ability to expand quickly.

All systems are backed up nightly for restoration in the event of a failure. All systems are covered under maintenance contracts with the manufacturers. All software is licensed properly and includes maintenance and support agreements where applicable.

Self Evaluation

The college has systematically planned, acquired, maintained, and upgraded or replaced technology infrastructure and equipment in accordance with the technology refresh calendar established through the Technology Committee. Although originally a four-year refresh cycle was adopted, subsequent budget pressures will require increasing the equipment lifecycles across the institution.

The STEM grant and Measure S bond funds have provided significant funding for new technology, but both of those funding sources will go away within the next two years.

The Technology Committee has not met on a regular basis in the past year, and based upon participation, the composition of the committee should be revisited. In addition, the strategic technology plan needs to be updated as a comprehensive document, as much has changed since its last update in 2008, both in terms of technological advancements and in terms of college and district organizational changes.

Planning Agenda

The current Oxnard College strategic technology plan will be revised and updated during the 2010-2011 academic year.

The mission and the composition of the college Technology Committee will be revisited during the fall 2010 semester, with the recommended changes made after the review.

Technology budgets will continue to be reviewed and analyzed as one-time funding sources end. Sustaining the existing and planned technology will be a priority.

III.C.1.d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

Descriptive Summary

The program review process is the driver for assessment of technology needs. Resources needed to sustain and grow the programs are identified during the review process. The Oxnard College Technology Committee reviews those needs and makes recommendations to the President's Cabinet, the Vice President of Business Services, and IT administration regarding meeting the identified needs.

The college and district have invested heavily in the infrastructure to meet current needs and to provide capacity for future growth. The core of the network uses a fully-redundant infrastructure for reliability and uptime. Firewalls and isolated network subnets are employed to secure network resources. Network access and authorization is controlled through Active Directory. The California Community College Chancellor's Office provides funding for high-speed Internet access via CENIC (Corporation for Education Network Initiatives in California).

The district develops technology operation plans that identify local technology policies and procedures for keeping the infrastructure current. This includes the annual budget of operational funds to maintain all technology equipment and software. A schedule of major technology projects is discussed and approved at Administrative Technology Advisory Committee (ATAC). The district and the college have funds for technology refresh set aside for improvements to the infrastructure at each site. Bond funds have also been used to augment the infrastructure.

Self Evaluation

Instructional disciplines and student services programs identify their technology needs through the integrated planning and program review process and through their participation on the college's Technology Committee.

In order to assure a robust and secure technical infrastructure, the former College Technology Services Department has been reorganized in order to streamline personnel and create a central process for tracking and resolving technology needs and issues district-wide. The goal of the IT consolidation is to increase efficiencies and eliminate redundancies through the sharing of resources. Key features of this reorganization include a change in the reporting structure, moving the department from the supervision of the college's Vice President of Business Services to the District Director of Technology Support Services. A dotted reporting line remains with the Vice President of Business Services to ensure that a functional working relationship remains at the college level. In addition the purchasing power is leveraged among the three colleges and the district to have the best possible pricing for goods and services necessary at all of the institutions.

The Distance Education program receives technical services and support from several main sources: The Instructional Technologist provides technical services and support for faculty and students; the district Director of Technology Support Services provides infrastructure support; the college-based Technology Support Services Supervisor and staff provide support for hardware related issues and software that is not specifically related to distance education, such as the Microsoft Office suite; and District-based IT staff provides support for larger issues such as network outages, major software failures related to server issues, and other large scale operating issues. These four areas work together on overlapping challenges and opportunities to ensure that the technology needs of faculty and students are met.

Planning Agenda

The effectiveness of the district reorganization and consolidation of technology services will be evaluated during the 2010-2011 academic year.

Funding from the STEM grant for the Instructional Technologist position is currently scheduled to end in October of 2011. The college will need to address the funding of this position when the STEM grant ends in late 2011.

III.C.2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

Descriptive Summary

The college has a strategic technology plan that integrates with its educational master plan.

The following narrative from the Oxnard College Educational Master Plan describes the integration of technology planning with institutional planning:

The planning process is facilitated by a Program Effectiveness and Planning Committee (PEPC). The committee includes college-wide representation from faculty, classified staff, and management. PEPC meets routinely throughout the year where planning, analysis, and dialogue are enjoyed within a collegial, open-forum environment. Completion of the program review portion of the process requires that departments/units integrate their process with other planning initiatives of the college. For example, in the case of requests by various units that involve acquisition or enhancement of technology, PEPC requires that the request be linked and cross-validated by reference to the objectives and goals of the college's Technology Committee and its Technology Plan. (III.C-8)

The IT department, with direction from the college Technology Committee and the Campus Use, Development and Safety Committee (CUDS), works to ensure that offices and classrooms on the campus are upgraded on a systematic basis and in accordance with the master plans. For new facilities, institutional needs are identified and provided to the architects, construction management consultants, and facilities directors. Input is provided and needs identified by stakeholders in each building.

Self Evaluation

Through the college's program review process, departments and academic disciplines identify the need for additional technology that may not have been included in the existing strategic technology plan. These requests are referred to the Technology Committee and to IT for review and integration with the technology plan. The district's IT and Purchasing departments review all requests to make sure that purchases conform to all district standards.

The process described above has not always been adhered to in practice. For the past decade, the college IT department has often made global decisions affecting programs without regard for the planning process.

Although the current technology refresh program has been effective in meeting the needs of some areas in the college, the current budget situation will slow the refresh cycle substantially. Using grant and bond funds will help in the near-term, but when those funds run out technology refresh and upgrades may be more delayed due to operational budget pressures and reductions.

Planning Agenda

None

Evidence for Standard III.C

- III.C-1 Technology Plan
- III.C-2 Administrative Technology Advisory Committee Agendas, Minutes
- III.C-3 Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) – Technology Committee description
- III.C-4 Distance Learning Task Force Agendas, Minutes
- III.C-5 Substantive Change Proposal
- III.C-6 <http://www.ccone.org>
- III.C-7 Measure S
- III.C-8 2010-2015 Educational Master Plan

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Descriptive Summary

The district's total 2009-10 Tentative Budget, excluding General Obligation Bond Funds and Reserves was \$266,526,439. Of the total, the General Fund Unrestricted was \$154,866,879, or 58.1% of all resources.

Of the district's Unrestricted General Fund resource allocation, the General Fund Unrestricted Adopted Budget for Oxnard College was \$25,711,702, or, 17% of the total General Fund Unrestricted allocation to the district. For other college funds, the 2009-10 General Fund-Designated college budget was \$946,255 and the General Fund-Restricted budget was \$9,396,158. Total resources to the college totaled \$36,054,115 for the 2009-10 fiscal year. (III.D-1)

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 2007 and modified in May 2009. (III.D-2)

Upon receipt of the annual allocation, college resources are distributed to the various units based upon projected costs of personnel salaries and benefits, and estimated expenditures for supplies and other fixed costs. Any funding that is available above the college's fixed costs can then be distributed out to the college based upon priorities that have been identified and recommended for funding from the college Planning and Budget Committee.

In April and May of each year, as part of the college budget development process, the Planning and Budgeting Committee reviews requests for program improvements and augmentations from the various college units. After review and discussion of these requests, the committee provides a recommendation to the college President regarding its analysis of what positions, equipment, or services should receive funding, if any is available, to make improvements to the college's programs.

The college President then takes these recommendations and if funding is available, makes a decision concerning which of the requests will get funding for the fiscal year. This cycle continues each year. Unfortunately, given the past history of budget reductions to the college, no additional resources have recently been available for redistribution.

Self Evaluation

The college continues to meet this standard. As a result of the state budget crisis, resources allocated to the college have been negatively impacted. There have been reductions in course offerings, classified staff, hours for student and college services, and the loss of the college 4-week summer session.

However, the consolidation of various college and educational services, in addition to the reduction of services deemed duplicative within the college, has allowed the college to continue to serve students, albeit less than ideally, while striving for operational efficiency. The college delivers the maximum services possible while operating within reduced funding from the state. Budget and program planning continues to be conducted at the unit and department levels, with planning recommendations going to the Program Effectiveness and Planning Committee for instructional programs, the Student Services Leadership Team for student services programs, and the division council for business services; then to the Planning and Budgeting Committee (PBC); and subsequently to the college President. Thus, while resources have been limited and unstable, the college has made adjustments in its expenditures and re-allocated resources to support its educational programs and operational services. (III.D-3), (III.D-4)

Planning Agenda

None

III.D.1 The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

As a part of its discussions and deliberations, the PBC refers to and reviews the college mission statement as necessary to determine if budget requests are consistent with the current mission, goals, and values of the college. (III.D-5)

Program review for each of the areas (Business Services, Student Services, and Instructional Services) highlights strengths and weaknesses of each area, which also allows the units to identify certain goals for improvement during the fiscal year. In addition, portions of the district-wide services budget are developed to support goals related to district-wide technology priorities.

The Planning and Budgeting Committee discusses college-wide priorities, reviews the needs of the various units, and presents recommendations to the college President. The committee develops criteria upon which to base resource-allocation recommendations to address the college's current and future plans. The criteria established by the committee for resource allocation are applied equally to all units, with highest priority given to requests that are to meet health and safety, ADA, or

state and federal mandates. Other criteria used to establish priorities are related to educational, strategic, Facility and Technology Master Plans, the college mission, or other college requirements.

In relation to resources required for capital projects, as the college is in the process of building expansion with the construction of three new learning facilities, total cost of ownership principles are now being incorporated into college plans for budget development to address staffing, utilities, furniture and other costs related to the college build out.

The college financial planning process begins with district and college discussions regarding the projected resource allocation for the next 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 Effectiveness and Planning for instructional programs, continuous quality improvement review for the Student Services Leadership Team, and the division council for business services. Recommendations from these groups are then submitted to the PBC for its review and recommendations. Each of these requests must meet specified criteria that are related to various college plans, the college mission, or state and federal mandates. The timeline for budget development and program planning is determined by the district and the college, in conjunction with the state budget development process.

As demonstrated from past budget expenditure reports, the college expends all of its allocated funding pursuant to program plans, staffing and other budgeted expense items.

Regular staff reports are provided to the governing board and college leadership as a part of regular board meetings, Chancellor's Cabinet meetings, and the District-wide Council on Administrative Services (DCAS), which is the district-wide participatory-governance council responsible for budget development. (III.D-6)

Self Evaluation

By definition, the college's program review process is at the heart of its planning and decision-making processes. The college's Program Effectiveness and Planning Committee (PEPC), and its Student Services Leadership Team and Business Services Council each use the parameters of the college mission statement, master plan, and strategic plan to review programs and services and align service and program offerings with the needs of the community.

The college Planning and Budgeting Committee (PBC) reviews requests from each of these areas to ensure that they are consistent with 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 our community.

The PEPC process became limited in the 2008-09 year to the evaluation of resource planning for instructional programs only. The student services and business services units

are now performing their own distinct program reviews. As this is a relatively new process that is still to be evaluated by the student services and business services units, the college only partially meets this standard.

Planning Agenda

PEPC, the Student Services Leadership Team, the Business Services Council, and the PBC, will review their operating processes and documents to assure that the college mission remains visibly central to college planning.

III.D.1.b *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Descriptive Summary

Regular updates regarding the assessment and projections of financial resources, including state economic projections, are presented to and discussed at the DCAS, with information from these meetings forwarded to the college. This information is used to help develop the district operating budget.

Once adopted by the Governing Board, the district budget is then 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 constituent groups. The college also conducts regular budget forums to ensure that all constituencies are aware of current fiscal conditions.

Additionally, the college also provides budget information to its constituents through various college department meetings, and the college Planning and Budgeting Committee.

The program review process for each of the college divisions provides the primary basis for establishing funding priorities. These documents review short- and long-term planning and review how current funding supports student learning.

Each division plan is to emphasize student achievement and provide students with the appropriate learning and support systems to ensure their academic success. Priorities for funding are then discussed and recommended by the college Planning and Budgeting Committee to the college President to ensure that the college mission and goals are met through the allocation of college resources.

Self Evaluation

Institutional planning involves management, faculty, and staff. The 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 by the Academic and Classified Senates, Associated Student Government, and Management. The PBC reports directly to the college President. Those constituencies most recently reaffirmed that

authority in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). (III.D-3)

The PBC makes recommendations to the President on matters related to planning and budgeting at the college. In making those recommendations, the PBC receives recommendations and other information from all other constituency groups and participatory-governance committees. The committee also reviews the effectiveness of the participatory-governance process at the college. The college is in compliance with this standard.

Planning Agenda

None

III.D.1.c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

Descriptive Summary

The district has established budgetary processes to address all long-term college obligations. They have fully funded a reserve to cover the long-term liability related to faculty workload balancing. They have also established a separate fund to cover retiree health liability, and they fully implemented GASB 45 in 2007-08. 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.

Building maintenance costs, as well as scheduled maintenance costs, are budgeted in the college operating budget and its capital projects budget. The college also has local capital funds such as the Foreign Student Surcharge and Redevelopment Agency funds, 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 assist the divisions with improving their services to meet the changing needs of our 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 their operating budget.

Self Evaluation

The district uses predetermined percentages when estimating employee benefits, which makes it easy for the college to do cost analyses and properly budget for position expenses. In regards to the college’s addressing long-term issues such as scheduled maintenance, capital improvements, and other on-going 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 our current projected long and short-term benefits and liabilities. However, as total cost of ownership plans for capital improvement projects still need to be realized, the college only partially meets this standard.

Planning Agenda

The college must continue to work with the district to address long-term liabilities, including the total cost of ownership of new college buildings.

III.D.1.d. *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.*

Descriptive Summary

Budget development is guided by the DCAS, the Income Allocation Task Force, and the college PBC. These separate yet cooperative committees have established timeframes in which they conduct formal meetings and discussions, both at the college and at the district, regarding institution plans, budgets, and other financial matters. Members of these committees represent the various college constituency groups such as the faculty (Academic Senate), college and district administration, classified staff, and the Associated Students of Oxnard College.

The Planning and Budgeting Committee is responsible for helping set college budget-planning priorities, in addition to discussing and recommending the process and protocol for new college funding priorities. The constituency members are then responsible to disseminate the discussions and decisions from each of these meetings to their each respective constituency through oral or written reports at their respective meetings. Minutes are also posted on the college website for general college review.

Self Evaluation

The college meets this standard. The budget allocation process is clearly defined with funding provided to the college via the allocation model. College groups have a chance 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 then disseminated to college constituencies: the community, students, faculty, and staff, with the college budget and other financial information discussed and approved at Governing Board meetings. When budget changes and adoptions are made, the information is made available on the district's website and, as such, is available to anyone who wants the information.

Planning Agenda

None

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning program and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The current district budget allocation process, which was approved in 2007, is reviewed annually to ensure that it continues to meet its objectives, and provide an equitable distribution of resources to the college. Audits are conducted annually to review college expenditures and to make sure that all funds are expended consistent with State and federal requirements, as well as college program plans. Audits are done timely, and very few management findings have been noted. Any findings that are documented are addressed quickly and appropriately.

All college funds are allocated based upon the institution's program and department needs which allow the college to meet current institutional goals as well as plan to meet future objectives and meet our student learning goals and objectives.

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 which 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, the college responds to the issues immediately. (III.D-7)

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.

Self Evaluation

The college meets this standard. The Banner financial management system is easily accessible to all college budget managers. The system is updated in real-time and managers have full access to monitor their unit's financial activity on a current and timely basis.

Financial documents and audit reports are provided to the college Fiscal Services Office and are available for review by college managers, faculty and staff. Training has also been provided to each of the department managers and their administrative staff on the financial system to assist them with generating their own financial reports. The financial documents reflect the real-time unit allocations, document budget changes, and audit reports reflect the college's responses to any audit exceptions.

Financial documents also reflect the appropriate use of resources, and responses to audit findings are communicated to the affected college managers and departments, as appropriate, with necessary changes made to comply with all findings.

Planning Agenda

None

III.D.2.b. *Appropriate financial information is provided throughout the institution.*

Descriptive Summary

Regular updates regarding the district's financial resources, including state economic projections are presented to and discussed at the DCAS, as well as at the college PBC.

Additionally, the district's adopted budget is distributed throughout the district and is accessible on the district's website. Copies are placed in all college libraries and numerous copies are provided to college and district constituent groups. The college also conducts regular budget forums to ensure all constituencies are aware of current fiscal conditions to assist with planning and program development.

At the college, the PBC meets monthly to receive and report on fiscal issues related to budget planning and fiscal policy. Members of the PBC report back to their respective areas to distribute information to their constituents and bring back to the committee any relevant feedback. Information from PBC meetings is available to all employee groups through the college portal.

The budget development process at Oxnard College aids in assimilating financial information throughout the institution. Department chairs work with their respective deans to develop budget needs for the coming year, and the deans work with the Executive Vice President (EVP) and Vice President of Business Services (VP) to discuss how those needs can be addressed through budget development. Finally, the EVP and the VP work with the college President to resolve final budgetary decisions.

Self Evaluation

The college meets this standard. The college has established resources and processes to make available appropriate financial information.

Planning Agenda

None

III.D.2.c. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

Descriptive Summary

The total reserves of the district are evaluated as adequate to meet financial emergencies both short and long-term. The reserves are divided into four distinct categories. Those categories are:

General Fund Unrestricted-Designated Reserve – State Required Minimum (5%) –
In accordance with the System Chancellor's Office Accounting Advisory FS05-05: Monitoring and Assessment of Fiscal Condition, issued in October of 2005, the System Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent - \$6,945,834;

General Fund Unrestricted-Designated Reserve – Reserve Shortfall Contingency –
The Board of Trustees has designated that this reserve should be a minimum of \$3,000,000 and will be used only to cover unanticipated mid-year revenue shortfalls;

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, 2009, this amount was \$8,653,952;

General Fund Unrestricted-Designated Reserve – Budget Rollover – Although not an actual reserve, the Adoption Budget at June 30, 2009, included ending balances of \$1,258,761 from the four budget units which will be designated for one-time expenditures in 2009-10 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.

The college receives the bulk of its state funding through the normal apportionment process. In the past, this had resulted in approximately 1/12th of the annual State allocation being 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, the district or college has not faced cash flow difficulties requiring it to borrow cash. This is primarily the result of the reserve balances 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 our level of reserves.

To insure the college in case of an emergency, the insurance coverage carried by the district is consistent with recommendations provided by the insurance brokers for an organization of our size and these are evaluated as adequate.

The district is a member of a Joint Powers Authority (JPA) and, therefore, has reserves to handle unexpected losses. Participation in a 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, etc.

Self Evaluation

The college meets this standard. The district is in full compliance with the state mandate which requires 5% of General Fund revenue to be set aside for reserves. There is sufficient cash flow to meet college obligations.

Planning Agenda

None

III.D.2.d. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundation, and institutional investment and assets.*

Descriptive Summary

All areas of district funding are managed under the same financial oversight and management systems. District staff also coordinates 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 his fiscal staff routinely run Banner reports to oversee and manage the college budget. Department budget documents and forms are reviewed to ensure that they are consistent with Board and fiscal policies, and when not, training is provided to the appropriate fiscal manager to make sure that violations of Board policies do not occur.

Current audits and financial program reviews indicate no significant findings/recommendations and all routine findings are addressed annually.

Additionally, college budget staff periodically reviews 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.

Contracts, grants, and foundation requests all go through a thorough review at the college level by departments and deans, or other college managers, prior to recommending approval to the college President. Requests are then brought from division deans and managers to the college President's Cabinet for review, or, if they have district-wide implications, are discussed at various district-wide committees such as the DCAS, the Administrative Technology Advisory Committee, or the District-wide Council on Human Resources. If recommended for approval at the college or district levels, they are discussed at the Chancellor's Cabinet, and if

approved, are signed off by the Vice Chancellor of Business Services at the district office.

Quarterly and annual fiscal reports 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 their review and submission, as needed, to other governmental agencies.

Evidence from audits and financial program reviews show that the college and the district are both in compliance with recognized reporting and accounting standards, and that there are no fiscal management irregularities which need to be corrected.

Self Evaluation

The college meets this standard. Proper oversight is provided by the college and district business offices, in addition to the respective departments that are responsible for financial aid, grants, categorically funded programs and contracts.

Planning Agenda

None

III.D.2.e. *All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

Descriptive Summary

All funds of the college, including auxiliary operations, trust and agency, grants, contracts and bond funds, are audited annually by independent contracted audit firms. Any findings and recommendations related to the audit are included in the formal financial reports prepared by the auditors. (III.D-8) Further, these reports are presented publically to the Board of Trustees for acceptance on an annual basis.

The district and college have historically received exceptionally “clean” audit reports. Any findings and recommendations cited have been minor and are addressed immediately as noted earlier.

All financial audits are conducted in accordance with standards which are applicable to the Government Auditing Standards that are issued by the Comptroller General of the United States.

Self Evaluation

The college meets this standard. The institution and district financial records are audited annually. Audits indicate that both the college and district meet all required financial management standards.

Planning Agenda

None

III.D.2.f. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

Descriptive Summary

There exist several agreements between the college and outside agencies, including agreements with local high schools and universities through the Title V program; Science, Technology, Engineering and Mathematics (STEM) agreements with outside educational institutions; and child care grants through the child development program. All grants and contracts for support services are reviewed as to their direct linkage to the college mission statement. The support of the college mission is part of the request for approval presented to the Board.

College administrators must initially approve and sign off on any outside agreement, with the agreement then being sent to the district office for review and approval. After approval by the Vice Chancellor of Business Services, the college then provides the necessary controls to administer and execute the agreement. Agreements are reviewed as necessary to meet college and community needs. Contracted programs which do not meet approved standards are not renewed.

Self Evaluation

The college meets this standard. All contractual agreements are consistent with the college plans and mission statement. Proper fiscal and program oversight is provided by the college business office and instructional departments.

Planning Agenda

None

III.D.2.g. *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Descriptive Summary

The district undergoes a comprehensive external audit annually. The audit is conducted in accordance with State compliance requirements and generally accepted accounting principles.

At the college, division managers perform program and fiscal reviews to assess their management of funds and assess their respective needs. Discussions occur at the department and division level, as well as at the college PBC, to clarify fiscal policies and the adequacy and/or need to revise the allocation/augmentation process. The college Fiscal Services Office provides support and information to departments and programs, as necessary, to discuss expenditure patterns, and to make recommendations concerning more efficient ways to use allocated funding.

The PBC uses information obtained from program reviews and budget documents to help evaluate college needs, and to make recommendations for the allocation of available funding to make college improvements. The PBC also discusses how the college can manage existing funds more efficiently to meet college needs.

Independent audits are also conducted annually which review college fiscal management processes and clarify whether proper fiscal controls are in place, and that financial policies and procedures are adhered to.

Self Evaluation

The college meets this standard. Regular meetings are held, college fiscal plans are updated as needed, and annual audits and evaluations are performed on the college fiscal management processes. No discrepancies have been cited in any college or district audit reports.

Planning Agenda

None

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

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, the focus is 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-9) Annual audit reports are reviewed to make sure that fiscal processes are being adhered to, and to meet any audit exceptions if any are found. The units also use program review to determine program needs based upon past levels of funding and anticipated future funding.

As a part of budget monitoring, departments and the college Fiscal Services Office reviews college areas of funding to identify possible savings and problem areas that potentially may need funding beyond the approved budget allocation. Budget updates are provided weekly to the college deans by the Vice President of Business Services to alert department managers of potential fiscal issues and to also 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. This budget management and evaluation process is continued throughout the year to address and improve program needs. This process also assists divisions with determining long term resource needs which are then addressed through unit program reviews and sent to the PBC for its review and recommendations.

Self Evaluation

The college meets this standard. Regular meetings are held with college groups and/or district groups to assess the best use of limited, financial resources. Program reviews and other fiscal data are also used to assess college needs and make adjustments to best serve the needs of the students and community. Fiscal plans are updated as needed to improve core programs and services.

Planning Agenda

None

Evidence for III.D

- III.D-1 VCCCD 2009-2010 Adopted Budget
- III.D-2 VCCCD Allocation Model
- III.D-3 Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010)
- III.D-4 Program Effectiveness and Planning Council Minutes
- III.D-5 Planning and Budgeting Committee Minutes
- III.D-6 District-wide Council on Administrative Services Minutes
- III.D-7 District Audit and Financial Reports
- III.D-8 Independent Audit Reports
- III.D-9 Banner Fiscal Reports

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Oxnard College embraces the principles of collegial consultation and participatory decision-making. Embedded in this principle is the critical involvement of staff, faculty, administrators, and students. In addition, the institution recognizes that ethical behavior and effective leadership are essential to successful achievement of defined goals.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

Descriptive Summary

The decisions about programs, allocation of resources, and the overall direction of the college come from the participatory governance process. For instance, faculty are involved in determining the shape of student learning through assessment and dialogue on curricula, programs, and learning outcomes. These are also shaped through the leadership of department chairs and deans as they represent their interests in the college's governance. The Academic Senate also creates an environment for empowerment and innovation. Classified staff input is articulated through their management, the SEIU, and Classified Senate. The Associated Student Governance (ASG) represents students. They appoint representatives to various participatory committees. In addition, a student representative is included and is a voting member in administration hiring committees.

Institutional leaders at Oxnard College create an environment for empowerment and innovation. Open and honest dialogue is encouraged through appropriate committees in order to improve practices, programs, and services. Dialogue, discussion, participation in planning, and follow-through occur in a supportive atmosphere of mutual respect. The college administration collaborates with faculty, classified staff, and associated students to create a consensus necessary to move the college forward.

The Planning and Budgeting Council (PBC) makes recommendations to the President on matters related to planning, budgeting, and participatory governance at the college. In making those recommendations, PBC receives recommendations and other information from all other constituency groups and participatory-governance committees. In addition to the PBC, the institutional governance groups and processes that offer broad-based participation include the Program

Effectiveness and Planning Committee (PEPC) and the Curriculum Committee. The Academic Senate allows faculty members to participate in governance through dialogue and discussion to reach consensus on institutional issues. In addition, faculty members serve on various committees, advisory groups, and task forces to contribute to institutional progress. The Classified Senate represents classified employees, which includes appointing representatives on college and district committees. Classified Senate representatives serve on college committees and relay pertinent information to other classified employees. In addition, the college also promotes the role of students in governance through ASG.

Overall, college-wide decisions are finalized and adopted by the President. In addition, the President receives recommendations from college-wide councils and committees and makes decisions accordingly.

Self Evaluation

The college meets this standard. Oxnard College has numerous participatory governance committees with representation from all constituent groups. Over the years, Oxnard College leaders have created an environment and system through which all members of the organization are empowered to participate, innovate, evaluate, and pursue institutional excellence. Members of the institution collaborate to improve the college through structures engaging in discussion, planning, and follow-through.

Planning Agenda

None

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Oxnard College administrators and faculty have a significant voice and responsibility in developing institutional policies, planning processes, and budget issues. The roles of faculty, administration, staff, and students in college decision-making are described in the document Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010). This document has been approved by all constituent groups at the college and guides college participation in governance and decision-making. While the Board of Trustees of the Ventura County Community College District has

adopted a policy regarding participatory governance and collegial consultation at the district level, this document has been developed and is revised to address decision-making at the college level.

The Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) identifies the following committees and consultation bodies, including their authority, purpose, membership, goals, activities, and expected outcomes:

- Accreditation Committee
- Campus Use, Development, and Safety Committee
- Curriculum Committee
- Learning Outcomes Team
- Professional Development Committee
- Planning and Budgeting Council
- Program Effectiveness and Planning Committee
- Technology Committee

In addition, the college has several standing and advisory committees listed in Sections 2 and 3 of the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010).

Self Evaluation

The college's participatory-governance practices are well articulated and regularly reviewed. The Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) states that "major formative reviews of this document and processes at Oxnard College will be conducted by the President in concert with the faculty and classified senate every three years. However, self-appraisal by participatory governance and standing committees shall be conducted by participatory governance and standing committees annually." The most recent Manual review was completed in the Spring 2010 semester. Annual reviews of participatory-governance and standing committee activities and committee descriptions may result in recommended modifications as deemed appropriate to reflect ongoing refinements to the college's processes. (IV.A-1)

Planning Agenda

None

IV.A.2.b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Descriptive Summary

The college's Curriculum Committee is a subcommittee of the Academic Senate and is a participatory governance committee. The Committee reviews and approves course and program additions, revisions, deletions and recommends curriculum changes to the district Governing Board. Substantive changes are reviewed by the District Technical Review Workgroup (DTRW) for technical and legal compliance, and the college's Curriculum Committee appropriately responds to that body's recommendations prior to forwarding new and/or substantive curriculum changes to the Governing Board. In matters of district-wide academic policy, the Curriculum Committee communicates with the co-chairs of DTRW, transmitting proposals as appropriate for review and recommendations. The Oxnard College Curriculum Handbook describes in detail the committee's mission, authority, and procedures. (IV.A-2) The Curriculum Committee's membership is prescribed in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) and consists primarily of faculty representatives from each department, as well as administrative, classified staff, and student representation.

Counseling faculty members participate in the student services side of student learning through their instructional responsibilities for personal growth courses and for on-going counseling at the college. Although not a participatory-governance committee, the counseling department chair participates in the Student Services Leadership Team. The team is comprised of leads from all student service areas. This group conducts the program review process for student services and ranks resource requests according to the same calendar that PEPC follows.

Self Evaluation

At Oxnard College, the faculty drives student-learning instructional program development. The faculty, individually, as members of a department, and working closely with each department's chair, are responsible for establishing and evaluating curriculum and student learning outcomes within their disciplines. The Curriculum Committee's role is clearly articulated in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010), and its procedures are extensively documented in the Oxnard College Curriculum Handbook, which is in its third iteration, having been revised during the 2009-10 academic year.

At the administrative level, division deans support the faculty in course and program development; the Executive Vice President oversees all curriculum activities, planning, and development for instructional programs and services and co-chairs the Curriculum Committee.

The Curriculum Committee meets twice a month. Its agenda and minutes are published on its website as well as distributed to committee members. The

committee evaluates its activities and effectiveness on an annual basis and recommends appropriate modifications to its procedures. (IV.A-3)

Planning Agenda

None

IV.A.3. Through established governance structures, processes and practices, the governing board, administration, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The college's governance structures, processes and practices are established in the Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) which details the various means by which faculty, staff, students, and administration collaborate through participatory-governance and other committees. Through its administrative, Academic Senate, classified staff, and student representatives, the college is represented in district-wide bodies that formulate input to the Governing Board. Such bodies include the District Council on Student Learning (DCSL) and District Council on Administrative Services (DCAS). Additionally, the college President, Executive Vice President, Vice President of Business Services, all Deans and the Academic Senate President attend all Governing Board meetings.

Self Evaluation

The participatory decision-making process at Oxnard College is well established and published. Communication takes place through department/division processes as well as through the participatory-governance representative structure. As of the 2009-10 academic year, the college community was still adapting to the change in communication patterns by which all-users email and many email groups were eliminated, with relatively few individuals having the ability to send messages to broad constituencies. Increased use of the MyVCCCD portal's communication options has been advocated but has not yet fully permeated the college community's practices.

The state's diminished support of community colleges will force attention on the decision-making process at Oxnard College and the VCCCD. Because of simultaneous enrollment growth and budget cuts, the commitment to participatory governance and the college's decision-making structures, practices, and processes are being tested more than ever. Situational challenges will require the college to assure that its governance structure, processes, and practices are even more diligently maintained and transparent than they have been in less traumatic times. The ability of existing processes to plan for and respond to budget reduction through its collegial consultation processes at the level of the Planning and Budgeting Council has been questioned.

Planning Agenda

None

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations by the Commission.

Descriptive Summary

Oxnard College is committed to its responsibility to address all Accrediting Commission recommendations from the previous regularly scheduled review and interim visits. The college has, furthermore, carefully reviewed its programs and submitted substantive-change documentation in response to the incremental growth of its distance education outreach. (IV.A-4) In all of its correspondence, and throughout the preparation of this self study, the college has committed to honesty and integrity in its analysis and representation. The college likewise advocates and demonstrates honesty and integrity in its relationships with other external agencies. Oxnard College programs in Dental Hygiene, Fire Technology, Child Development, and Automotive Technology comply with the standards of their respective accrediting agencies.

The college maintains a variety of additional external relationships related to the following:

- Basic Skills Initiative Grant
- Title V Hispanic Serving Institute Grant
- CCRAA Hispanic Serving Institutions STEM Grant
- Carl Perkins IV-1C
- Career-Technical Program Advisory Boards
- California Community College Council on Athletics

Self Evaluation

The college's constituents accept that integrity and honesty are foundational to any success the college achieves. The college has maintained the highest levels of honesty and integrity in its relations with external agencies.

Planning Agenda

None

IV.A.5. The role of leadership and the institution's governance and decision-making structures 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.

Descriptive Summary

Faculty leadership at the department level is reviewed via contractually-mandated election of department chairs every two years, and departments select representatives to the Academic Senate, participatory-governance committees and other college committees annually. The classified staff elects officers annually and reviews committee representation as needed. Student representatives are selected annually.

The Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual (2010) states that “major formative reviews of this document and processes at Oxnard College will be conducted by the President in concert with the faculty and classified senate every three years. However, self-appraisal by participatory governance and standing committees shall be conducted by participatory governance and standing committees annually.” (IV.A-1)

Self Evaluation

All college constituencies have substantive and clearly defined roles prescribed for participation in institutional governance, including planning and budget development.

Governance and decision-making structures are well established at Oxnard College. The various committees operate as described in the established processes. Self-evaluations for committees are conducted, results communicated, and then used for improvement. This improvement process then allows the committees on an ongoing basis to review their process, request feedback from the review and make improvements as needed. The college community maintains ongoing, reflective dialogue about its processes, and vigilantly attends to respect for its governance processes.

Planning Agenda

None

Evidence for Standard IV.A

- IV.A-1 Participatory Governance, Standing, Advisory, and Ad-Hoc Committee Manual (2010)
- IV.A-2 Oxnard College Curriculum Handbook
- IV.A-3 Oxnard College Curriculum Website
- IV.A-4 Oxnard College Substantive Change Proposal

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

Oxnard College is part of a three-college community college district. The district has a governing board that is responsible for establishing policies to assure the quality and effectiveness of the student learning programs and services and the financial stability of the three colleges and the district office. The Board has adopted a policy that delineates its role as a policy-making body. (IV.B-1) The district vision, mission and values statements articulate the Board's commitment to the quality of the instructional and student services programs and to organizational integrity. (IV.B-2) There is an established administrative procedure for the recruitment and hiring of a college president. (IV.B-3)

Self Evaluation

Board Policy 2200 enumerates the responsibilities of the Board of Trustees, among them to establish policies for and approve courses of instruction and educational programs and to establish academic standards and graduation requirements. The district vision statement articulates the organizational desire to "become the leader in the development of high quality, innovative educational programs and services," modeling "best practice in instructional and service delivery, student access, community involvement, and accountability." The district values statement articulates the intent of the Board, district, and colleges to maintain high standards and to demonstrate integrity and honesty.

Administrative Procedure 7120 describes in detail the process used to recruit and hire a college president. The administrative procedure defines the screening committee composition, the vacancy announcement process, and the interview process at both the screening committee and Board of Trustee levels. The administrative procedure provides the Board with the option of using an external consultant firm to assure a robust applicant pool.

Planning Agenda

None

IV.B.1.a. *The Governing Board is an independent policy-making body that reflects the public interest in Board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

Descriptive Summary

The Ventura County Community College District is a three-college system of independently accredited institutions and an administrative center governed by a five-member Board of Trustees. The Board sets district policies to ensure the quality of its programs and services and the fiscal stability of the district. The Board hires a chief executive officer (Chancellor) who is responsible for implementing district operations consistent with Board policy.

The Ventura County Community College District governing board establishes policies and oversees the district's three colleges in compliance with California Education Code § 70902. (B-4) Board Policy 2200 states that "the Board of Trustees governs on behalf of the citizens of the District." Board Policy 2715 (Trustee Code of Ethics / Standards of Practice) specifies that the Board will "act only in the best interest of the entire community," use "appropriate, formal channels of District communication," and "exercise authority only as a Board and fully support Board actions once taken." (IV.B-5) In setting policy, the Board relies on the Chancellor and the experience of district staff. The Board consults collegially with its faculty regarding academic and professional matters by relying primarily on their advice expressed through the Academic Senates. For other policies, the Board employs the advice of individual staff, district councils, and district committees.

Trustees understand that each Board member is only one member of a policy team. Their decision-making takes place in public, in accordance with the Brown Act (IV.B-6) and Board Policy 2720. (IV.B-7) Board actions are informed through testimony from both the general public and employees. A majority vote taken by the Trustees on items agendaized for its adoption becomes the position of the Board.

Self Evaluation

In accordance with Board Policy 2100 (Board Elections), each member of the Board of Trustees is elected to represent the residents from a designated geographical section of the county. (IV.B-8) Terms of office are staggered so that, as nearly as practical, one-half of the Trustees are elected at each Trustee election.

Eighty percent of the district's Trustees have served for more than one term of office. This pattern of reelection provides secondary evidence in support of the general public's trust in Trustee's stewardship of the district. A survey conducted with district employees during the fall 2009 semester found that a majority (63%) believed that the Board provided adequate policies and procedures to effectively carry out the operations of their areas. (IV.B-9)

The diversity of students and communities being served by the district's three colleges and the sub-districting of the electoral areas for Trustees, however, makes full consensus decision-making a challenge. This has created a perception that Trustees occasionally lose sight of broader interests of the district in their decision-making.

The Board has adopted a conflict of interest policy that ensures they do not vote on or in any way influence decisions for which they may have a personal or financial interest. (IV.B-10)

Planning Agenda

The Chancellor will provide more staff information to Trustees regarding the broader district needs and implications of staff recommendations in order to diminish fractional or narrowly focused decision-making.

IV.B.1.b. The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Board adheres to its policies when conducting meetings and acts as a single unit in support of its actions. Trustees delegate district operational matters to the Chancellor and generally confine their activities to policy determination, system planning, fiscal oversight and accountability, assessing staff recommendations and taking appropriate action. The Board conducts its public meetings on a monthly basis to review, discuss, and take action on agenda items, as well as to receive reports. Members of the general public are provided a public speaker card to address the Board during the public comment section of its meetings.

The Board periodically reviews, revises, and adopts district and college mission statements. (IV.B-11) The last review and adoption of the district mission statement took place on July 14, 2009. This revision in the mission statement reflected the Board's desire to more tightly focus district activities in light of mid- to long-term economic challenges. The primary mission of the Ventura County Community College District is "to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the district's primary mission based on need and available resources."

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

The three college mission statements reflect the general components of the district mission, but also represent unique campus circumstances, organizational cultures, students, and community needs. The Board develops policy consistent with its district mission and provides broad oversight for the district. The Board is committed to the quality and improvement of its student learning programs and services, and to providing the colleges with the necessary resources to support these activities. The Board, through its budgeting process, maintains financial support for counseling and other services, as well as hiring academic staff, classified staff, and administrators. The Board has adopted an eight-year district strategic plan and monitors its objectives and progress in meeting its goals on an annual basis. (IV.B-12)

Trustee Board agendas have the district mission statements printed on the first page. (IV.B-13) This serves to inform members during their policy and decision-making activities. The district mission statement also establishes the importance of organizational fiscal stability. All non-primary functions of the district colleges are based on both need and “available resources.”

The Board maintains a Policy Committee made up of less than a quorum of its members to assess and monitor staff policy and procedure recommendations. (IV.B-14) The committee meets on an as-needed basis throughout the calendar year. Policy Committee recommendations are forwarded to the Board as a whole for action at public meetings. The Board reviews and approves its policies on an ongoing basis.

Self Evaluation

The Board of Trustees generally comports itself in a manner consistent with applicable policies, laws, and regulations. Its size, composition, and conduct are clearly defined in policy and available to employees and the general public. Official records of action are accessible through the Board of Trustees web page at http://www.vcccd.edu/board_of_trustees/.

According to the 2009 employee opinion survey conducted by the district’s Office of Institutional Research, the largest percentage (42.7%) of staff had a neutral opinion as to whether or not Board policy reflected the Ventura County Community College District mission statement. Approximately 30% of surveyed district employees believed Board policy did reflect the district’s mission statement while approximately 28% did not believe Board policy reflected the district’s mission statement.

The greatest percentage of surveyed employees had a neutral opinion as to whether or not Trustees adhered to their policy role in governance. Approximately 30% of those surveyed believed Trustees did not strictly adhere to their policy role while 25% believed Trustees did adhere to their policy role. In response to the perception that individual Trustees become involved in operational matters beyond their policy role, the Board adopted Board Policy 2434 (Chancellor’s Relationship with the Board). This policy states, “The Chancellor shall take direction from the Trustees only when sitting in a duly held meeting of the Board, and no individual Trustee shall give any direction or instructions to the Chancellor; provided, however, the provisions of this

policy shall not be construed to prevent any Trustee from discussing matters of the district with the Chancellor.” (IV.B-15)

Despite these findings, the majority of surveyed employees (63%) believed there are adequate policies and procedures to effectively carry out the operations of their respective areas. Approximately 24% of surveyed district employees responded that policies and procedures did not allow for the effective operation of their departments or divisions.

Planning Agenda

The employees will be surveyed again to assess the degree to which the implementation of Board Policy 2434 has diminished the perception that the Board can occasionally stray from its policy role into operational matters.

IV.B.1.c. *The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

Descriptive Summary

The Board has adopted academic and curricular policies to assure the quality, integrity, and effectiveness of district student learning programs and services. These policies address California Education Code and Title 5 requirements, as well as accreditation standards and institutional best practices. The Board approves new programs and courses taught at its colleges, extension sites, and via distance education. Board policy also guides program discontinuance. The Board is informed about academic and curricular matters such as accreditation recommendations, articulation agreements, distance education activities, student transfer, honors and awards, and community education through formal written and verbal reports and presentations by both college and senate presidents during regular public meetings.

The Board is the final authority for district legal matters. Litigation, contract, and settlement proposals are developed by staff and recommended for Board approval. Legal services are provided by firms on contract to the district and through its membership within the Statewide Association of Community Colleges (SWACC). The Chancellor has delegated authority to act as the Board’s administrative agent in district legal matters. (IV.B-16)

The Board provides fiscal oversight and direction to the district through the development and implementation of finance and business services policy. Board policy directs district operations in the areas of: planning (IV.B-17), budgeting preparation (IV.B-18), budget management (IV.B-19), fiscal management (IV.B-20) and property management (IV.B-21).

The district and its colleges are audited annually. All audits are reviewed by the Board and filed with the California Community College Chancellor’s office. The district maintains reserve funds in excess of those required by the Board of Governors.

Self Evaluation

The District meets this accreditation standard. The Board retains ultimate responsibility for educational quality, legal matters, and financial integrity. The Board functions independently, and its actions are final and not subject to the actions of any other entity.

Planning Agenda

None

IV.B.1.d. The institution or the Governing Board publishes the Board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board has adopted and follows policies specifying its size and membership (IV.B-22), responsibilities (as described earlier), officers (IV.B-23), structure (as described earlier), and operating procedures (IV.B-24). Board Policy 2411 authorizes the Chancellor to issue administrative procedures to implement policy as necessary (IV.B-25). Board policies and administrative procedures are posted on the Ventura County Community College District website.

Members of the Board are elected by eligible local voters representing five subdivisions of the district. Each Trustee serves a four-year term of office and must reside within the area from which he/she has been elected. The Trustees are not employed by the district nor do they hold incompatible public offices. Board members serve without term limits. A majority of Board members have held office for more than one term. A student trustee is elected at-large by the colleges' student bodies to serve a one-year term as an advisor to the Board. (IV.B-26)

Self Evaluation

The Board has sufficient policies to guide district decision-making and operations. The Board generally conducts itself in a manner consistent with its policies. The membership size and conduct of the Board are clearly defined and available to employees and the public. Public records of all Board meetings are approved by Trustees and maintained at the District Administration Center.

Planning Agenda

None

IV.B.1.e. The Governing Board acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

In 2004, the district began subscribing to the Community College League of California's policy service. The policy service provides up-to-date, legally reviewed recommendations that allow staff to remain current in the development of policy and recommendations to the Board. During the 2008-09 and 2009-10 academic years, the District Council on Administrative Services, District Council on Human Resources, and District Council on Student Learning worked with the Community College League templates to prepare initial updates to Board policies and first drafts of accompanying administrative procedures. These drafts were reviewed by the three Academic Senates, the Chancellor's Cabinet, and the Consultation Council before review by the Board of Trustees.

Self Evaluation

The Board policies have been comprehensively reviewed and updated within the last two years. The Board and district have not yet established a calendared cycle for ensuring that policies and procedures will be evaluated again within a designated period of time.

Planning Agenda

The Board will designate a review cycle to ensure that all policies and procedures continue to be revised in a timely manner.

IV.B.1.f. *The Governing Board has a program for Board development and new member orientation. It has a mechanism for providing for continuity of Board membership and staggered terms of office.*

Descriptive Summary

Board Policy 2740 (Board Education) outlines the district's commitment to ongoing Trustee education, leadership development, and new trustee orientation and training. (IV.B-27) Trustees also are encouraged to participate in conferences and workshops. conducted by the National Association of Community College Trustees, the Association of Governing Boards of Universities and Colleges of the California Community College Trustees Organization.

In addition, the Chancellor provides Trustees with reading materials designed to strengthen board understanding and knowledge. In 2010, Trustees were provided with numerous publications, including such titles as *The Board's Role in Strategic Planning*, *Strategic Responses to Financial Challenges*, *Institutional Ethics and Values*, *The Rogue Trustee*, *Open & Public IV: A Guide to the Ralph M. Brown Act*, and *Trusteeship in Community Colleges*.

The Ventura County Community College District has an established policy to maintain continuity in Board membership due to vacancies. Regular elections for Board members are held every two years in even-numbered years. Trustee's terms of service are staggered so that two Board members are elected in one election and

three during the subsequent election. In the advent of a mid-term vacancy, and in concert with Board Policy 2110 (IV.B-28), the Chancellor has established an administrative procedure that outlines the replacement for Board members through Board appointment or special election. (IV.B-29)

The non-voting student member is elected by students of the district's three colleges. The student trustee serves a one-year term of office and is authorized to express opinions on matters before the Board. The student trustee is excluded from participating in closed session meetings of the Board. Training and orientation for the student trustee is provided by the Chancellor and mentoring is provided by the district Director of Administrative Relations.

Self Evaluation

Three of the five Trustees currently serving the district were provided with training in accordance with Board Policy 2740. Additional ongoing training is provided for all Board members.

Three members of the current Board have terms that will expire in November 2010 and one member of the Board has filed as a candidate for another elected office. Consequently, the membership of the Board may be subject to change at the end of the 2010 calendar year.

Planning Agenda

Board education will continue in the form of orientations, training sessions, and conference attendance.

IV.B.1.g. *The Governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented and published in its policies or bylaws.*

Descriptive Summary

Board Policy 2745 calls for self-assessment of Board effectiveness in July of even-numbered years. (IV.B-30) In accordance with Administrative Procedure 2745, each Trustee completes an evaluation and submits the results to the Chancellor's office for processing prior to the August Board meeting. Results are compiled and a summary report is provided to the Board for inclusion at its regularly scheduled September Board meeting. (IV.B-31) Thirty areas of assessment include public stewardship, team behavior, student trustee involvement, ethics and conduct, decorum, decision-making, Brown Act compliance, development and education, policy/procedure development and implementation, mission statement compliance, planning, accountability, relationship with the Chancellor, accreditation activities, employee dispute involvement, budgeting, collective bargaining, fiscal management, college and community involvement, participatory governance, program oversight, and standing committee effectiveness.

In its 2008 self-evaluation of the Board's performance, four of five Trustees elected to complete the assessment process. Participating Trustees were in full agreement with one of the assessment criteria and indicated less than full agreement in 20 of the remaining 29 items. (IV.B-32) The assessment process concluded with the observations that:

- Progress in Board effectiveness had taken place since the previous assessment.
- The Board takes great pride in their service to students.
- A review of existing policy regarding student trustee orientation was necessary.
- Trustees should consider what constitutes appropriate demands on the Board Chair and Chancellor's time.
- Trustees should consider the level of individual Trustee involvement in employee/employer relations.
- Trustees should review their practice of directing and becoming involved with or advocating for staff or select groups of employees.

Self Evaluation

A policy and procedure have been established for the Board's self evaluation. As implemented, the surveys conducted for the self evaluation rely on the Board members assessing their own performance.

The Board's 2010 self evaluation will take place in July 2010, in accordance with the established policy and procedure.

Planning Agenda

The survey of the Board will be distributed in July 2010, in accordance with established procedure. The data will be compiled in August 2010, and an agenda discussion of the findings will take place in September 2010.

IV.B.1.h. *The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

Descriptive Summary

As described earlier, Board Policy 2715 is the Board of Trustees adopted code of ethics. The ethical standards require Trustees to:

- Support the mission of the district.
- Act only in the best interests of the entire community.
- Ensure public input into Board deliberations.
- Adhere to both open and closed meeting state laws and regulations.
- Prevent conflicts of interest and the perception of conflicts of interest.
- Exercise authority only as a Board and fully support Board actions once taken.
- Use appropriate, formal channels of district communication.

- Respect others and divergent opinions.
- Be informed about the district, educational issues, and the responsibilities of trusteeship.
- Devote adequate time to the work of the Board.
- Observe the Open Meeting Act and maintain the confidentiality of closed sessions and other confidential matters.

The policy states that "...the Board will be prepared to investigate the factual basis behind any charge or complaint of trustee misconduct." It further states that "Failure to comply with the Trustee Code of Ethics may result in censure."

The Board Chair is responsible for correcting Trustees who are disruptive or not contributing to the Board as a unit. Further, the Chair has the responsibility to inform members of legal, ethical, and appropriate Board behavior as necessary. (IV.B-33)

The Board has adopted and complies with Board Policy 2710 (Conflict of Interest) that prohibits Trustees from involvement in decisions or otherwise using their elected positions for personal financial gain. The Chancellor collects economic interest statements from Trustees and files the statements with the County of Ventura. These documents disclose Trustee sources of income, real property investments, and business interests, among other things.

Self Evaluation

A Trustee code of ethics has been adopted and is in force. This code calls for censure for failure to comply with the code of ethics. No violations of this code have been brought forward and no member of the Board has been censured.

An administrative procedure to support the Board Code of Ethics policy has not yet been developed.

Planning Agenda

An administrative procedure will be developed to support the implementation of Board Policy 2715.

IV.B.1.i. *The Governing Board is informed about and involved in the accreditation process.*

Descriptive Summary

The Board of Trustees' involvement in the current district accreditation cycle began during October 2007. Trustees met with Dr. Barbara Beno, President, American Association of Community and Junior Colleges/WASC, who outlined the Board's responsibility for accreditation and reviewed WASC Standards. In attendance were the Chancellor and Presidents, college district administrators, Academic Senate Presidents, and classified staff. (IV.B-34)

On April 14, 2009, the Board of Trustees' Academic Affairs Committee was broadened to include district accreditation as a focus of activity. The expanded committee has met on a periodic basis with the Chancellor and Presidents and has received accreditation progress reports in preparation for the district's October 2010 site visit. The chairperson for the committee reports on district-wide accreditation activities to the full Board during their regularly scheduled public meetings.

Self Evaluation

The Board has been informed about and involved in the accreditation process. Board members have learned about the importance of accreditation and have been given periodic updates about the progress of the three college self studies.

The draft self studies for the three colleges were brought to the full Board at its June 2010 meeting. Materials in the self studies will be reviewed and discussed in preparation for subsequent Board adoption of the self studies in August 2010.

Planning Agenda

None

IV.B.1.j. The Governing Board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The Governing Board delegates full responsibility and authority to him/her to implement and administer Board policies without Board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the Governing Board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Trustees are responsible for the hiring of the district's Chancellor. Board Policy 2431 establishes the parameters for a "fair, open" and lawful recruitment process. (IV.B-35) Administrative procedures for the policy outline the Chancellor's recruitment screening and hiring activities. (IV.B-36) Academic and classified employees, as well as students, have roles in the screening of Chancellor applicants. The full Board of Trustees interviews finalists and selects the successful candidate.

Board Policy 2430 delegates full authority to the Chancellor for the operation and accountability of the district as established in California Education Code. In addition to statutory responsibilities, the Chancellor's duties are outlined in his job description. (IV.B-37) Among other responsibilities, the Chancellor is accountable for:

- Overseeing districts programs and services involving student learning, human resources, business services, and fiscal affairs;
- Directing the overall operation and general administration of the district;
- Establishing district and college goals, and monitor progress toward these goals by ensuring that educational, fiscal and facilities plans are developed and implemented;
- Recommending and implementing district rules and regulations related to fiscal management, educational programs, student services, organizational structure and staffing, including the appointment, evaluation, assignment, compensation, transfer and termination of all district personnel, and physical plant and facilities;
- Directing, supervising and evaluating Presidents, Vice Chancellors, and Associate Vice Chancellors;
- Planning and reviewing the educational programming of the district on an ongoing basis, in consultation with the college presidents; recommend to the Board of Trustees modifications which will improve the scope and quality of district offerings and related services, and provide for equitable distribution and balance of district curricular offerings among the colleges;
- Submitting to the Board of Trustees for study and recommend the annual budget and long-range financial projections for the district; administers the budget as approved;
- Ensuring compliance with all laws and regulations pertaining to local and state-funded capital construction projects;
- Recommending the organizational structure for the district, including the staffing and the classification and compensation of positions;
- Representing the district in the local, statewide, and national communities; represent the district in relationships with other governmental agencies, businesses and the media; advocate on behalf of the district; and
- Serving as the official spokesperson on matters relating to board policy.

The Chancellor is evaluated by the Board on an annual basis. The Board Chair is responsible for the coordination of the process. Goals are set for the Chancellor as part of the assessment process.

The Board of Trustees assists the Chancellor in the final selection of district college Presidents. Primary authority is delegated by the Chancellor to the Presidents to provide leadership in planning, budgeting, selecting and developing employees, and assessing the effectiveness of their campuses. The Chancellor sets goals and evaluates the Presidents on an annual basis.

The Chancellor is responsible for clearly defining the various roles of the DAC and colleges as outlined in the [Participatory Governance Handbook](#).

Self Evaluation

Through policy and procedure, the Board has the responsibility for selecting and evaluating the Chancellor. The Board has delegated full responsibility and authority

to the Chancellor to implement and administer board policies, and holds the Chancellor accountable for the operation of the district.

Planning Agenda

None

IV.B.1.k. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Through board policy, the Chancellor is authorized to establish procedures for the recruitment and selection of employees, including college presidents. (IV.B-38) As documented earlier, Administrative Procedure 7120 describes in detail the process used to recruit and hire a college president. The administrative procedure defines the screening committee composition, the vacancy announcement process, and the interview process at both the screening committee and Board of Trustee levels. The administrative procedure provides the Board with the option of using an external consultant firm to assure a robust applicant pool.

The President is evaluated in accordance with the procedures established for the evaluation of administrators, as described more fully in Standard IIIA.

Self Evaluation

There is a clearly defined procedure for selecting and evaluating the college President.

Planning Agenda

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

Each campus administrator works within a defined job description that outlines his/her responsibilities and delegated authority. The President also works within a defined job description. His duties include areas of responsibility that have been

delegated to him by the Chancellor, who in turn exercises the responsibility delegated to him by the Board of Trustees. These delegated responsibilities include the authority to make the final decision on the selection of full-time faculty and staff, and in consultation with the Chancellor, on administrators.

Since the last accreditation site visit, the administrative structure has been altered several times to adjust to the changing needs of the campus. Included in these changes has been shifting from the district-wide model of the Executive Vice President to a Vice President of Instruction and a Vice President of Student Services. This shift was suggested as a way to ensure that instructional needs and student services needs were being addressed appropriately. A desire to return to a consistent district-wide structure and vacancies followed by interim appointments in both vice president positions resulted in the return to the Executive Vice President position at Oxnard College in 2009.

The Dean structure at the college has also been altered to reflect the changing needs of the campus. Oxnard College currently has a Dean of Career and Technical Education, a Dean of Liberal Studies, a Dean of Math/Science/Health/Physical Education, and a Dean of Student Services. Due to budget cuts and the need to fill an impending vacancy in the Dean of Math/Science/Health/Physical Education position, the Dean of Educational Services and Research position, which was created in 2007, in part, to fill the research needs of the college, has been eliminated. Some of the duties of that position have been absorbed by other staff. In order to correct a long-standing issue regarding supervision of the off-site Fire Academy, Fire Technology and Emergency Medical Technician programs, a Director of Fire Technology position has been created with salary savings from the Dean of Educational Services position.

During the fall 2009 semester, the district consolidated and centralized several functions that had previously been housed on two or more of the three colleges. Consolidated areas included Economic Development, Marketing/Public Information, and Information Technology. The Economic Development function of the college is now a district-wide initiative, and the college now depends upon the district for its public information and marketing needs. Information technology needs are addressed by both college and district staff under the direction of the district's Associate Vice Chancellor of Information Technology.

Self Evaluation

The college meets the standard. The President evaluates the administrative and staffing needs of the college on an ongoing basis and makes recommendations for changes as necessary. The President ensures that the work of the college can be completed by the existing staff, administrators, and faculty, and when changes are necessary, he works with the President's Cabinet to make recommendations to the Chancellor.

Planning Agenda

The adjustments made to the organizational structure in 2009-10 will be assessed during the 2010-11 academic year, and minor changes will be made as necessary to improve functionality.

IV.B.2.b. *The president guides institutional improvement of the teaching and learning environment by the following:*

- ***establishing a collegial process that sets values, goals, and priorities;***
- ***ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***
- ***ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and***
- ***establishing procedures to evaluate overall institutional planning and implementation efforts.***

Descriptive Summary

The President guides the development of the strategic goals of the college. He is responsible for ensuring that the college's Strategic Plan reflects and is connected to the Board of Trustees' strategic plans and goals. He is responsible for establishing effective program review and its connection to resource allocation as a college goal.

Through his weekly meetings with the President's Cabinet, the President ensures that college processes are undertaken in a timely manner. A portion of each weekly Cabinet meeting is devoted to an update from instruction, maintenance and operations, technology, student services, and business services, in addition to the grants that the President directly oversees. The President emphasizes the need for sound research to support decisions being discussed and/or made.

The President meets with his Executive Team – the Vice President of Business Services and the Executive Vice President – each week after Chancellor's Cabinet, in addition to meeting with each of his team separately. He also meets on a weekly basis with the Academic Senate President. Through all of these meetings, the President ensures that collegial consultation is taking place and that educational planning, program review and resource allocation are being conducted according to the Participatory Governance Manual and time lines.

Self Evaluation

The President has successfully led the college through a Strategic Plan development process and an Educational Master Plan process. He ensured that all

constituent groups were represented in these efforts and provided ample opportunity for feedback and revision to both plans.

The President has also taken an active role in ensuring that the Program Effectiveness and Planning Committee and the Planning and Budget Council complete their respective charges each year. During a vacancy in the Dean of Student Services position, he also led the Student Services Leadership Team meetings to address issues and to ensure that student services had sufficient guidance while a Dean was being hired.

The President currently directly supervises the STEM and Title V Cooperative Grants. He meets on a weekly basis with each grant director, both of whom provide weekly updates to the President's Cabinet. Because all of the grant activities involve instructional and student services areas across campus, the President is acutely aware of their program needs, and ensures that the grant activities reflect the strategic vision, mission and educational master plan of the college.

The President does not take forward any grant application to the Chancellor's Cabinet without a comprehensive review by the President's Cabinet. He also expects that the Deans' Council will screen any grants going forward to the President's Cabinet to provide sufficient scrutiny of the objectives and activities associated with the grant. Great care is taken to ensure that all grants address existing needs of the college and benefit the students.

The President also directly supervises the Research Analyst for the college. He ensures that data are available to staff, faculty and administrators, and for grant applications when necessary. He also ensures that data are available for program review and other evaluative functions of the college.

Professional development is a major focus of the President. He has devoted funds from his office in good and bad budget years to support ongoing professional development needs of faculty, staff, and administrators. He works closely with the Professional Development Committee to ensure that there is equitable access to funds through an application process. The President has also funded the development of Student Learning Outcomes at the college by funding partial release time for two faculty coordinators to assist faculty with SLOs and SLO assessment. A STEM-funded implementation of eLumen will take the place of these coordinators in the 2010-11 academic year, in conjunction with the Learning Outcomes Team, which will now be a Participatory Governance Committee.

Planning Agenda

None

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The Chancellor holds the President responsible for ensuring that the college complies with statutes, governing board policies, and administrative procedures, and his annual assessment of his performance reflects his understanding of the degree to which he has been successful in this effort. The President is familiar with Title 5 and the Education Code, and he has attended the statewide Academic Senate's Curriculum Institute. Through his consultative efforts with various constituent groups across campus, he remains focused on ensuring that all activities reflect the college's mission. He evaluates college policy and practice, and where necessary, makes recommendations for changes, especially as they pertain to upholding Board policy.

Self Evaluation

During the past three academic years, several district committees, including the District Council on Administrative Services (DCAS), the District Council on Human Resources (DCHR), the District Council on Student Learning (DCSL), and the District Technical Review Workgroup (DTRW) have drafted updates and revisions to board policies and district-wide administrative procedures. These drafts are then presented to the Chancellor's Cabinet and to the Chancellor's Consultation Council prior to presentation to the Board of Trustees. The President was directly involved in the drafting of some of the revised Board Policies and Administrative Procedures through his role as the co-chair of the DTRW during the 2007-08 academic year. He and the President from Moorpark College were charged with creating numerous board policies related to academic matters.

The District Administration Center has scheduled mandatory training sessions for all administrators on various topics, including the steps involved in hiring and/or evaluating faculty and classified staff, in addressing complaints of sexual harassment, and other regulatory or procedural issues. The President ensures that all managers attend these trainings. He is also actively involved with emergency preparedness training and readiness on the campus.

Planning Agenda

None

IV.B.2.d. *The president effectively controls budget and expenditures.*

Descriptive Summary

The budget development and tracking process is described in Standard IIID.

Self Evaluation

The President works with the Executive Vice President, the Vice President of Business Services, the Deans, and the Vice Chancellor of Business and Administrative Services to ensure that the college operates within budget. This has been challenging during the current fiscal crisis, necessitating deep cuts in both personnel and operating expenses. Nonetheless, the college administration has continued to serve an expanding number of students and to maintain basic operations while remaining fiscally responsible.

The President and the Vice President of Business Services meet with each manager to review their annual budgets. The budget is also discussed on a regular basis in President's Cabinet. If it appears that managers are not understanding or following their budgets, the President provides structure and guidance to ensure sound fiscal practice and to prevent budget shortfalls. The President also hosts two campus-wide budget forums during spring to keep the college community apprised of the current budget and budget planning for subsequent years.

Planning Agenda

Given the continued prospect of declining budgets, an additional budget forum will be added to the fall semester. Additionally, the current Planning/Budget model will be thoroughly reviewed during the 2010-11 academic year.

IV.B.2.e. *The president works and communicates effectively with the communities served by the institution.*

Descriptive Summary

The President lives in and is an active part of the local community. He is a member of the Economic Development Corporation of Oxnard, and he served on the Branding Committee for the City of Oxnard. He speaks at numerous events each month, including the local Rotary Club. He attends cultural events throughout the year on behalf of the college and has strong ties to local government and community leaders. He has hosted a Presidential Forum series, which brings together local business and community leaders to discuss issues related to the city of Oxnard. The President is also active on the national level within education. He has served on the National Community College Hispanic Council and currently is serving on the American Association of Community College's Board.

Internally, the President communicates openly with all constituencies on campus. He addresses the Academic Senate and Student Senate when invited, and often sits in on various committee meetings to show support for the important work being done. When individuals across the district are asked to serve on hiring committees, he makes it a point to visit at least one hiring committee meeting to thank the participants for helping with the process.

Self Evaluation

The President serves as the strategic leader of the college and is the primary connection to the local community. Since his arrival in 2007, the President has devoted himself to understanding every aspect of how the college functions. As a result, when issues arise and/or when budgets need to be cut, he can draw upon his working knowledge of the college. He has hired several administrators, classified staff, and faculty, and in all hiring decisions, he keeps the mission of the college and the students as his central focus when choosing the right candidate to serve Oxnard College and its community.

Oxnard College has a strong partnership with both University of California, Santa Barbara and California State University, Channel Islands, thanks, in part, to a STEM grant and a Title V Cooperative grant. Those grants would not be possible without the networking and partnership efforts of the college President.

The President also has a strong relationship to the Oxnard College Foundation Board and serves as an Ex-Officio member of the Board. He attends their monthly meetings and keeps the Foundation Board members informed about the needs and direction of the college. He has successfully gained Foundation Board support for the OC Scholars program and to support additional classes when budget cuts have necessitated cutting classes from the schedule. He supervises a part-time Foundation Director who is involved in campus committees, including the Campus Use and Development Committee. The Foundation also funds activities during the All-College Day at the beginning of each academic year as well as several activities offered throughout the year.

Finally, the President understands the importance of celebrating the accomplishments of the staff, faculty, and administrators in an effort to create a positive work culture and community. He regularly hosts celebrations when individuals retire from the college, and he has been known to send refreshments to meetings to celebrate a job well done and the hard work of staff. Even if he cannot be present, he makes an effort to communicate his appreciation for work done on behalf of the college.

Planning Agenda

None

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assure support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. *The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the college and consistently adheres to this delineation in practice.*

Descriptive Summary

The Chancellor provides district leadership in setting and communicating the Board's expectation for excellence and integrity in programs and services. Board Policy 2433 (*CEO Comportment*) directs the Chancellor to demonstrate strong and comprehensive leadership for the district "...ensuring the highest standards of performance, efficiency, services, and accountability." (IV.B-39)

District-wide values are as set in the district [Participatory Governance Handbook](#):

- We base our actions on what will best serve students and the community.
- We maintain high standards in our constant pursuit of excellence.
- We recognize and celebrate creativity, innovation, and entrepreneurship.
- We demonstrate integrity and honesty in action and word.
- We communicate openly and respectfully to students, colleagues, and members of the public.
- We hire and retain personnel who reflect the diversity of the communities we serve.
- We promote inclusiveness and openness to differing viewpoints.
- We use data, research, and open discussion to drive our plans and decisions.
- We demonstrate responsible stewardship for our human, financial, physical, and environmental resources.
- We seek and maintain long-term partnerships with the communities we serve.

The Ventura Community College District is committed to providing the support services necessary to ensure effective operations at its three colleges. Specifically the District Administration Center (DAC) provides communications, police and emergency services, human resources, staff development, labor relations, fiscal and budgeting, planning, research, legislative relations, legal services, economic development, and information technology services for the colleges.

The district provides support for the effective operation of its colleges through a variety of activities and services. The Chancellor is responsible for the Board's annual district planning and sets priorities and controls budget expenditures by establishing objectives for the district. The Chancellor's district leadership is informed by a variety of participatory governance committees and other advisory groups. The Chancellor maintains a Consultation Council that reviews all proposals recommended for Board action. In addition, the district maintains the following advisory bodies:

- Chancellor's Cabinet
- District Accreditation Coordination Workgroup (DACW)
- District Council on Administrative Services (DCAS)

- District Council on Human Resources (DCHR)
- District Council on Student Learning (DCSL)
- District Technical Review Workgroup (DTRW)
- Administrative Technology Advisory Committee (ATAC)
- Distance Learning Task Force (DLTF)

The roles of the District Administrative Center and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and a liaison between the Board of Trustees and the colleges. The roles and responsibilities of the district, colleges, and governance structures are detailed in the district's Participatory Governance Handbook.

Self Evaluation

The fall 2009 district-wide employee survey found that the greatest percentage of employees (40%) did not believe that the DAC provided effective services to support college missions and functions. Thirty-one percent of the staff believed that the DAC did provide effective services and 29% had a neutral opinion. The survey also found that 38% of responding employees believe that communication between the district and colleges is inadequate; 30% believe communication is adequate and 31% have a neutral view pertaining to communication.

District leadership is guided by a history of strong and decentralized campus decision-making, participatory governance and independent campus planning. District-wide planning requires greater emphasis in order to more strongly communicate the Board's and Chancellor's expectations for excellence and integrity in programs and services.

Campus-based participatory leadership has enriched each of the district's colleges through the local determination of programs and services. However, it has also resulted in a decentralized system that lacks a responsiveness to changes in state funding and student demands. The Board and colleges have found themselves adopting programs for which there are no district standards, policies or procedures, providing degrees that require more credit than is required to transfer to California public colleges and four year universities, and continuing to place courses and programs in its catalogs which are repeatedly not offered to students.

Although the faculty tenure process is contained in the district's union contract with the American Federation of Teachers, resolution of tenure disagreements between tenure committees and college administrators falls to the Board of Trustees. The Board has not communicated a standard of excellence for determining tenure when it falls under its purview.

In addition, there appears to be insufficient employee understanding regarding human resource policies despite the promulgation of new administrative procedures and staff in-service training. Independent personnel action on the part of campus managers in violation of Board policy occurs on an intermittent, but ongoing basis.

The participatory governance handbook is available on the district website. (IV.B-40) The district-wide committees use this handbook to guide their composition and to establish parameters for their work. The handbook is assessed and updated, as necessary.

Planning Agenda

The Board will communicate its expectations of educational excellence and integrity by adopting more and strengthened policies in the following areas: associate degree and certificate credit requirements; credit hour limits for associate degrees and career certificates; discontinuance of programs and courses which have not been regularly offered.

The Board will develop a policy and procedural mechanism to review tenure recommendations where disagreements exist between college administration and tenure committees.

In order to enhance the effective operation of the colleges, the district Human Resources Division will review its HR Toolbox for strengthened and consistent user-friendly guidelines in approaching standard employment activities, such as hiring, employee classification, and evaluation.

Human Resources will establish and keep reasonable timelines for basic, ongoing, and repetitive functions, such as recruitment and testing, evaluation, and termination.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

District services that support the colleges in their missions and functions include business services, human resources, marketing and public relations, contract administration, economic development, information technology, risk management, facilities construction, police and emergency services, labor relations, research and planning, legislative relations, and legal services.

A model for program review at the district level was drafted during the 2008-09 academic year but was not fully implemented. Thus the primary vehicle for evaluating the effectiveness of district services resides in the management evaluation procedure that is used to assess the performance of the individual administrators responsible for each of the district-wide services.

Academic programs and services are reviewed at the district level through the District Technical Review Workgroup (DTRW) and the District Council on Student Learning (DCSL).

Self Evaluation

The District Administrative Center (DAC) staff consists of the Chancellor, Vice Chancellor of Business and Administrative Services, Vice Chancellor of Human Resources, Associate Vice Chancellor of Information Technology, Director of Administrative Relations, Chief of Police, two Directors of Business and Administrative Services, two Directors of Human Resources, and one Director of Information Technology. These managers are supported by approximately forty-five classified staff. In response to declines in state funding and in an attempt to reorganize district work more effectively, administrative positions have been eliminated, including a Vice Chancellor of Planning and Organizational Development, a Director of Institutional Research and a Human Resources Training Specialist. Functions such as bond measure capital construction are guided through the use of a consultant. District-wide curriculum educational programming and services coordination is obtained through the District Technical Review Workgroup, which focuses on educational planning and program development, policies and procedures, course review, and compliance with federal and state laws.

The management evaluation process provides for feedback from peers, subordinates, and the leaders of constituent groups. Nonetheless, by definition the evaluation process focuses primarily on the individual administrator rather than on the operation of the district office or function, and the amount of survey data collected varies in accordance with the administrator being evaluated. A more systematic and broader-based method of evaluation of services would be provided through a fully-implemented program review system for district services. A formal evaluation of the effectiveness of the District Technical Review Workgroup (DTRW) and the District Council on Student Learning (DCSL) should also be undertaken.

Planning Agenda

By spring 2011, a data driven program review system for assessing all district services, DTRW, and DCSL will be implemented.

IV.B.3.c. *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

Descriptive Summary

The district provides fair distribution of resources adequate to support the effective operations of its colleges. The district's 2009-10 tentative budget, excluding bond funds and reserves, was \$266,526,439. Of this sum, 58% or \$154,866,879 was unrestricted general fund revenue.

As described in Standard III.D.2, the district, in cooperation with the colleges, formulated a district-wide resource allocation model that was implemented for fiscal year 2007-08. The adopted model includes features that reflect the unique characteristics of each college and meet the needs of a multi-college district, while recognizing how the institutions are funded by the state. Since the funding model's adoption by the Board of Trustees on May 15, 2007, it has been reviewed annually by the DCAS and the Chancellor's Cabinet for its effectiveness under changing circumstances. Proposed modifications to the funding model are presented to the Board of Trustees for approval with the district's annual budget building assumption recommendations, as necessary.

The model is simple enough to be readily understood, is easily maintained and transparent, and is driven by factors that command accountability, predictability, and equity. It utilizes formulas and variables that have been meaningfully studied, readily defined, easily measured, and consistently reported.

Self Evaluation

Ventura County Community College District's state general fund apportionment and categorical program funding have been eroded due to California's severe and continuing economic downturn. The Board of Trustees has responded to this challenge by providing general direction to the district Chancellor to ensure adequate support for the continued effective operations of its colleges by increasing faculty classroom productivity; coring instructional programs to implement the most direct educational pathway to degree, certificate or transfer completion; seeking efficiencies through program, service integration; increasing administrative efficiency; and aligning student enrollment to available financial resources. This approach has been implemented to ensure the continuance of essential and effective academic programs and services provided by full-time faculty.

Despite the state's economic downturn, the Ventura County Community College District has adequate resources and fairly distributes revenue to its colleges to support effective operations. During the 2009-10 academic year, the district and its colleges responded to reductions in state funding by eliminating classified and management positions, reducing non-core college classes, increasing classroom productivity, and consolidating redundant services to increase efficiency, providing students with the opportunity to complete associate degrees and certificates in keeping with the district's mission.

Planning Agenda

None

IV.B.3.d. *The district/system effectively controls its expenditures.*

Descriptive Summary

The Ventura County Community College District Board of Trustees control financial expenditures through the development of policies and procedures. Board policy directs district operations in the areas of planning, budgeting preparation, and management, as well as fiscal and property management.

The Board also delegates to the Chancellor authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. The Chancellor has delegated powers and duties entrusted to him to the Vice Chancellor of Business and Administrative Services, but he is specifically responsible to the Board for the execution of such delegated powers and duties.

The Vice Chancellor of Business and Administrative Services provides leadership and oversight for the implementation of the general business and administrative practices of the district to ensure the proper control of property and contracts; the budgeting, auditing and accounting of revenue; the acquisition of equipment, supplies and property; and the protection of assets. The Vice Chancellor carries out all duties in accordance with California Community College budget and accounting practices and the principles contained in California's Title 5 §58111.

Trustee's oversight of district finances is further strengthened by reports from the Vice Chancellor and the Board's Audit, Budget, and Foundation committee. These presentations are provided to the Board during their regular public meetings. The annual budget process begins with a Board study session of the status of the current year's budget, including expenditures and anticipated projections for the new budget cycle. The Board reviews and adopts budget assumptions at its public meeting. Tentative budgets are presented to the Board in June and final budgets approved at a later date, depending on adoption of a state budget.

The district is audited annually. Audit reports are reviewed by the Board's Audit, Budget, and Foundation Committee and recommendations are reported to the full Board for adoption. The corrections for audit exceptions are implemented following the Board's adoption of annual audit reports. A mid-year meeting of the Audit, Budget, and Foundation Committee is held to review staff progress in correcting of audit exceptions.

The Bond Measure S Citizens Oversight Committee ensures ongoing accountability for the expenditure of tax dollars for campus facility construction. The membership of this committee consists of seven representatives from Ventura County and meets quarterly. The Citizens Oversight Committee has the statutory responsibility to inform the Board and public concerning the district's expenditure of revenues received from the sale of the Measure S bonds. Quarterly reports on expenditures

and construction are prepared by the district's facilities consultant and presented to the Citizens Oversight Committee and Board of Trustees. The committee produces an annual report presented to the Board of Trustees and circulated to the general community online. (IV.B-41)

Self Evaluation

The Board must approve all expenditures from the general fund budget. The Board adopted a policy to maintain a minimum five percent reserve. The district does not anticipate the need for borrowing in the near future.

To date, the district has not faced cash flow difficulties requiring it to borrow cash. This is primarily the result of the reserve balances the district has accumulated over time. Even during such occasions when the state funds are deferred for several months, the district does not expect to borrow cash in the near term due to its level of reserves.

The total reserves of the district are evaluated as adequate to meet financial emergencies both short and long-term. The reserves are divided into four district categories. Those categories are:

- General Fund Unrestricted-Designated Reserve – State Required Minimum (5 percent) – In accordance with the System Chancellor's Office Accounting Advisory FS05-05: Monitoring and Assessment of Fiscal Condition, issued in October of 2005, the System Chancellor's Office requires a minimum prudent unrestricted general fund balance of 5 percent - \$6,945,834;
- General Fund Unrestricted-Designated Reserve – Reserve Shortfall Contingency – The Board of Trustees has designated that this reserve should be a minimum of \$3,000,000 and will be used only to cover unanticipated mid-year revenue shortfalls;
- 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, 2009, this amount was \$8,653,952;
- General Fund Unrestricted-Designated Reserve – Budget Rollover – Although not an actual reserve, the Adoption Budget at June 30, 2009 had ending balances of \$1,258,761 from the four budget units which were designated for one-time expenditures in 2009-10 at the specific sites that generated the balance.

Planning Agenda

None.

IV.B.3.e. *The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.*

Descriptive Summary

The Chancellor delegates to each of the district's three college presidents the responsibility and accountability for the successful operations of their campuses within parameters established in Board policy. The Chancellor is supportive of effective presidential decisions that comply with the District mission and regulation. The Chancellor recognizes and encourages participatory governance and broader consultation with district employees. The Chancellor advocates and serves as a buffer for each of the district colleges with the Trustees.

In accordance with his job description, the President is responsible for planning and developing the overall academic direction for the college and for planning and recommending the instructional and student services programs, college budget, and organizational structure of the college. The President has been delegated final approval authority for the selection of new contract faculty members and for the allocation of resources within the established college budget. The Chancellor holds the President accountable for his performance, both on an ongoing basis through regular meetings and telephone contacts, and through his assessment of the President through the management evaluation process.

Self Evaluation

The Chancellor has been available to provide advice and support to the President, without engaging in the operation of the campus. The President has been delegated authority to implement and administer district policy without interference. The Chancellor sets goals and evaluates the President on an annual basis. The President is held accountable for the operation of the college consistent with the Board's ultimate responsibility for the effective functioning of all programs and services throughout the district.

The Board has adopted programs for which there are no district standards, policies or procedures, is providing degrees that require more credit than required to transfer to California public colleges and four-year universities, and continues to place courses and programs in its catalogs which are repeatedly not offered to students. Presidential operational oversight at each of the three colleges would be strengthened through greater local administrative assessment and proactive intervention into standards and practices affecting student programs and services. Although the three college Academic Senates clearly have the primary voice in academic and professional matters, it is not the only voice that should be heard in advising the Chancellor and Board on policy matters affecting students.

Planning Agenda

The Board will adopt strengthened academic and program standards through collegial consultation with the Academic Senates informed by local administrative perspectives.

Recommendations from the three independent colleges pertaining to faculty academic and professional matters will contain comment from appropriate campus administrators and presidents regarding the adequacy of proposals.

Administrative oversight of faculty proposals within DCSL and DTRW will be strengthened by assessing them for overall effectiveness in meeting student needs. Academic matters taken to the Board for action will contain the primary recommendation of the Academic Senate and the college President or his designee, such as the Executive Vice President of Student Learning.

IV.B.3.f. *The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*

Descriptive Summary

The Chancellor and district act as a liaison between the colleges and the Board of Trustees. The Chancellor, acting on behalf of the Board, through the district's Consultation Council, confers with college, senate, and classified Presidents, Vice Chancellors, student leaders, and labor representatives to review the monthly Board agenda. Depending on circumstances, items are occasionally modified, withdrawn or postponed due to the Council's feedback. In addition, several district-wide councils exist to communicate policy and operational issues and receive feedback, such as:

- Chancellor's Cabinet
- Consultation Council
- District Council on Administrative Services (DCAS)
- District Council on Human Resources (DCHR)
- District Council on Student Learning (DCSL)
- District Technical Review Workgroup (DTRW)
- Administrative Technology Advisory Committee (ATAC)
- Distance Learning Task Force (DLTF)

The Board of Trustees, as a component of its Code of Ethics/Standards of Practice, must use appropriate formal channels of district communication. The intent of this practice is to ensure that district-wide deliberative bodies are fully engaged by employees in resolving operational matters inappropriate for Board intervention. This practice is also intended to preclude premature advocacy prior to complete development of recommendations within district deliberative bodies.

The district maintains the Office of Administrative Relations. The Director of Administrative Relations has responsibility for the flow of communications between the Board, Chancellor, colleges, staff, and the community. The position maintains a communication plan and process designed to foster understanding between the Board, the DAC, its colleges and constituents. (IV.B-42) The Office of Administrative Relations also provides marketing services and expertise for the colleges.

The Chancellor provides the Board of Trustees with a weekly district update that includes information provided from each college President. In addition, campus-based events are provided to trustees through weekly communication and on the district website.

Self Evaluation

An employee code of ethics (Board Policy 7205) was reviewed by the Board's Policy Committee on May 13, 2010 and was adopted at its June 16, 2010 Board meeting. (IV.B-43) This policy will require all district employees to "use established channels of communication within the district." The policy should strengthen existing communication/governance processes within the district.

The role of administrative relations has taken on greater significance in light of the elimination of three campus-based public information officers in December 2009. Through the use of newly-implemented technology (e.g., intranet portal for employees / students; college/district announcements/news posting; increased website capabilities through OmniUpdate, and college/district events calendar / news enhancements), communications have been streamlined for greater efficiency and consistency. However, there continues to be a lack of resources and support needed to maintain current and accurate information in the portals and on the websites and the technology assistance required for same.

Communications need to be strengthened by having the district's Academic Senates post meeting agendas and minutes, consistent with the Brown Act.

Board minutes are developed and posted in a timely manner. When fully implemented, the BoardDocs system promises to further enhance the ability of the public and employees to access information.

Planning Agenda

The BoardDocs system will be fully implemented by the end of the fall 2010 semester.

The Office of Administrative Relations will conduct a publications audit, develop an annual report to the community or other signature publication, and create a district-wide newsletter.

An online style guide will be developed for employee access and use.

The Office of Administrative Relations will assess approaches to providing technical support necessary to maintain technological communications.

District governance bodies covered by the Brown Act will post meeting agendas and minutes on the district website for public access.

IV.B.3.g. *The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary

As described earlier, the roles of the DAC and its colleges are clearly defined. The DAC provides for the effective and efficient operation of system colleges in the areas of planning and finance, human resources, educational services, information technology, economic development, and administration. The DAC also serves as the coordinating body among system colleges and a liaison between the Board of Trustees and the colleges.

A model for program review at the district level was drafted during the 2008-09 academic year but was not fully implemented. Thus the primary vehicle for evaluating the effectiveness of district services resides in the management evaluation procedure that is used to assess the performance of the administrators responsible for each of the district-wide services.

Self Evaluation

The management evaluation process provides for feedback from peers, subordinates, and the leaders of constituent groups. Nonetheless, by definition the evaluation process focuses primarily on the individual administrator rather than on the operation of the district office or function, and the amount of survey data collected varies in accordance with the individual being evaluated. A more systematic and broader-based method of evaluation of services would be provided through a fully-implemented program review system.

Planning Agenda

By spring 2011, a data driven program review system for assessing all district services will be implemented.

Evidence for Standard IV.B

- IV.B-1 BP 2200: Board Duties and Responsibilities
- IV.B-2 District Vision Statement; District Mission Statement; District Values Statement
- IV.B-3 AP 7120: Recruitment and Hiring: College President
- IV.B-4 California Education Code §70902
- IV.B-5 BP 2715: Trustee Code of Ethics/Standards of Practice
- IV.B-6 California Government Code 54950 (The Brown Act)
- IV.B-7 BP 2720: Board Member Communications
- IV.B-8 BP 2100: Board Elections
- IV.B-9 Report of the VCCCD Fall 2009 Employee Survey
- IV.B-10 BP 2710: Conflict of Interest
- IV.B-11 BP 1200: Mission Statements
- IV.B-12 Ventura County Community College District Master Plan 2007-2015
- IV.B-13 Board Agenda, Sample Page
- IV.B-14 BP 2220: Committees of the Board
- IV.B-15 BP 2434: Chancellor's Relationship with the Board
- IV.B-16 BP 2430: Delegation of Authority to the Chancellor
- IV.B-17 BP 2425: Board/District Planning
- IV.B-18 BP 6200: Budget Preparation
- IV.B-19 BP 6250: Budget Management
- IV.B-20 BP 6300: Fiscal Management
- IV.B-21 BP 6500: Property Management
- IV.B-22 BP 2010: Board Member
- IV.B-23 BP 2210: Officers
- IV.B-24 Board Policies 2305-2365
- IV.B-25 BP 2411: Administrative Procedures
- IV.B-26 BP 2015: Student Member

- IV.B-27 BP 2740: Board Education
- IV.B-28 BP 2110: Vacancies on the Board
- IV.B-29 AP 2110: Vacancies on the Board
- IV.B-30 BP 2745: Board Self-Evaluation
- IV.B-31 AP 2745: Board Self-Evaluation
- IV.B-32 Board Self-Evaluation Fall 2008
- IV.B-33 BP 2215: Role of the Board Chair
- IV.B-34 Board of Trustees Minutes for the Meeting of Tuesday, October 9, 2007,
p. 3
- IV.B-35 BP 2431: CEO Selection
- IV.B-36 AP 2431: Recruitment and Hiring: Chancellor
- IV.B-37 Job Description, Chancellor
- IV.B-38 BP 7120: Recruitment and Hiring
- IV.B-39 BP 2433: CEO
- IV.B-40 District Website, Committees
- IV.B-41 http://www.vcccd.edu/bond/citizens_oversight_committee/annualreport
- IV.B-42 Communications Plan
- IV.B-43 BP 7205: Employee Code of Ethics

OXNARD COLLEGE, FALL 2008

- 1. North Hall
- 2. South Hall
- 3. Learning Resource Center
- 4. Liberal Arts Building
- 5. Student Services Building
- 6. Physical Education
- 9. Automotive Technology
- 10. Child Development Center
- 11. Maintenance And Operations
- 12. Occupational Education
- 15. Dental Hygiene Facility
- 17. Food Services
- 18. Letters & Science
- 19. North Hall 7
- 19A. McNish Art Gallery
- 20. Job & Career Center
- 21. CDC/Child Receiving
- 24. Community Student Center
- 28. Maintenance Warehouse

FUTURE;

- 29. Student Services
- 30. Food Services
- 31. LRC Expansion
- 32. Performing Arts Center

Parking Legend;

- County Staff
- ADA
- Visitor
- College Staff
- General Purpose

