

# OXNARD COLLEGE

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

**Fall 2004**



Submitted by  
Oxnard College  
4000 South Rose Avenue  
Oxnard, California 93033

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

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**August 10, 2004**



CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

Date August 10, 2004


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

FROM: Oxnard College  
4000 So. Rose Avenue  
Oxnard, California 93033

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

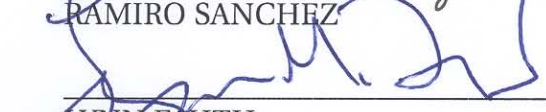
We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

  
CHERYL HEITMANN President, VCCCD Board of Trustees

  
WILLIAM STUDT Interim Chancellor

  
LYDIA LEDESMA-REESE President, Oxnard College


  
RAMIRO SANCHEZ Executive Vice President, Student Learning

  
LYNN FAUTH Academic Senate President, 2004-2005

  
MARY JONES Academic Senate President, 2001-2004

  
FELICIA TORRES Classified Senate President, 2003-2005

  
ADAM POWERS Associated Student Government President, 2004-2005

  
CARMEN GUERRERO Faculty Co-Chair of Accreditation Self-Study

  
DARLA COOPER Administration Co-Chair of Accreditation Self-Study



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# The Oxnard College Mission, Vision, and Goals

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## **Oxnard College Mission**

Oxnard College embraces its diverse community by providing excellent and unique educational programs in a collaborative, nurturing, safe environment that promotes student success and lifelong learning.

## **Mission of California Community Colleges**

*NOTE: Our mission, while unique to Oxnard College, also enables us to accomplish the State-mandated mission for all California community colleges, which requires us to offer a variety of programs and services in the following areas:*

### **TRANSFER EDUCATION**

Standard collegiate courses at the lower division level for those students who plan to earn an associate degree and/or transfer to four-year colleges and universities

### **VOCATIONAL EDUCATION**

Specialized vocational and technical education and training in selected occupational fields leading to job entry, advancement, retraining, certification, and associate degrees

### **GENERAL EDUCATION**

Courses designed to contribute to associate degree programs; broaden knowledge and perspectives; develop critical thinking and communication skills; enhance cultural literacy; encourage a positive attitude toward learning; and equip students to participate in a complex, interdependent world

### **BASIC SKILLS EDUCATION**

Courses in mathematics, reading, writing, and speaking for under-prepared students, as well as other programs designed to enable those with special learning needs to reach their educational goals

### **SUPPORT SERVICES**

Comprehensive services that help students achieve their educational goals through assessment of skills and abilities, counseling and advisement, tutoring, financial aid, job placement, health services, student activities, student government, child care, and personal development programs

### **COMMUNITY EDUCATION**

Conveniently scheduled, state-supported noncredit classes and fee-supported educational, cultural, recreational, and occupational programs that enrich the lives of area residents and provide opportunities for lifelong learning

### **ECONOMIC DEVELOPMENT**

Programs and services, including contract training, designed to meet the specific needs of business and industry in developing a trained workforce that can enhance the economic vitality of the community



# The Oxnard College Mission, Vision, and Goals

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## *The Oxnard College Vision*

*The collaborative learning community of Oxnard College will:*

- rely upon scholarly, comprehensive, and current knowledge in all areas of instruction and service;
- provide innovative, appropriate, and effective instruction for student success;
- facilitate and maximize students' use of services that enables their educational success;
- encourage students to enjoy self-reliant, lifelong learning;
- ensure student and staff access to technology and develop proficiency in all forms of communication, information retrieval, critical thinking and applied analysis;
- demonstrate and embrace respect for varied educational needs and cultural contributions;
- enhance our students' connections to the world by promoting leadership qualities, their understanding of global inter-dependence, their appreciation of vast diversity of human cultures, and their cross-cultural competencies;
- establish mutually beneficial relationships with the industries and communities we serve;
- provide leadership and resources for economic development and for improving the quality of life within the region;
- challenge students and the entire staff to a commitment in serving their communities and fellow human beings;
- promote a community culture of kindness, respect, and integrity; and
- secure sufficient resources – material, financial and otherwise — to facilitate the accomplishment of all of the above.

# The Oxnard College Mission, Vision, and Goals

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## **Oxnard College's Core Values**

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

### **Diversity and Commonality**

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

### **Excellence**

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

### **Integrity and Civility**

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

### **Learning**

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

### **Shared Decision Making**

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

## **Oxnard College Strategic Goals**

1. To develop and strengthen a positive college image in our community.
2. To obtain additional financial and human resources to strengthen the institution.
3. To provide facilities, technology, and other learning resources necessary to meet the educational and cultural needs of our growing community.
4. To enhance the economic, cultural, and social well-being of individuals and families in our community.
5. To use research and program review to assess program quality and guide institutional development.
6. To maximize student success.

# The Oxnard College Mission, Vision, and Goals

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## **Philosophy of the College**

*Wise I may not call them; for that is a great name that belongs to God alone—lovers of wisdom or philosopher is their modest and befitting title.* —Socrates

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

The college schedules programs that reflect changing local, national, and international needs. Dedicated professionals create an environment that stimulates intellectual curiosity, nurtures learning, and develops an understanding of society and how individuals can influence its workings. The students develop self-understanding, pursue educational objectives, and ultimately stand accountable for their own progress.

Oxnard College celebrates diversity and cultural understanding at all levels throughout the campus. Cultural and aesthetic activities are also relevant in today's society and are to be fostered. The college strives to provide open-access to educational opportunities so that every adult, regardless of age, sex, race, disability, or ethnic socio-economic, cultural or educational background shall have the opportunity for appropriate education to fulfill his or her potential.

Oxnard College looks to the past to understand the present in order to produce a more successful future. It strives to be innovative and responsive to the educational needs and demands of society in an atmosphere of shared governance, mutual respect, and trust. Oxnard College is responsive not only to community needs but also to the needs of our larger society.

# History of the Institution

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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 and administration of the Ventura County Community College District (VCCCD) since the district was formed in 1962.

Founded on the understanding established in those early years, the 118-acre college site was purchased in 1968. In 1969, the first classes offered under an Oxnard Center concept were offered at Ramona School in Oxnard.

The Oxnard Center program expanded in the fall of 1973 with the opening of the Oxnard Educational Center at 9th and B Streets in Oxnard, under the direction of Ventura College. In February, 1974, a Camarillo Center opened under the auspices of Moorpark College.

The 2000 AD Educational Master Plan and strong support from the Oxnard-Port Hueneme area focused attention on the need for a third college in the spring of 1974, and the Board of Trustees officially voted to build Oxnard College on March 26, 1974.

The college opened its doors in June 1975 for its first summer session, utilizing the Oxnard and Camarillo Centers begun by the other two colleges in the district and adding classes at a variety of sites throughout the Oxnard Plain. By mid-fall 1975, Oxnard College had more than 4,400 students enrolled, and during the spring semester, that number was even higher, in all likelihood a record enrollment for first-year community colleges in this state.

In fall, 1979, the first two permanent buildings were occupied on the campus: Liberal Arts Building housing 20 classrooms plus science and business laboratories and faculty office wings, and a Library/Learning Resources Center consisting of the College Library, Learning Center, general classrooms, and administrative and student services offices.

The more recently constructed Occupational Education Building houses the college's information processing, air conditioning and refrigeration, hotel and restaurant management, electronics, and word processing programs.

## History of the Institution

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A new Child Development Center opened in early 1992, and a new Physical Education Complex with basketball and racquetball courts, showers and lockers, dance room and weight training facilities officially opened in the fall of 1994. The Letters and Science Building was completed and occupied in 1997. A Community Student Services Center was completed in fall of 2003. Other campus buildings include two relocatable classroom buildings, a vocational shop building, a student services building and a food services facility.

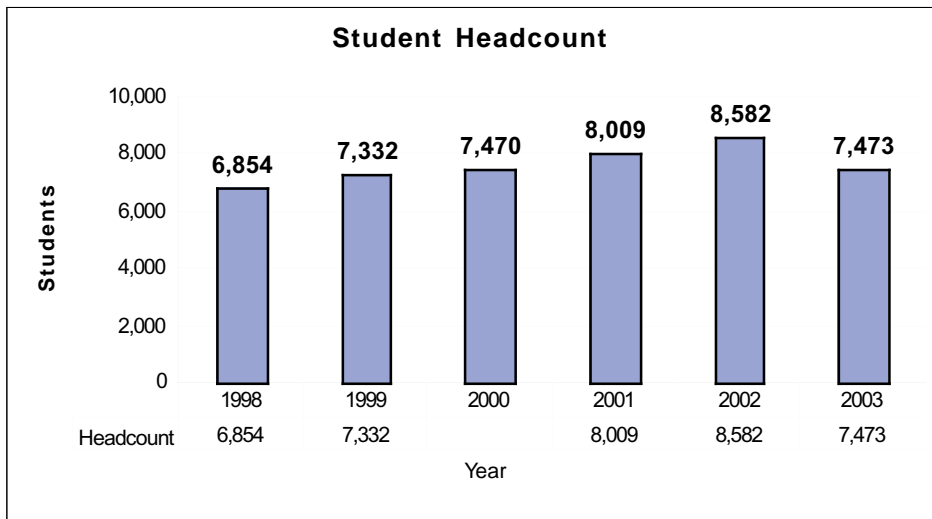
The Ventura County Community College District and Oxnard College entered into an agreement in 1999 with the County of Ventura to house a Job and Career Center on campus. The Center provides local residents with career training and supportive social services necessary to achieve their career goals. The Center also housed the Oxnard College Economic Development Center. County offices, as well as the Oxnard College Economic Development Center, EOPS, Student Services Offices moved into the Community Student Services Center in spring 2003.

Several new buildings and major renovation projects are scheduled to be completed within the next 10 years due to the passage of Measure S in 2002, a \$356 million bond issue for construction projects district-wide. For Oxnard College, new construction projects include a long-awaited Performing Arts Center including a theater, a student services building, a general classroom building, a new large parking lot, and at the Camarillo Airport site, new Fire Technology facilities. Major remodeling projects include the Library/Learning Resources Center, expansion of the Bookstore and Child Development Center, and the renovation and expansion of the gymnasium and athletic fields.

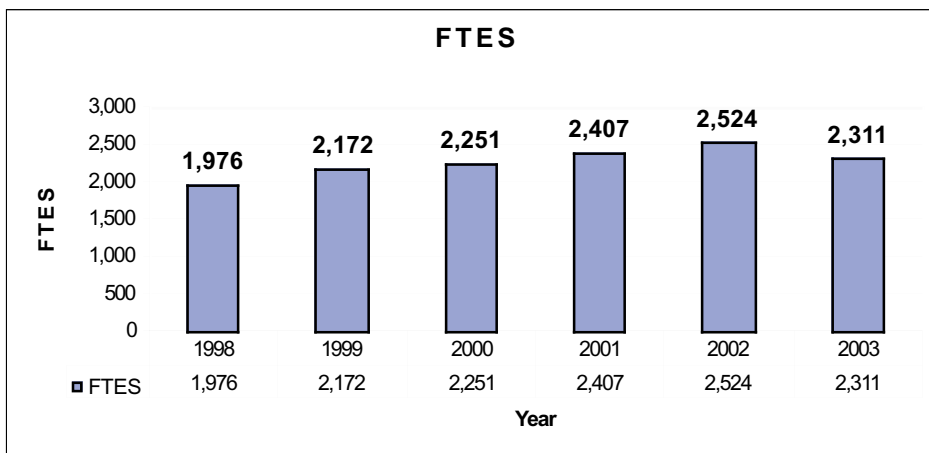
Oxnard College continues to be committed to developing a comprehensive educational program as well as comprehensive campus environment for the students of its service area. The goal of completing the campus's physical plant has become achievable thanks to the willingness of the Ventura County citizens to support the bond issue projects.

## Demographic Information

In the five years from 1998 to 2002, Oxnard College grew by over 1,700 students or more than 25%. However, as a result of the California State budget crisis that began in 2002-2003, the college saw a significant drop in student enrollment in 2003 of over 1,100, accounting for much of the growth that had been achieved in the previous five years.

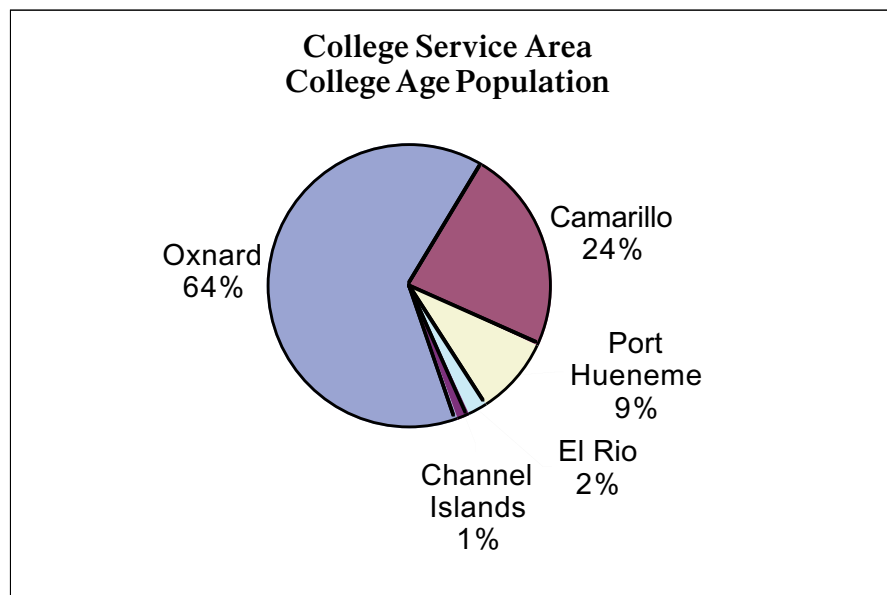


Similarly, the college saw an increase in Full Time Equivalent Students (FTES) during the same time period between 1998 and 2002 of 28 percent, but saw a decrease in 2003 of 8.4 percent.



## Demographic Information

The Oxnard College service area includes the cities of Oxnard, Port Hueneme, and Camarillo and the incorporated areas of Channel Islands and El Rio. The chart below illustrates the distribution of college age residents in the college's service area. In addition, the number of college-age residents in Oxnard College's service area represents one third of Ventura County's entire college-age population.

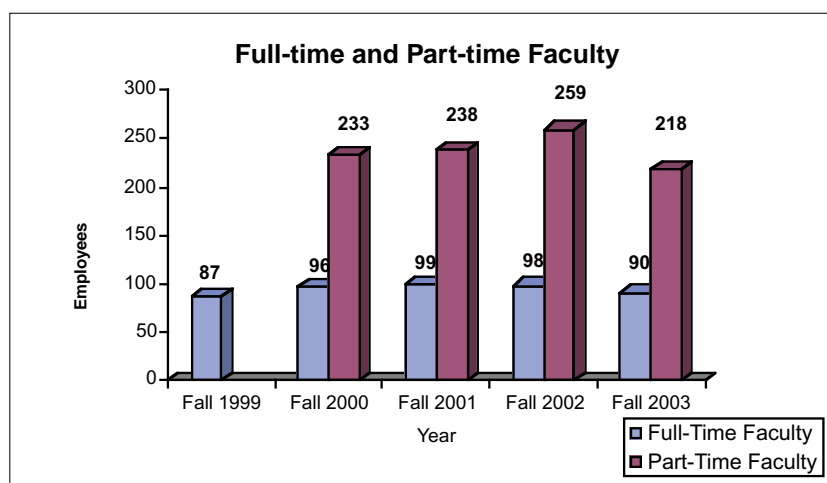


Other facts about the college's service area include:

- Has a total population of over 250,000 with over 180,000 being college age.
- Is projected to grow 9% over the next 5 years.
- Will have over 13,000 new homes built in the next few years.
- VCCCD enrollment is projected to grow 17% over the next 5 years.

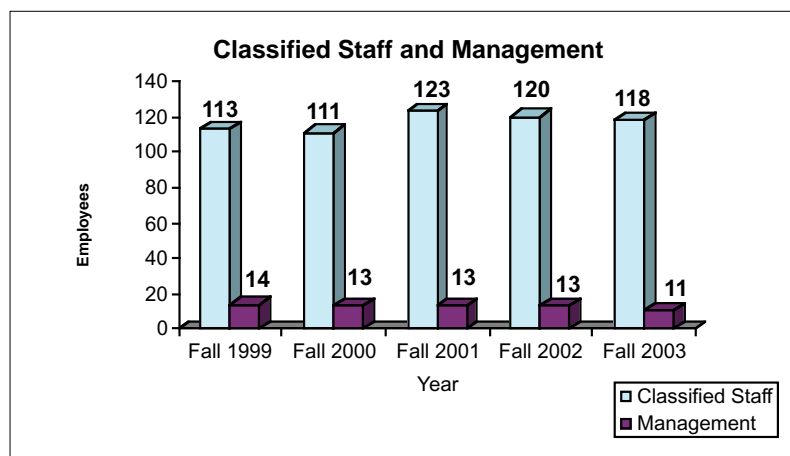
## Demographic Information

After a significant increase in 2000 and holding steady through 2001 and 2002, the number of full-time faculty dropped in 2003 after the State budget crisis hit the college, returning to a level more comparable to that seen in 1999. A substantial drop also occurred in the number of part-time faculty in 2003, after peaking in 2002. This peak in the number of part-time faculty corresponds with the peak in student enrollment also seen that year. Faculty figures include both instructional and non-instructional faculty and all faculty coordinators and department chairs.



Note: Part-time faculty figures for Fall 1999 are not available.

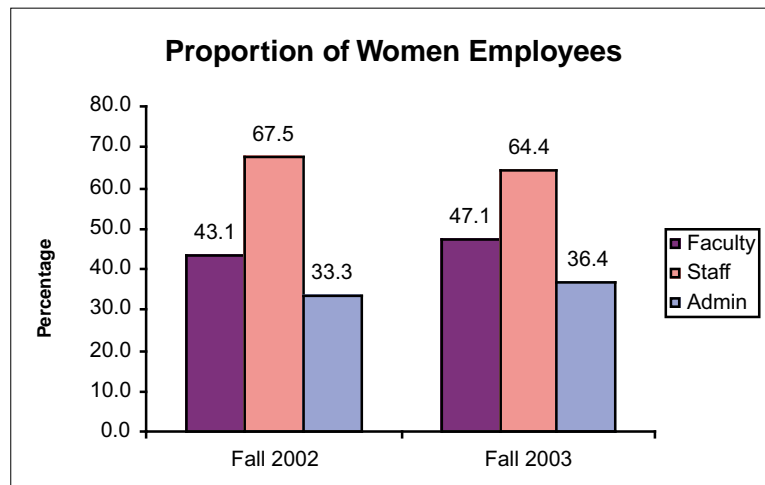
The number of classified staff peaked in 2001, but declined in years since. The number of managers remained constant between 2000 and 2002, but two positions were lost in 2003. Classified staff figures include only full-time employees, not part-time or seasonal. Classified supervisors are included in the classified staff figures. The figures for managers include both academic and classified managers.



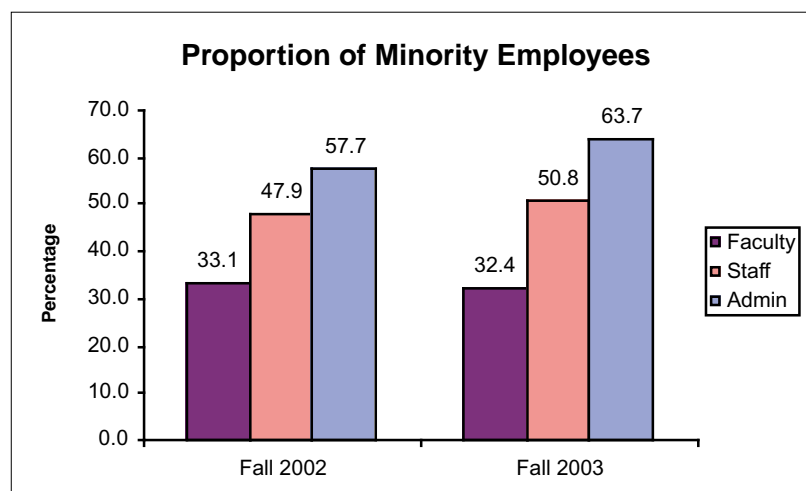


## Demographic Information

The proportion of women is highest among the classified staff and lowest among administrators. Employee demographic data prior to 2002 are not available.



Minority for the purposes of the analysis below includes African American, Asian, Filipino, Pacific Islander, Latino, and Native American. The proportion of minorities is highest among administrators and lowest among faculty. Data prior to 2002 are not available.

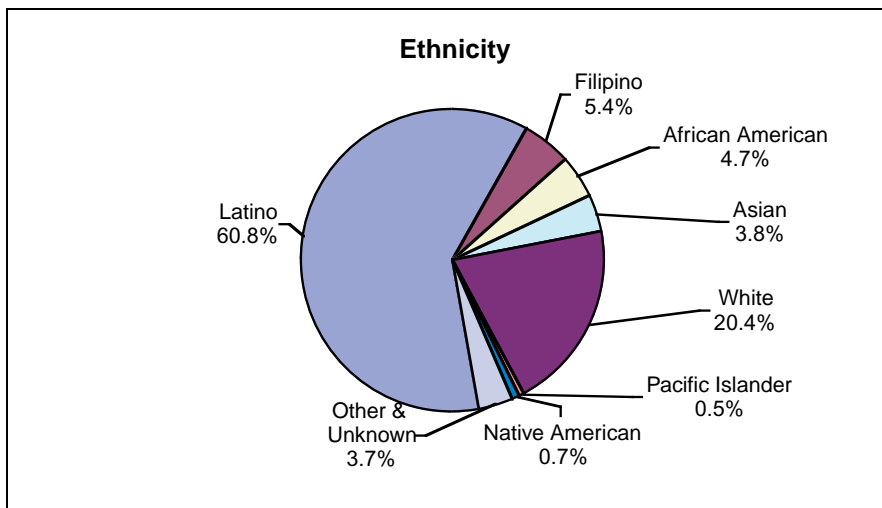


# Demographic Information

The following charts present the student demographic information for Oxnard College as of fall 2003.

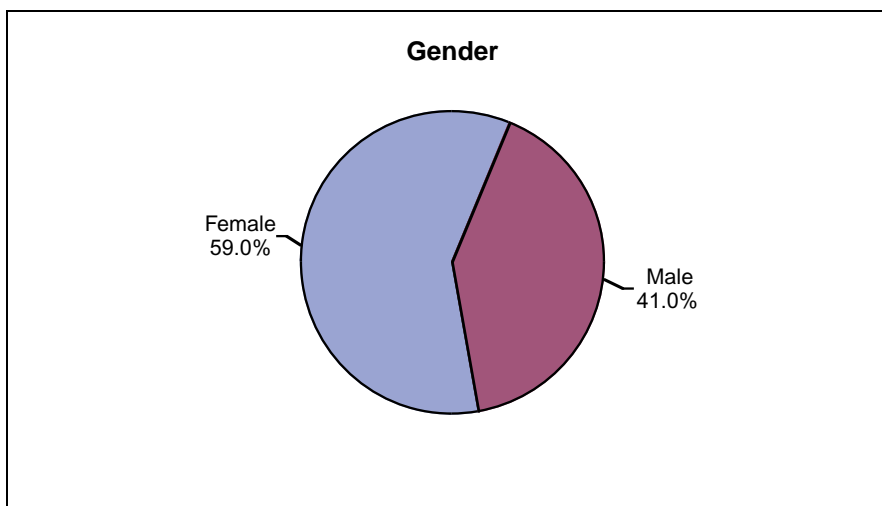
## **Ethnicity**

The percentage of Latino students at Oxnard College has grown significantly in the past ten years from 43% to now 61%.



## **Gender**

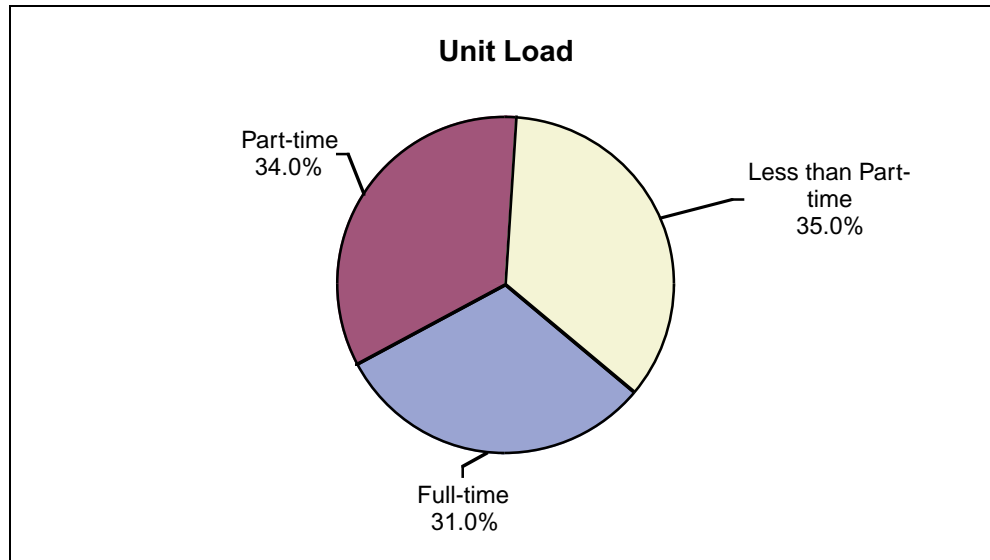
The ratio of male and female students has remained relatively consistent over the past five years.



# Demographic Information

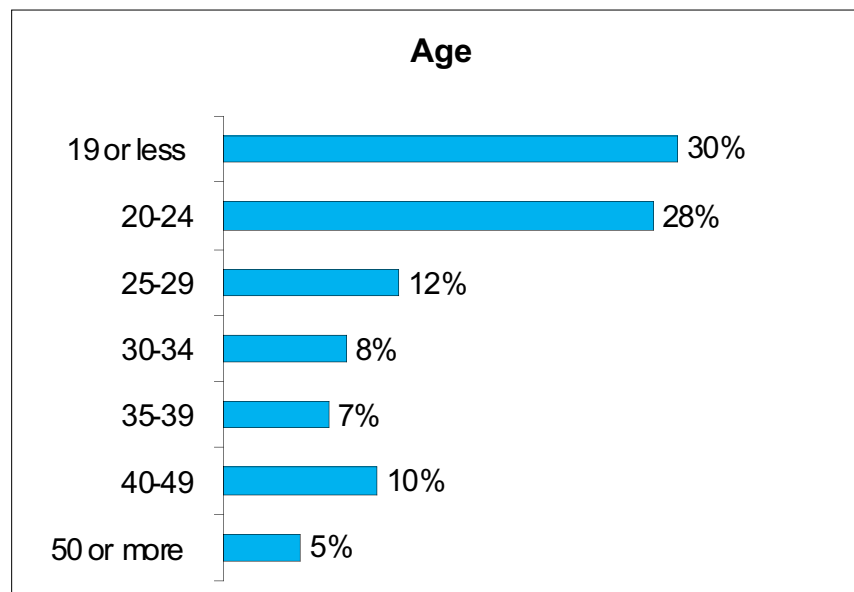
## Unit Load

The vast majority (69%) of students attend Oxnard College on a part-time basis.



## Age

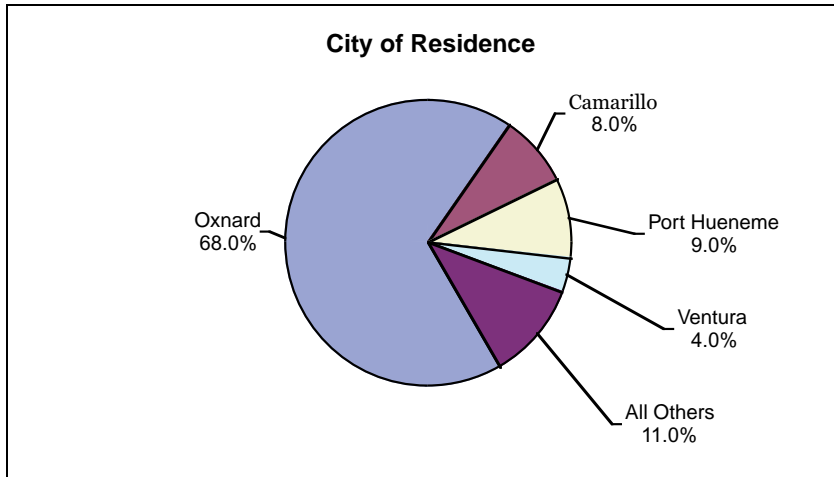
The majority of Oxnard College students are under the age of 25. The average student age is 27 and has been steadily decreasing over the past several years.



# Demographic Information

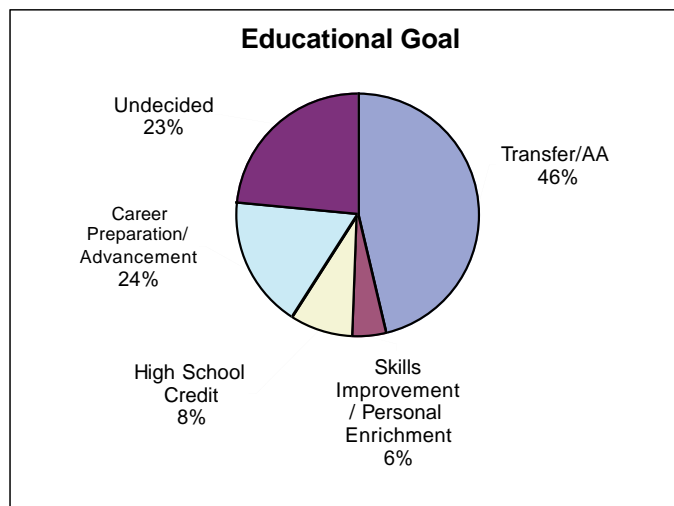
## **City of Residence**

The majority of Oxnard College students reside in the city of Oxnard. Over 80% of Oxnard College students live in the Oxnard College service area (Oxnard, Camarillo & Port Hueneme).



## **Educational Goal**

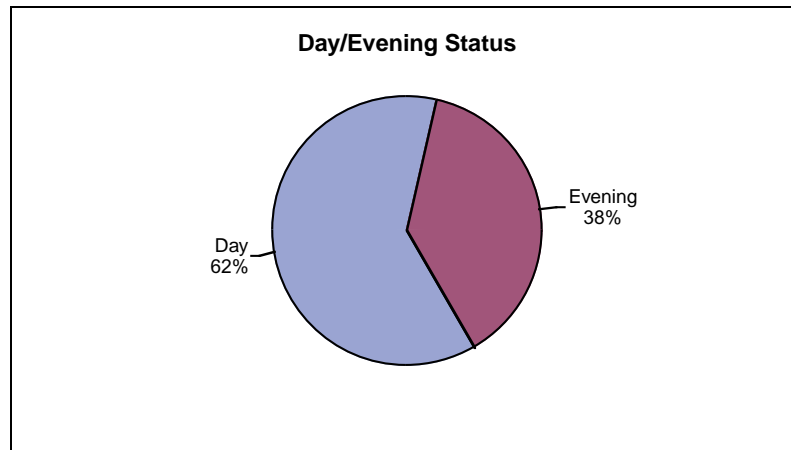
Almost half the students attending Oxnard College have the goal to transfer to a four-year university and/or earn an associate degree. In 2002, one fifth of students were attending to earn credits to complete high school, however this figure was reduced by more than half in 2003 primarily due to new legislation restricting the amount of college credit that high school students can take. Almost one-fourth of students are attending to prepare for a new career or advance in a current career and almost another fourth are undecided as to their educational goal.



# Demographic Information

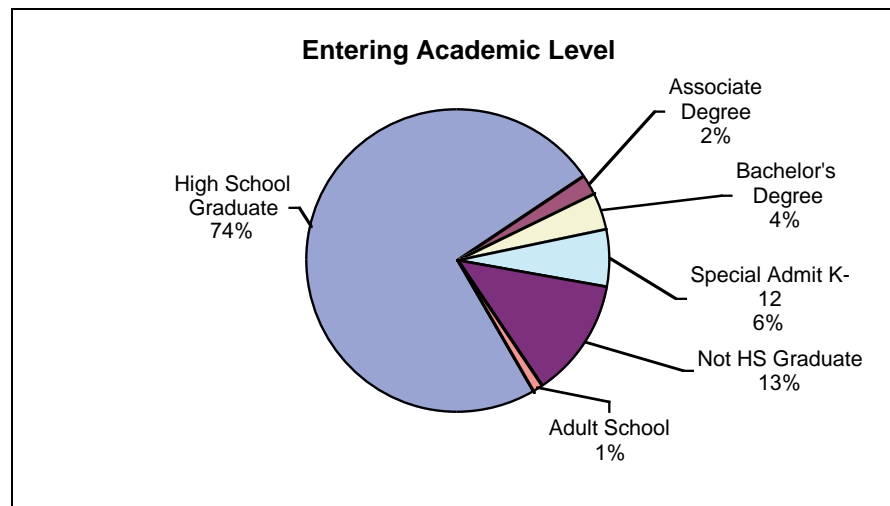
## Day/Evening Status

Oxnard College has a significant number of students attending the college in the evening. The figure for daytime students includes students who are enrolled in day classes only and those students enrolled in both day and evening classes. The figure for evening students includes those students who are only taking classes in the evening and none in the daytime.



## Entering Academic Level

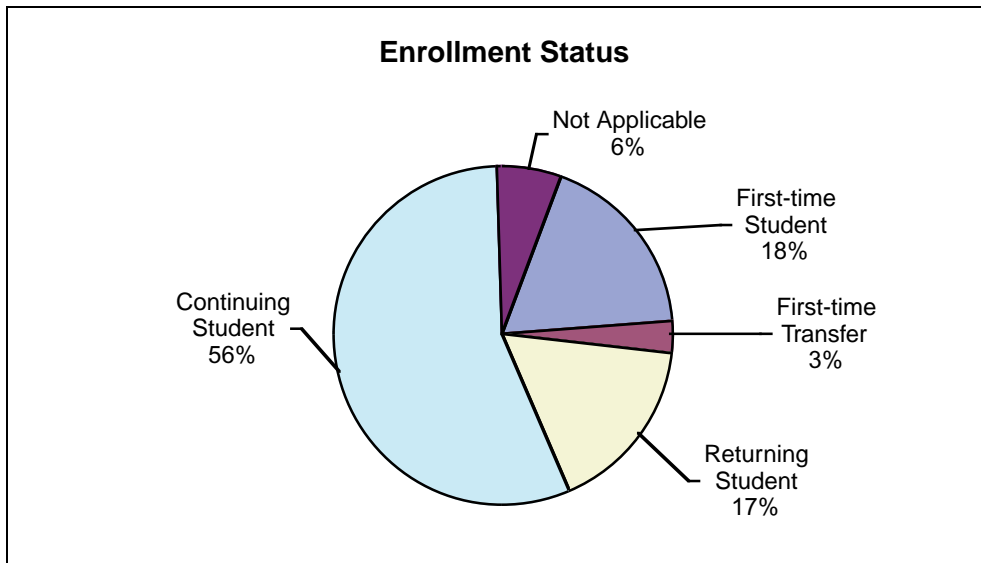
The majority of Oxnard College students have earned a high school diploma. The college serves a larger proportion of students who have not earned a high school diploma than seen statewide (8% in 2003).



# Demographic Information

## Enrollment Status

Each fall, approximately one-fifth of students at Oxnard College are first-time students.



# Recommendations From 1999 Accreditation Visit

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## RESPONSES TO THE RECOMMENDATIONS MADE IN THE 1999 ACCREDITATION SITE VISIT

### Standard I: Institutional Mission and Effectiveness

#### Recommendation #1

**The team recommends the college review its philosophy and mission statement, setting a specific timeline and incorporating all constituent groups in the process.**

#### Response

Beginning with the 1999-2000 academic year, the college's various constituent groups, including faculty, classified staff, and administrators, participated actively in planning retreats and related activities designed, in part, to review and refine its philosophy and mission statement. Activities also included direct participation in Future's Forum, a comprehensive and district-wide planning and visioning activity focusing on clarifying values, as well as goals and objectives for the district as a whole. The philosophy and mission were at the core of many of the monthly discussions held over the course of two years. Discussion culminated with the adoption of the mission and philosophy statements in May 2000 as part of the college's Strategic Plan.

During the latter part of this reporting period, 2002-2004, the college's various constituent groups further reviewed and refined the college's philosophy and mission statement, resulting in the posting of the mission statement on the Oxnard College website. The adopted statement is also inclusive and complementary of the state's standard goals and addresses the foundational mission of the California Community Colleges.

On February 10, 2004, the district Board of Trustees officially adopted Oxnard College's philosophy and mission statement. In addition, per Standard IA.3, the college's Planning and Consultation Council, a shared-governance body, established a process that provides for review of the philosophy and mission statement on a regular basis. Specifically, the college's philosophy and mission statement is posted in the college catalog, the college website, the schedule of classes, and the college Intranet website.

# Recommendations From 1999 Accreditation Visit

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## Recommendation #2

The team repeats the 1993 team recommendation that the college establish priorities through a well-articulated, integrated planning process, which incorporates a college-wide participatory decision-making process.

## Response

The college has established a well-articulated, integrated, and sequenced planning process that incorporates a college-wide participatory decision-making process. The Overall Planning Process adopted by the college in November 2002 has at its center the college's mission. The college's mission drives institutional plans such as the Strategic Plan, the Educational Plan, and the Facilities Master Plan. These documents in turn drive the annual planning process for the college.

The planning process begins with the Program Review, a comprehensive retrospective evaluation of all instructional and student services programs at the college. The recommendations that result from Program Review in turn serve as the foundation of the development of Unit Plans. The Unit Planning process is facilitated at the division and program level with specific and uniform guidelines. All divisions and programs are required to develop and maintain three-year Unit Plans with annual updates conducted for each approaching year. Faculty and classified staff are directly responsible for completing the Unit Plans with administrative support provided, as needed, from administrative staff. The principal intent of Unit Planning is to allow the college's constituent groups to establish priorities based on a uniform, comprehensive, and integrated planning process. The Unit Plans are then prioritized at each successive organizational level until institutional priorities are determined. It is these institutional priorities that drive the budget development process.

While the Unit Planning process has been institutionalized campus-wide, still pending is the need to clarify the link between Unit Planning and the college's Financial Resource Committee (FRC), a shared-governance body. Also unclear is the role of the college's Planning and Consultation Council, another shared-governance body that was designed to directly advise the president of the college regarding planning issues and priorities.



# Recommendations From 1999 Accreditation Visit

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## Recommendation #3

**The team recommends that the college must further refine and implement a formalized qualitative and quantitative educational program review process.**

## Response

The college has established and fully implemented a formalized qualitative and quantitative Program Review process. The Director of Institutional Research currently serves as the Program Review Committee Chair and is responsible for leading and facilitating the entire process from start to finish. The process has been formalized with all information about the process widely available in written documents. Detailed descriptions of the process, along with instructions on the writing of the report, have been posted on the college's Intranet website and are distributed at workshops and upon request. All college programs are scheduled for review on a three-year cycle. In preparation for completion of the report, each unit is provided with historical performance-related data and demographics. Upon completing the report, programs meet with the Program Review Committee to receive feedback on their program including commendations and recommendations. The program then receives a written report summarizing the committee's feedback.

At the end of every academic year, the Program Review Committee reviews the process and makes changes for improvement as needed. As stated above, the Program Review process culminates with recommendations that are designed to provide units with guidance in development of goals and objectives for Unit Plans. Since the spring of 2001 when the process began, all programs at the college have been reviewed, and 2004-2005 marks the first year when programs reviewed in 2001 will return for their second review.

## Recommendation #4

**The team recommends the college develop and implement a plan of research and integrate it thoroughly into its planning and program review process.**

## Response

In August 2001, the college hired a Director of Institutional Research who was assigned the task of establishing a plan of research and

# Recommendations From 1999 Accreditation Visit

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dissemination of data designed to enhance the institution's decision-making processes, with special emphasis on the planning and Program Review processes. As a result, the position has become a vital resource for the chief decision-making bodies at the college, the President's Council, and Planning and Consultation Council, as well as all the other committees at the college.

The Office of Institutional Research (OIR) developed the Student Data Profile to make available to the campus community data on student access and outcomes. The OIR also disseminates data to various committees, programs, departments, divisions, the Executive Vice President, and the president on a routine basis and upon request. The OIR created the Research Brief as a mechanism to disseminate information on relevant topics of interest to the campus and the Institutional Effectiveness Report to present data that can be used to further inform the college's decision-making processes.

The OIR serves as a major resource for units involved with preparation of Program Review reports. Programs in the process of completing Program Review reports are required to incorporate into their analysis historical performance-related data that is provided to them by the OIR. In addition, the OIR conducts customized studies and surveys to support the individual needs of programs on campus.

## Standard III: Resources

### C. Technology Resources

#### Recommendation #8

**The team recommends that the college develop and implement a plan for the support, maintenance and repair, training, and inventory control of technology resources.**

#### Response

Although Oxnard College was not able to complete its intended revision of the campus's technology strategic plan by December 2001 as stated in the midterm report, intermediate incremental steps have been taken. The Technology Committee is now a shared governance committee and is being incorporated into the college's Overall Planning Process. Working with the Information Technology team, the college Technology Committee built upon the previously-conducted computer laboratory utilization study and began to plan a campus-wide approach to meeting the technology needs of

# Recommendations From 1999 Accreditation Visit

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students, faculty, and staff. An inventory of the college's computer resources, both hardware and software, has been completed and can now serve as a baseline for the progressive implementation of the Committee's plan for upgrading, repair, and replacement of technology hardware and software.

To further lay the foundation for the development of the college's Technology Plan, the Committee developed an Acceptable Use and Access Policy. The developing of this document fully tested the shared-governance process, as all college constituencies reviewed and approved the policy. Having completed this exercise, a process for the continued development of the full college Technology Plan has been established.

During the Unit Planning process, technology issues and requests are to be identified by the respective units. Those needs are forwarded to the Technology Committee which then evaluates the appropriateness and priority status of requests and issues within the context of the college Strategic Plan, and Educational and Facilities Master Plans. The recommendations of the Technology Committee are forwarded to the Planning and Consultation Committee (PCC) for final recommendation to the president.

Currently, the campus is in a mode of maintenance. Small funding resources have been identified for repair and replacement parts of specific computer equipment. Again, due to the current budget situation, no funding has been identified for complete replacement/upgrade for systems that are older than three to four years.

## Standard III: Resources

### C. Financial Resources

#### Recommendation #7

The team recommends the college develop well-understood and consistent procedures for allocation and reallocation of all college resources (including space, funding, and personnel) consistent with institutional plans and relevant data.

#### Response

##### Space

The Campus Use, Development and Safety Committee (CUDS) is charged with evaluating allocation or reallocation of existing space

## Recommendations From 1999 Accreditation Visit

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on the campus. Requests related to existing space will come from the Unit Plans. The CUDS Committee reviews these requests to determine the appropriateness and priority status within the context of the college's Strategic Plan, and Educational and Facilities Master Plans. Requests that require additional funding are forwarded with the recommendation from the CUDS Committee to the Financial Resources Committee (FRC). The FRC then makes its recommendations to the Planning and Consultation Council (PCC), which in turn makes its recommendations to the president.

### Funding

The Educational Master Plan was developed in spring of 2002. As part of the Measure S activities, the Facilities Master Plan was developed in spring of 2003. In early spring of 2004, a third document traversing both the Educational Master Plan and the Facilities Master Plan was developed as a working document. The Financial Resources Committee (FRC) will be instrumental in reviewing the college budget in the context of the Educational and Facilities Master Plans, and the college Strategic Plan. Requests for funding will flow to the FRC from the various college units through the Unit Plans. The FRC will review past expenditures, proposed budget requested, and current financial conditions in order to make recommendations concerning the allocation or reallocation of funds to the Planning and Consultation Council (PCC), which in turn makes its recommendations to the president.

### Personnel

**Faculty.** In past practice, the college's academic senate has had the responsibility of developing a faculty hiring prioritization list. The senate developed this list during yearly meetings with the deans. Faculty members presented the rationale for the requested faculty positions to the senate, and the senators and deans participated in developing a prioritized list that was forwarded to the president. However, this process has occurred outside the established Unit Planning process because the requests were made independently of the Unit Plans. The resulting prioritized list went straight to the president with no review or consideration by the Planning and Consultation Council.

The college recognizes that all planning efforts must be integrated with no processes occurring in isolation of the other processes. As a result, beginning with the planning process for the 2005-2006 academic year, the faculty hiring prioritization process will be

# Recommendations From 1999 Accreditation Visit

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integrated with the existing Unit Planning process. All requests will come from the Unit Plans and the prioritized list will be sent to both the president and the Planning and Consultation Council for consideration.

**Staff.** Classified staff needs are identified through the Unit Planning process where all requests for personnel flow directly from the Unit Plans to the Financial Resources Committee (FRC). The FRC reviews all personnel requests in the context of the Educational and Facilities Master Plans and the Strategic Plan. The recommendations from FRC are forwarded to the Planning and Consultation Council (PCC) for consideration, and recommendations from PCC are then forwarded to the president.

Oxnard College is in the midst of institutionalizing its planning process with a cycle currently underway during 2003-2004 and an anticipated repeat of the cycle in the fall of 2004 to plan for academic year 2005-2006. The college is committed to completing the full implementation beginning in the fall of 2004 of the Unit Planning process that adheres to the established schedule for prioritization. The college is also committed to updating the Strategic Plan. Although it expired in 2003, the college is still working under its guidance until the revision is made.

## **Standard IV: Leadership and Governance**

### Recommendation #5

**The team recommends the college conduct a thorough review of its operational structures and the roles of administrators and departments in the functioning of the college.**

### Response

Since 1999, the college has had more than normal changes in the executive management positions. In the last six years, the college has had four presidents (two permanent and two interim), four Executive Vice Presidents of Student Learning (three permanent and one interim) and seven Vice Presidents of Business Services (four permanent, three interim and a two-year period with the position frozen). During this period, the middle management level at Oxnard College also experienced changes. Of the eight deans or directors who were here in 1999, only two remain. Of the remaining six,

## Recommendations From 1999 Accreditation Visit

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three positions were replaced and three positions were eliminated. One position, the Director of Institutional Research, was added. In the interim period between 1999 and 2004, a number of positions were restructured and their position titles changed.

With changes in management staff, the college has been able to frequently review its organizational structure and make improvements. These opportunities were in addition to the thorough review of the college's organizational structure that was reported to the Commission in the Mid-Term Report and in the Progress Report previously submitted. In 1999, the college instructional and student services units were organized into four groups: (1) Language Arts, Math and Science, (2) Business/Tech/Public Services and Health Occupations; (3) Library, Learning Resources and Social Science; and (4) Student Services. For a two-year period, these units were re-organized into five groups and a fifth dean was hired to oversee off-campus programs. During the period when the vacancy arose in the Executive Vice President position, one of the instructional deans received the permanent assignment as the Executive Vice President, thereby creating a vacancy at the dean level. An interim dean was placed into that vacancy for one semester. As a part of the cost-cutting measures that were employed during the budgetary crisis in 2002-2003, that vacant dean position was frozen and the instructional and student services units were again reviewed and re-organized. At the present time, these units are once again organized into five groups, albeit with some different disciplines in each group than in 1999: (1) Library/Learning Resources, Letters, and Social Sciences; (2) Math, Science, Athletics, Physical Education, and Fine and Performing Arts; (3) Business, Technology, Public Services, and Health Occupations; (4) Student Services; and (5) Economic Development and Community Initiatives.

In the period between 1999 and 2004, the management team at the college has been reduced by three positions. It is hoped that when the budget stabilizes both at the state and district levels and ultimately at the college level, the college can again review the organizational structure with the possibility of regaining some of the lost management positions.

# Recommendations From 1999 Accreditation Visit

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## Recommendation #6

The team recommends the college review various models of shared governance and develop a written statement of the philosophy and procedures for shared governance.

## Response

In 1999, the Oxnard College Academic Senate appointed a task force consisting of a faculty member (an academic senate past president), a student representative, a classified staff member, and an administrator appointed by the Executive Vice President to address this recommendation. The task force developed a written statement of the college's philosophy of shared governance and reviewed and revised college procedures of shared governance. This statement, The Shared Decision Making and Collegial Consultation, was adopted by all campus constituencies in 1999 and became operational in 2001. A copy of this statement was submitted to the Commission as an appendix to the 2001 Mid-Term Accreditation Report.

The Shared Decision Making and Collegial Consultation contains the directive that the philosophy and procedures contained within be reviewed at least every three years and modified as necessary. That review was completed in December 2002.

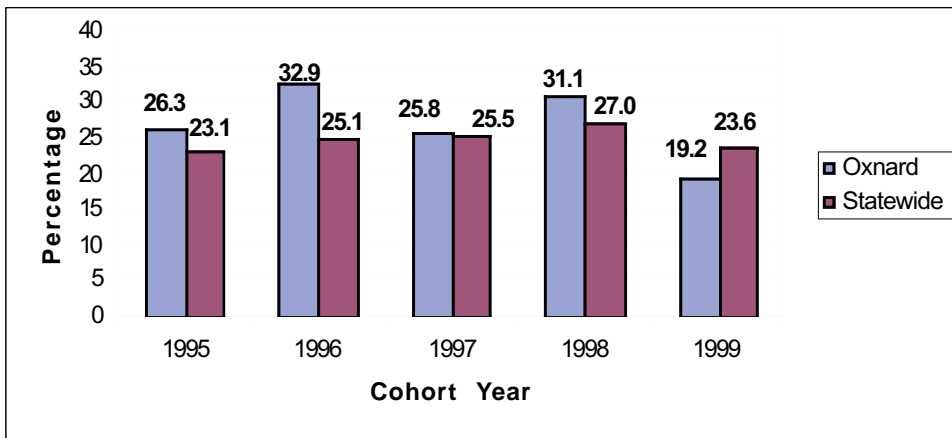
In 2003, modifications to the statement were made when descriptions outlining the purpose, activities, authority, goals, expected outcomes, and membership of all college committees were added. These descriptions were approved by each committee, then forwarded to the Planning and Consultation Council, and made a part of the college's Shared Decision Making and Collegial Consultation document.

Although the formal review which is conducted every three years is scheduled to take place in 2005, the Planning and Consultation Council is open to constant review of the shared decision-making process, makes modifications as needed, and receives endorsement from all constituencies before implementation.

# Student Achievement and Success

## Transfer Rates

Each year, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students is identified and tracked over a three-year period to determine how many transfer to a four-year university. The transfer rates at Oxnard College had been consistently higher than the statewide rates, but dropped significantly with the 1999 cohort.

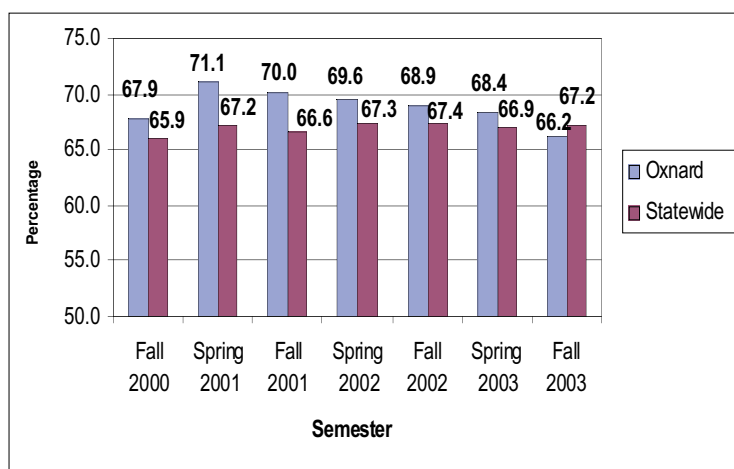




# Student Achievement and Success

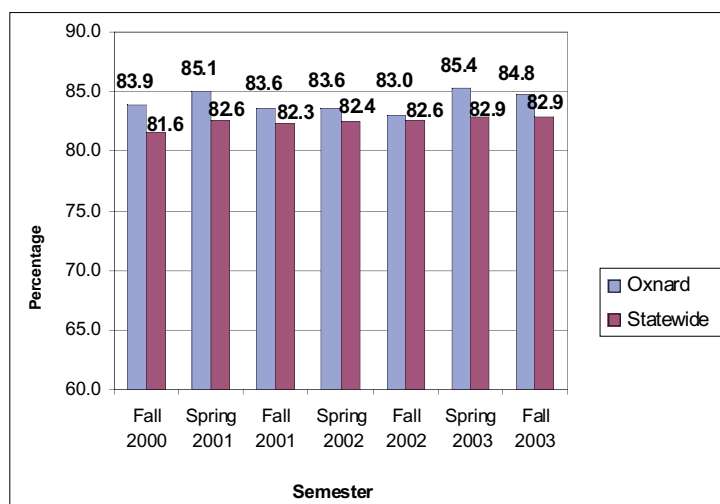
## Success Rates

Successful course completion is defined as the percentage of students who earned an A, B, C, or CR in a course. Prior to Fall 2003, Oxnard College maintained success rates higher than that seen statewide, but this shifted in 2003, with an increase in the rate seen statewide and a drop in the rate at Oxnard College.



## Retention Rates

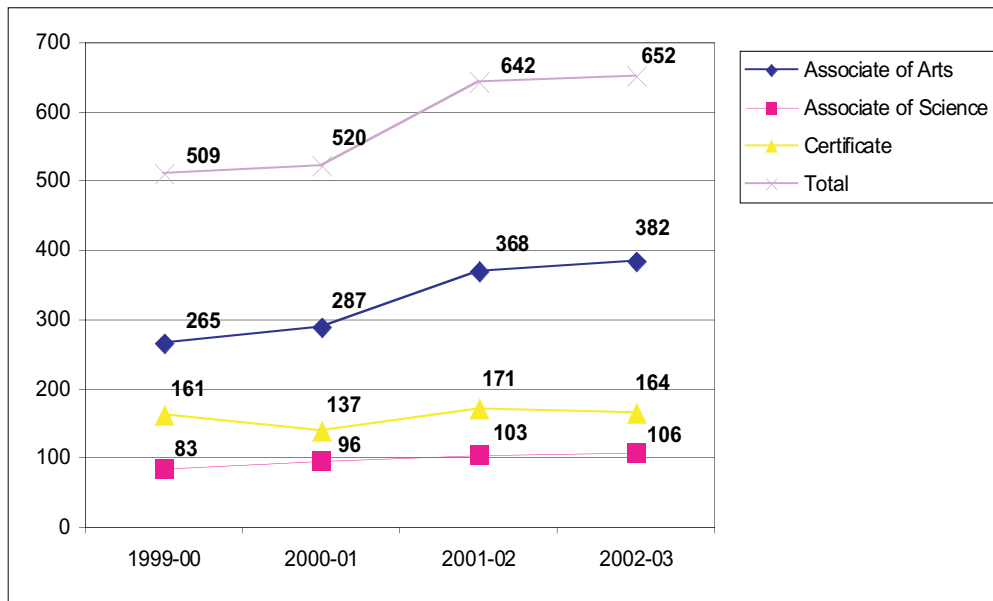
Retention is defined as the percentage of students who remained in the course to end of term with a mark of A, B, C, D, F, CR, NC, or I. Between 2000 and 2003, Oxnard College has consistently had higher retention rates than those seen statewide.



# Student Achievement and Success

## Degrees and Certificates Awarded

The number of degrees awarded at Oxnard College has steadily increased every year since 1999-2000. The number of certificates has fluctuated somewhat, but has remained fairly steady during this same time period. The figures for 2003-2004 were not available as of this writing.

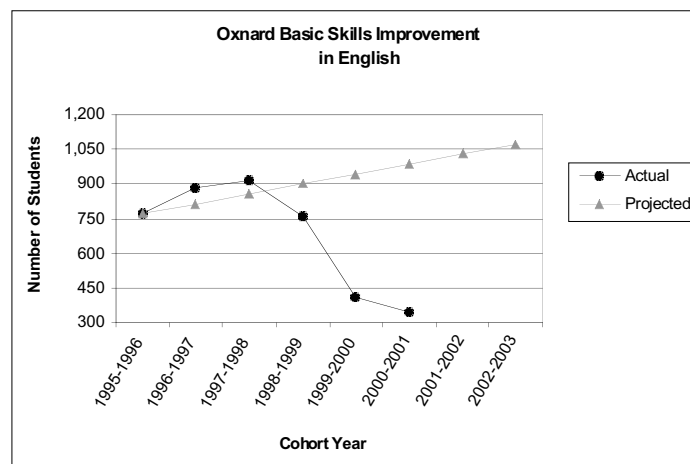
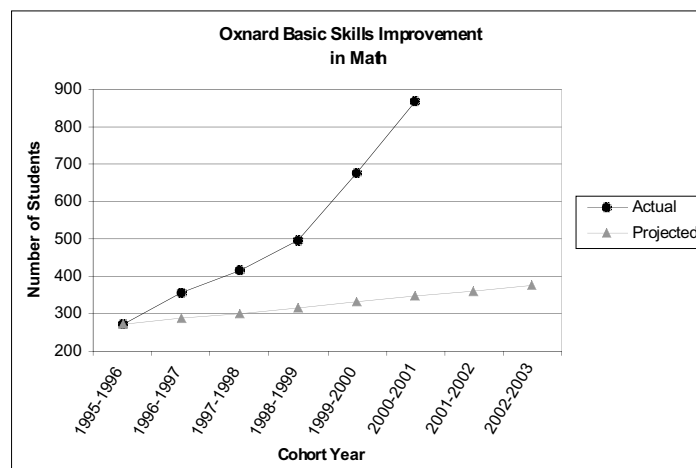


# Student Achievement and Success

## **Basic Skills Improvement**

In each academic year, a cohort is identified of those students who successfully completed an English or Math basic skills course. This cohort is followed over a three-year period to determine whether a subsequent higher-level English or Math course has been completed successfully. The indicator is defined as the number of students from the cohort who improved their English or Math level.

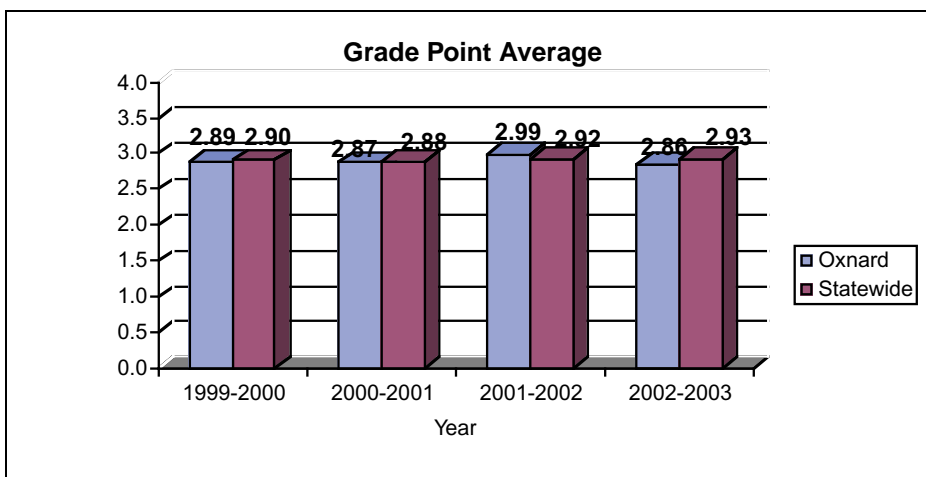
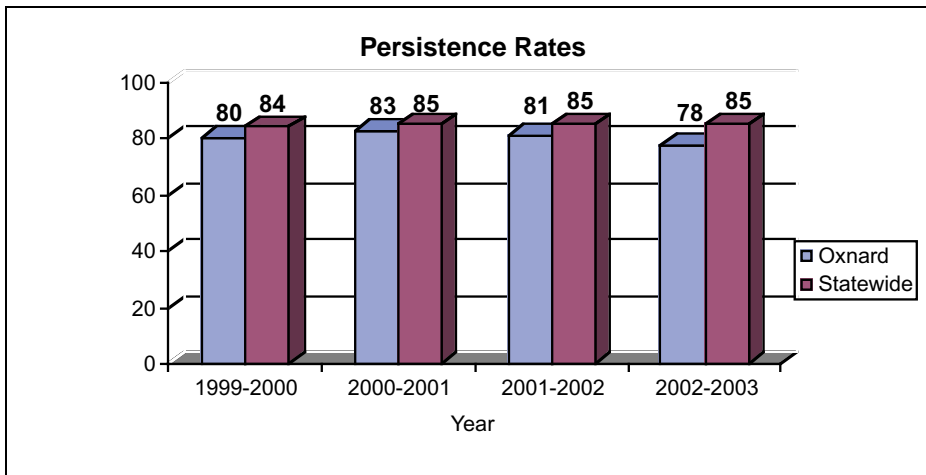
Oxnard college has shown dramatic success in area of improving students' math skills, with the number of students far exceeding the projected Partnership for Excellence figures and increasing from 272 to 870 students between 1995-1996 and 2000-2001. Unfortunately, the same success has not been seen with improving students' English skill level. The college is concerned about the decreases seen and is making efforts to identify and address the issue.



# Student Achievement and Success

## Success After Transfer

Every year, the California State University system provides data to the community colleges on how students who transferred from each community college performed in their first year at a CSU institution. The performance indicators include the one-year persistence rate and grade point average. The charts below present these figures from 1999 through 2003 for Oxnard College students compared to all community college transfers statewide. Oxnard College students have persisted at rates slightly below that seen statewide, but the grade point averages of these students have remained very close to those seen statewide.



# Student Achievement and Success

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## Learning Outcomes

### Course Level

The Curriculum Committee took action in the mid-1990s to require that course objectives listed in the course outline include "measurable" verbs, preferably from Bloom's Taxonomy. As existing courses were submitted for periodic content review or other revisions, the revision of course objectives to include measurable verbs was completed.

After the college sent a group of nine faculty representatives from the Curriculum Committee to the state Academic Senate's Curriculum Institute, the Curriculum Committee took action on August 29, 2001 to adopt an "articulated course outline" and approved changes to the course outline form to incorporate elements of the articulated course outline. Among the changes was the requirement that the course objectives relate to the catalog description and that the course objectives meet the following needs specified in Section I.B. of the course outline:

- Specify how the course fulfills degree, certificate, transfer, job or career training, community, or other needs;
- Distinguish the course's purpose from that of similar courses; and
- Clearly state the course's goals to allow evaluation of objectives.

### Program Level

In 2003-2004, an addition was made to the Program Review process requiring programs, both instructional and student services, to identify student learning outcomes at the program level. Workshops were held to show faculty and staff how to develop the student learning outcomes for their Program Reviews. Next steps include expanding the process to begin looking at the actual assessment of these outcomes and the establishment of a learning outcomes working group to plan for the integration of student learning outcomes at all levels into existing processes at the college.

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## Standard I: Institutional Mission and Effectiveness

By virtue of Oxnard College's consistent Mission Statement, as augmented by its statement of core values, vision, and philosophy, the institution asserts its commitment to providing excellent and unique educational programs to the diverse community it serves in a way that supports and promotes success and lifelong learning. The college's Overall Planning Process places the Mission at the center of all planning and decision making. The Mission's centrality is evidenced by the fact that it fuels Strategic Planning, which then guides the Educational Master Plan and the Facilities Master Plan (as illustrated by the proposal and passage of a construction bond (Measure S)), Program Review, and Unit Planning.

In an effort to support student learning, Oxnard College fosters dialogue among its many constituent groups, namely administration, faculty, staff, and students focusing on the analysis of institutional effectiveness with regard to its Mission. Out of this dialogue came six strategic goals providing a central point in both the Unit Planning and the Program Review processes. In this way, each program/unit must match its own goals to the goals of the institution. Unfortunately, due to turnover of executive leadership, measurable objectives by which to evaluate the achievement of these goals has not yet occurred although there is an institutional commitment to rededicate itself to strategic planning in 2004-2005.

The institution's Overall Planning Process is an integrated planning process where evaluation, integrated planning, resource allocation, implementation, and re-evaluation occur in a systematic cycle. The Director of Institutional Research has aided the institution in identifying and providing both quantitative and qualitative data that is used to analyze program and institutional effectiveness and student success. The Program Review process at the college is key in terms of analyzing institutional effectiveness. Recommendations given during the Program Review process serve as a basis for Unit Planning, which in turn influences budget allocation. Albeit the use of formalized data in planning and decision making is still relatively new to Oxnard College, strides are being made to begin to create a culture of evidence at the college as well as to keep student learning at the forefront of these processes. On a practical level, the full implementation and integration of the Overall Planning Process as designed has not yet occurred, but structures are in place for greater implementation in 2004-2005.

# Abstract of the Report

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Oxnard College supports a collegial mode of institutional decision making where all members of the campus community play a role and have a voice. The collegial decision making process is based on a hub and spoke model where the Planning and Consultation Council serves as the hub and the shared governance committees and constituency groups serve as the spokes. This model provides opportunities to faculty, staff, administration, and students to participate in institutional planning processes. Nevertheless, obstacles such as scheduling conflicts and inconsistent dissemination of information have led to inadequate participation by some constituencies.

As to communicating the quality and success of Oxnard College to both the internal and external communities, a number of efforts are occurring, from research briefs and reports to local newspaper articles to cultivating stronger community contacts. However, there are still some indications that the community is not well informed about the college and efforts need to be made to increase awareness.

## **Standard II: Student Learning Programs and Services**

Oxnard College is committed to offering high-quality instructional programs in large part due to the systematic application of Curriculum Committee procedures for developing quality, current, and academically rigorous curriculum consistent with the college's mission. Further, the Curriculum Committee monitors its processes and develops and implements changes when appropriate to continually improve the process. Program Review, Unit Planning, and the Oxnard College philosophy of shared governance all work in tandem to ensure that instructional programs support the institution's mission to provide a nurturing educational experience supported by the core values of diversity, community, excellence, integrity, civility, lifelong learning, shared decision making, and vision.

Using research and data analysis generated by the college's Office of Institutional Research (OIR), programs consistent with students' educational preparation, diversity, demographic, and economic backgrounds are offered. Data generated by the OIR demonstrate the ongoing achievement of the institution's goal of improving student success by increasing the number of degrees and certificates awarded, and the graduation, transfer, and retention rates.

## Abstract of the Report

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In 1999, the college began its commitment to student learning by requiring that all course outlines identify measurable student learning outcomes for every course offered. Through a recently added requirement to the Program Review process, the college has continued this commitment to the institutionalization of the assessment of student progress toward learning outcomes at the program level. Dialogue at the institutional level regarding student learning outcomes began in the 2002-2003 and was followed by workshops offered in 2003-2004. The college is still working toward establishing and assessing outcomes at the certificate, degree, and general education levels.

Through the evaluations conducted in both the curriculum review and Program Review processes, the college assures the quality, currency, and integrity of the courses and programs offered and the teaching methodologies used to help students achieve their educational goals.

Beyond ensuring high-quality curriculum and educational opportunities, Oxnard College in support of its mission offers students high-quality student support services to assist a diverse student population in achieving access, progress, learning, and ultimately, success.

Oxnard College also provides students opportunities to develop personal and civic responsibility as well as intellectual, aesthetic, and personal development through such activities as student government, student clubs, lecture series, and volunteerism. In terms of heightening student awareness of cultural diversity, the Student Activities Office, various campus clubs, the Educational Assistance Center, and International Students Program all offer opportunities for students to enhance their understanding and appreciation of diversity, albeit these opportunities are currently hindered by limited budgets.

To assure the quality of these student support services, a number of evaluative, planning, and improvement processes exist, among them Program Review and Unit Planning. In particular, the Program Review process is used in order to evaluate student support services and to provide evidence that they contribute to achievement of student learning outcomes. The Student Services Council is a shared decision-making committee charged with assessing student support services on an ongoing basis. The Office of Institutional Research (OIR) also provides data as a means of assessment and evaluation driving the improvement process. Certain student support services solicit information regarding students' needs,



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although a formalized quantitative method to determine students' needs at the institutional level does not yet exist.

## **Standard III: Resources**

Oxnard College utilizes its limited human, physical, technology, and financial resources well to achieve its broad educational purposes, including stated student learning outcomes and to improve institutional effectiveness.

Personnel are hired according to processes identified for each employee group. The employee groups in the Ventura County Community College District are: faculty, classified staff, confidential staff, classified managers, and academic administrators. Criteria, qualifications, and procedures for selection are clearly and publicly stated in all position announcements. Faculty are intricately involved in the selection of new faculty. The institution ensures that personnel are adequately qualified by verifying that each potential employee meets the established minimum requirements for the position.

Faculty evaluation procedures are set under the American Federation of Teachers (AFT) Agreement. The Service Employees International Union (SEIU) sets the evaluation procedures for classified and confidential staff. Administrators and managers are evaluated according to procedures set by the Managers Policy and Operations Manual. A couple of concerns expressed by employees regarding the evaluation processes and implementation include faculty evaluations not being conducted at the required intervals for all faculty and the limited opportunity for faculty and classified staff to provide input into the evaluation of administrators and managers.

With regard to the institution having an adequate number of personnel to support the institution's mission and purposes, the college does not currently have the required number of full-time faculty as dictated by California Education Code. Budget reductions have likewise forced cutbacks that have left the campus with an insufficient number of classified staff and administrators.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its own administrators, faculty, staff, and students by virtue of its adherence to board philosophy and policies

## Abstract of the Report

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regarding employee recognition, personnel management, professional development and shared decision making.

Limited opportunities for professional development consistent with the institution's mission are provided at both the college and district levels. The district offers software training for all classified staff, faculty, and administrators. However, the absence of funding has negatively affected professional development activities and opportunities at the college. The needs of college employees have not been assessed in a systematic and consistent fashion, nor have participants evaluated the activities that have been conducted in order to gather feedback on the effectiveness of these activities in improving employees' professional development.

Human resource planning is, ideally, integrated with institutional planning through the Program Review and Unit Planning processes. Determining the need for additional human resources should be done in coordination with the information gathered through these institutional planning processes. These are the intentions of these institutional planning processes, but they have not yet been fully actualized. Further, there is limited evidence to suggest that the institution systematically assesses the effective use of human resources in a formal process and uses the results of the evaluation as the basis for improvement.

From a physical resources perspective, the college employs a Five-Year Facilities Construction Plan to assess current and future physical resource needs. Further, several shared governance committees comment on how well the institution is meeting its facilities needs (including safety, security, and a healthy working environment). Unfortunately, the Maintenance and Operations Department is insufficiently equipped or staffed to handle the needs of the campus.

The institution utilizes institutional planning processes to plan, build, maintain, upgrade or replace its physical resources. In order to assure the feasibility of effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis. This physical resource planning is integrated with institutional planning via the Program Review and Unit Planning processes.

In terms of Technology Resources, since 1999, the campus has added key personnel to help support student learning programs and

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services and improve institutional effectiveness. The additional staff has expanded support available and centralized service delivery; however, the number of personnel remains inadequate to serve the campus. Further, there is no formal process for evaluating how well technology is meeting the needs of programs and services, in part because there is no formal Technology Plan in place.

There are multiple opportunities for training available to students, staff, and faculty through multiple sources. However, faculty have expressed a need for more specialized technology training to support the expanding use of technology in the classroom. As to maintenance, upgrade, or replacement of technology infrastructure, although a plan providing for acquisition and replacement of institutional computer equipment was scheduled for development, budget constraints have halted this effort. As current equipment ages, there is a concern about the continued successful maintenance of equipment currently in place, as well as a concern for how future programs and services will be served. The groups who oversee technology, the college's Technology Committee, the District Council of Information Technology, the college's Information Technology Department, and the district Information Technology Department, currently work in isolation. In order to improve the effective use of technology resources, these groups must begin to work more closely together to systematically assess and adequately meet the needs of the college.

The funding to Oxnard College has suffered since the last self-study in 1999. Although budget resources have been limited and continue to be unstable, the college has made adjustments in expenditures and reallocated resources to continue to support its educational programs.

In the college's Overall Planning Process, the mission statement drives both long-term and short-term institutional goals. These goals in turn support the development, maintenance and enhancement of all programs and services at the college and drive the Unit Planning process which serves as the basis for budget development. However, the college has yet to fully implement the Overall Planning Process as designed.

At a district level, the District Committee of Administrative Services (DCAS) serves as the shared governance financial planning body for the district to determine how funds will be distributed to each college and how each site will meet both its long-range and short-

## Abstract of the Report

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term financial obligations. At the college, the Financial Resources Committee (FRC) is designed to be the shared governance financial planning body for the college charged with helping the college to optimize the funding, allocation and utilization of all college resources. FRC achieves this charge in a manner that promotes fulfillment of the college's educational mission by participating in the coordination, allocation, and re-allocation of the budget resources of the college. Unfortunately, the FRC has yet to realize its purpose completely and has not yet served as an integral part of the financial planning process at the college.

To assure the financial integrity of the institution and the responsible use of financial resources, all college expenditures must be approved through a sequenced series of authorized signatures. In addition, there is an annual financial and compliance audit prepared by a contracted external audit firm. In recent years, the external audits have not resulted in reportable findings, questioned costs, or negative reviews, thus indicating the appropriate use of financial resources.

Externally funded programs, aid, grants, etc., are administered according to contractual terms as well as in accordance with governing board policies and district procedures. At the college and district, multiple levels of oversight appear to be working effectively. As part of the function of the annual district audit, external auditors prepare analyses of all financial resources. In recent years, there have been no negative findings.

Review of financial management processes occurs on a regular basis, on the district level by the DCAS, and at the college level by the Office of Business Services and the FRC. These reviews have resulted in improved processes.

### **Standard IV: Leadership and Governance**

The institution recognizes that ethical behavior and effective leadership are synonymous with the institution's core values. The institution believes that ethical behavior is essential to the successful achievement of defined goals and effective leadership. Embedded within this belief is the idea that the involvement of students, faculty, staff, and administrators is critical and that everyone's contributions are valuable. Institutional leaders strive to create an environment in which ideas and suggestions are welcomed in order to create and maintain a dialogue that can ultimately lead to improved

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practices, programs, and services, and thus to improved outcomes for our students.

The written policy providing for faculty, staff, administration, and student participation in decision-making processes is contained in the Shared Decision Making/Collegial Consultation at Oxnard College document, which was approved by all constituent groups at the college. This document guides the college in matters pertaining to governance and decision-making matters. The shared decision making/collegial consultation process developed at the college is based on a hub and spoke model, with Planning and Consultation Council (PCC) serving as the hub, and the shared governance committees serving as the spokes. The PCC serves as the main entity for shared decision making. The seven shared governance committees each have one representative who serves on the PCC.

The board also has a written agreement in the Board Policy Manual with the academic senate committing to collegial consultation in the eleven areas of academic and professional responsibility specified in Title 5. The college administration has likewise committed to consult with the academic senate on college-related academic and professional matters. Classified staff and students are also encouraged to participate in the governance process. In spite of being encouraged to participate, some faculty members at times feel that their role has been relegated to one of "information sharing" rather than contributing to decision making. As to the classified staff, issues related to the inconsistent communication of information throughout the constituency exist. Securing student participation has been sporadic due primarily to students' schedules conflicting with committee meeting times.

The process for the preparation of this accreditation self-study reflects how the institution values honesty and integrity, as it views a fair and accurate self-study as one of the best tools for improving the quality of education that the college offers. Furthermore, the college advocates and demonstrates honesty and integrity in its relationships with the Commission, along with all other accrediting agencies, including those involved with specific programs such as Dental Hygiene, Fire Technology, Child Development, and Automotive Technology.

With regard to the evaluation of the role of leadership and the institution's governance and decision-making structures and processes, the administrative leadership utilizes a process of continuous self-evaluation. Annual goals are set by each administrator, and at the

## Abstract of the Report

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end of the year, an accountability report must be generated detailing accomplishments for the year. Both department chairs and coordinators undergo evaluations as defined in the collective bargaining agreement. Faculty leadership within the academic senate follows a constitutionally-defined process of election, which also serves as the evaluative process. Classified staff and student leadership selection also occurs through an election process. In regard to the review of the college's governance and decision-making processes, the PCC has this responsibility and has developed a process that ensures a review is conducted every three years.

The responsibilities of the Board of Trustees (BOT) are delineated in the VCCCD Board Policy Manual (BPM) and involve five areas: leadership, adoption of policies, evaluation, maintaining relationships, and personnel. The board defines the policies and approves the mission of the district and is responsible for approving educational programs delivered by the individual colleges. Also, the final selection of the chief administrator for both the college and the district is the responsibility of the BOT.

The governing board consists of five members, each serving a four-year term, and the elections are staggered to help ensure some level of consistency in membership from year to year. Each trustee is elected within a designated service area. Following guidelines of the Brown Act, the agenda is posted in advance and acted upon at the predetermined meeting. All action items are decided by a majority vote. The board has a mission statement as stated in the BPM and has a fiduciary responsibility to comply with state and district policies and regulations.

The BPM is available to the public through the district's website and clearly outlines the board's size, structure, and operational procedures. The governing board acts in a manner consistent with its policies and bylaws and periodically reviews and evaluates its policies and practices. The BOT also has a clearly defined code of ethics, which is outlined in the BPM. As of this writing, neither the BOT's self-evaluation process nor the policy delineating the hiring process for the chancellor or college presidents is currently included in the BPM.

While the governing board was involved in the accreditation process at the district level, there was not any direct participation in any of the colleges' self-study activities. The BOT initially believed that it

## Abstract of the Report

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would be inappropriate for them to participate because it might be seen as an attempt to micro-manage the colleges' work. In addition, there was a miscommunication among the colleges, the BOT, and the DSC in regards to the appropriate process in extending an invitation to members of the BOT to participate more directly in the self-studies.

After reviewing Oxnard College's first draft submitted to the BOT in June 2004, the BOT expressed certain concerns regarding the accuracy and tone of statements made in Standard IVB. As a result, the Standard IV Committee extended an invitation to the interim chancellor and the BOT to meet in order to address these concerns. The invitation was accepted and the interim chancellor and the BOT president met with the Standard IV Committee, and a meaningful dialogue resulted in which all parties increased their understanding and awareness of each other's perspectives.

The president has primary responsibility for the quality of the institution she leads. She provides leadership by utilizing a senior staff consisting of the Executive Vice President of Student Learning and the Vice President of Business Services, and an administrative team that includes deans and directors. The president delegates authority to members of the administrative team according to job descriptions for each position. Since 1999, the college has had four presidents, two permanent and two interim appointments; four executive vice presidents, three permanent and one interim; and seven vice presidents, four permanent, three interim, and a two-year period when the position was held vacant and the duties reassigned to other managers.

The president guides institutional improvement of the teaching and learning environment through her support of the Office of Institutional Research (OIR) to help ensure that evaluation and planning rely on high-quality research and analysis. The president embraces the principles of collegial consultation and shared decision making outlined in the Shared Decision Making and Collegial Consultation document.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with the district's mission and policies. The meetings the president attends with the District Executive Team enable the president to engage the college and district leadership in discussion

## Abstract of the Report

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about current policies. The president may also consult with the academic senate president and/or the Senate Executive Committee when issues affect academic and professional matters.

Pertaining to controlling budget and expenditures, the president collaborates with the district on the development and management of the budget. The president relies upon the executive team for overall budget analysis, expenditures, and control. The president also holds budget forums and community conversations to keep the college community informed about budget matters.

The District Service Center (DSC) is designed to provide services and support to the colleges in the district. Currently, there is no formal process identified through which the DSC is evaluated by the colleges as to the district's role delineation, governance, decision-making structures, processes, and overall support to the colleges. However, the recently developed District Mapping document can hopefully be used as a starting point for developing such an evaluation process.

Unfortunately, the college's perceptions regarding the BOT and DSC have been less than positive. In the 2004 Employee Survey, on those items related to the BOT and DSC, notable dissatisfaction is indicated. Specifically, some of the concerns at issue for the college include the perceived lack of advocacy on the part of the BOT on behalf of the college; the perceived insufficient allocation of financial resources to the college by the BOT; the perceived inadequate and inconsistent support of the college by the DSC; the perceived practice of both the DSC and BOT to micro-manage the college's decision making; and the perceived differential treatment of the college in a variety of areas by both the BOT and DSC.



# Organization of the Self-Study

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## **Organization of the Accreditation Self-Study**

The accreditation self-study process began with the appointments of self-study co-chairs in the fall of 2002. The academic senate nominated Carmen Guerrero, Professor of Business and past president of the academic senate as the faculty Co-chair. The college president, Dr. Lydia Ledesma-Reese identified Dr. Darla Cooper, Director of Institutional Research, as the Administration Co-chair.

The Co-chairs began meeting in the fall of 2002 to explore ideas for an organization of the Self-Study. In mid-fall, 2002, the state budget crisis hit and the campus focus shifted to dealing with the crisis, and attention to matters of re-accreditation stalled. In the spring of 2003, the Co-chairs once again began planning for the Self-Study. They developed a set of goals to accomplish the Self-Study, recommended an organizational proposal to the college's Planning and Consultation Council (PCC), and established a proposed timeline. The college's PCC accepted the proposal in late spring.

During the summer of 2003, the Co-chairs in consultation with the college's Executive Vice President, who also serves as the college's Accreditation Liaison Officer, and the academic senate president, identified potential candidates among the faculty, classified staff, and administration to serve in leadership roles for the accreditation Self-Study and to serve as the Self-Study editor.

On the Mandatory Flex Day in August 2003, the Self-Study organization and timeline were presented to the campus community with a call for volunteers to serve on any standard committee. The Accreditation Self-Study was a major focus at the Mandatory Flex Day where faculty, some classified staff, and the administrative team were present. The accreditation Co-chairs conducted a presentation explaining the Self-Study organization and timeline including a discussion on the new accreditation standards, creating a culture of evidence, and the concept of student learning outcomes.

The adopted organizational structure of the accreditation Self-Study utilized the college's decision-making process outlined in the Shared Decision Making and Collegial Consultation document. The use of this model helped to ensure that consultation and "shared governance" occurred throughout the Self-Study process. Effectively, what is meant is that committees or councils already in place were

## Organization of the Self-Study

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used in the Self-Study rather than creating a new committee structure. This approach accomplished two goals: (1) instilling in the college community that a self-study is not a once-every-six-years activity but instead should be an ongoing activity linked to planning, instructional, and operational processes already in place; and (2) it would be more efficient with the limited human resources at the college. An additional feature was that the college's Planning and Consultation Council (PCC) together with the standard committee leadership served as the Accreditation Steering Committee. This structure was well received when presented to PCC the previous spring and also when presented at Flex Day.

All four standards had two co-chairs assigned to oversee work on the entire standard, one faculty and one administrator. However, due to the size of Standards II and III, the writing was divided among subcommittees based on the major divisions in these two standards. To serve as the primary link to the standard co-chairs, each committee had a lead person(s) identified to help coordinate the effort. To avoid the "silo effect," only one set of co-chairs (faculty and administrator) were appointed to Standard II and III. To help ensure mutual communication among the components within each standard, the co-chairs served as the link among the subcommittees within each standard. In addition, at each Steering Committee meeting, every standard was required to be represented and to report on current progress, difficulties, obstacles, and successes. To further address the potential "silo effect," there were many participants, including the leadership, who served on more than one committee across the standards. For example, both the Co-chairs served on multiple committees, not as leaders, but as members. Other standard co-chairs also served as members in non-leadership roles on other standard committees.

In the summer of 2003 at the request of Oxnard College, Dr. Darlene Pacheco, Associate Director of ACCJC, provided training on the new standards and the expectations of the ACCJC. Training was also provided by Dr. Pacheco in October for all the colleges in this region who would be re-accredited in the fall of 2004.

On September 15, 2003, the accreditation Co-chairs delivered a training session to discuss drafting the Self-Study document. Topics

## Organization of the Self-Study

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included were: (1) writing directions and how to cite resources; (2) components of the response with examples and models of good responses; and (3) the accreditation themes and how to incorporate them into the Self-Study. Also discussed was the ACCJC document, "Guide to Evaluating Institutions" and how to use the questions provided within each of the four standards. A lengthy discussion on evidence and source of information was also included. It was explained to the standard leadership that they were to pass on the training they received to the standard committees and subcommittees under their leadership. This training was repeated in October for those needing a repeat or for those who could not attend in September and was open to anyone interested in attending.

Throughout the month of September, the Co-chairs met with each of the standard committees and subcommittees to explain their role in the process and what was expected of them. The Co-chairs were available to any committee that required their assistance.

Each standard committee met autonomously throughout the 2003-2004 academic year to develop its section of the Self-Study Report. Most teams met once a month in the fall although some met more often as needed. Drafts of the Self-Study Report were received in October and throughout the spring. An Accreditation Workplace website was designed and uploaded for the college by district IT staff. This secure website enabled any college employee to access any accreditation draft or source document from any computer whether on- or off-campus.

A draft of the Self-Study Report was first presented to the Board of Trustees for its review and feedback in June 2004. The Self-Study document will receive first reading on July 13 and final approval on August 10 before its printing and mailing to the Commission and accreditation team. The final copy of the Self-Study Report will be made available on the college's website. Steering Committee members, committee leadership and membership, and the college's management team will receive hard copies of the Self-Study document for reference during the team visit.

# Organization of the Self-Study

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## **Accreditation Self-Study Committee Leadership**

### **Self-Study Co-Chairs**

Faculty Co-Chair:

Carmen Guerrero

Administration Co-Chair:

Darla Cooper

### **Self-Study Ad hoc Committee**

Carmen Guerrero, Business Professor

Mary Jones, Academic Senate President

Darla Cooper, Director of Instit. Research.

Ramiro Sanchez, Executive Vice President

### **Steering Committee**

Two Self-Study Co-Chairs

Rick Carnahan, Faculty

Eight Standard Committee Co-Chairs

Darla Cooper, Administrator

Planning and Consultation Council (PCC)

Carolyn Dorrance, Faculty

Delois Flowers, Administrator

Patricia Gage, Classified Supervisor

Carmen Guerrero, Faculty

Steve Hall, Administrator

Mary Jones, Faculty

Lydia Ledesma-Reese, President

James Merrill, Faculty

Leo Orange, Faculty

Joe Ramirez, Administrator

Rene Rodriguez, Administrator

Ramiro Sanchez, Administrator

Cheryl Shearer, Administrator

Tom Stough, Faculty

Ana Maria Valle, Faculty

# Organization of the Self-Study

## FOUR STANDARD COMMITTEES

### Standard One: Institutional Mission and Effectiveness

Faculty Co-Chair:	James Merrill
Administration Co-Chair:	Jaime Casillas

### Standard Two: Student Learning Programs and Services

Faculty Co-Chair:	Ana Maria Valle
Administration Co-Chair:	Steve Hall

The Lead Persons for the Subcommittees will work with the Standard Co-Chairs and other standard committee members to ensure the integration of all components of Standard Two. The Subcommittees in bold below are the existing shared governance committees responsible for the Standard.

<i>Subcommittee A: Instructional Programs</i> <b><i>(Curriculum Committee)</i></b>	Ross Fontes (faculty)
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<i>Subcommittee B: Student Support Services</i> <b><i>(Student Services Committee)</i></b>	Ana Maria Valle (faculty) Joe Ramirez (administrator)
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<i>Subcommittee C: Library and Learning Support</i> <b><i>(Library Advisory Committee)</i></b>	Delois Flowers (administrator)
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### Standard Three: Resources

Faculty Co-Chair:	David Magallanes
Administration Co-Chairs:	Cheryl Shearer and Rene Rodriguez

The Lead Persons for the Subcommittees will work with the Standard Co-Chairs and other standard committee members to ensure the integration of all components of Standard Three. The Subcommittees in bold below are the existing shared governance committees responsible for the Standard.

<i>Subcommittee A: Human Resources</i> <b><i>(Professional Development Committee)</i></b>	Katherine Merrill (classified staff)
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<i>Subcommittee B: Physical Resources</i> <b><i>(Campus Use, Development &amp; Safety Committee)</i></b>	Patrick Easley (faculty)
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<i>Subcommittee C: Technology Resources</i> <b><i>(Technology Committee)</i></b>	Michael Sullivan (student) Debra Cronin (classified staff)
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<i>Subcommittee D: Financial Resources</i> <b><i>(Financial Resources Committee)</i></b>	Lucia Haro (classified staff)
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### Standard Four: Leadership and Governance

Faculty Co-Chair:	Mary Jones (faculty)
Administration Co-Chair:	Ramiro Sanchez (administrator)

Editor: Jeannette Redding (faculty)

# Organization of the Self-Study

## ACCREDITATION SELF-STUDY TIMELINE

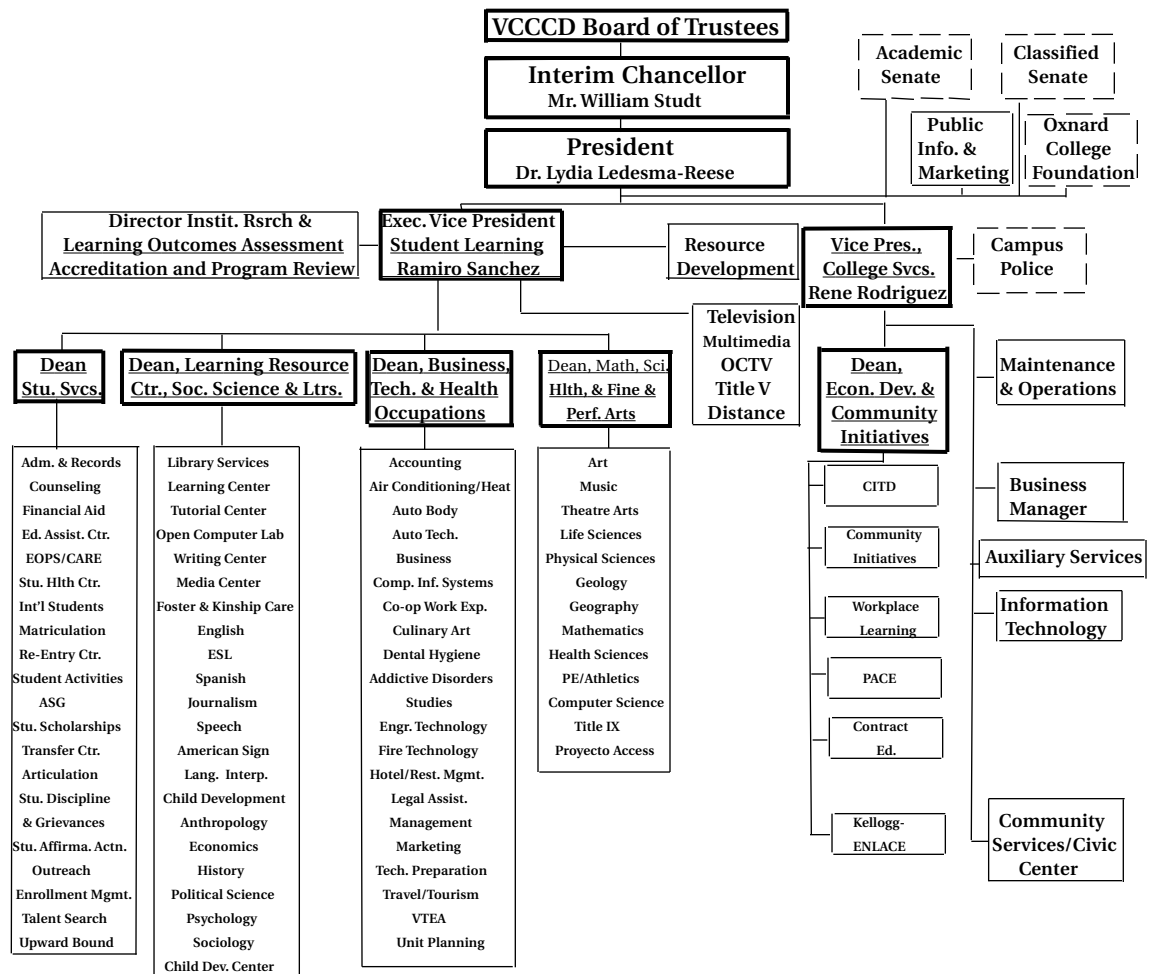
### FALL 2003

August 15, 2003	Flex Day Presentation to college community: <ul style="list-style-type: none"> <li>• New Accreditation Standards</li> <li>• ACCJC Expectations for First Institutional Visits</li> <li>• Culture of Evidence</li> <li>• Student Learning Outcomes</li> <li>• Organizing for the Self Study</li> </ul>
September 15, 2003	Training for the Self-Study leadership (standard committees' Co-chairs and subcommittee leadpersons)
September	Training for all subcommittees at their first meeting of the academic year
September-October	Standard Committees and subcommittees write First Draft
October 23, 2003	Additional training for the Self-Study participants
October 30, 2003	First Draft Due to Co-chairs and distributed to campus community via the college's Intranet
November	Campus community reviews First Draft and feedback is submitted to Co-chairs
December 2, 2003	Steering Committee reviews and discusses First Draft
December-January	Standard Committees write Second Draft

### SPRING 2004

January 30, 2004	Second Draft due to Co-chairs and distributed to campus community via the college's Intranet
February	Campus community reviews Second Draft and feedback is submitted to Co-chairs
February 29, 2004	Third Draft due to Co-chairs and distributed to campus community via the college's Intranet
March	Campus community reviews Third Draft and feedback is submitted to Co-chairs, then forwarded to Standard Committees and subcommittees
March 30, 2004	Final Draft due to Co-chairs and distributed to campus community via the college's Intranet
May 4, 2004	Steering Committee reviews and discusses Final Draft
May-June	Co-Chairs conduct final reviews of the Final Draft for submittal to Self-Study editor
June 18, 2004	Self-Study Draft submitted to Board of Trustees for its first review
July 13, 2004	First Reading of Self-Study Report by Board of Trustees
August 10, 2004	Approval of Self-Study document by Board of Trustees
August 11, 2004	Self-Study document delivered to printer
August 23, 2004	Self-Study document mailed to ACCJC and to the Accreditation Team

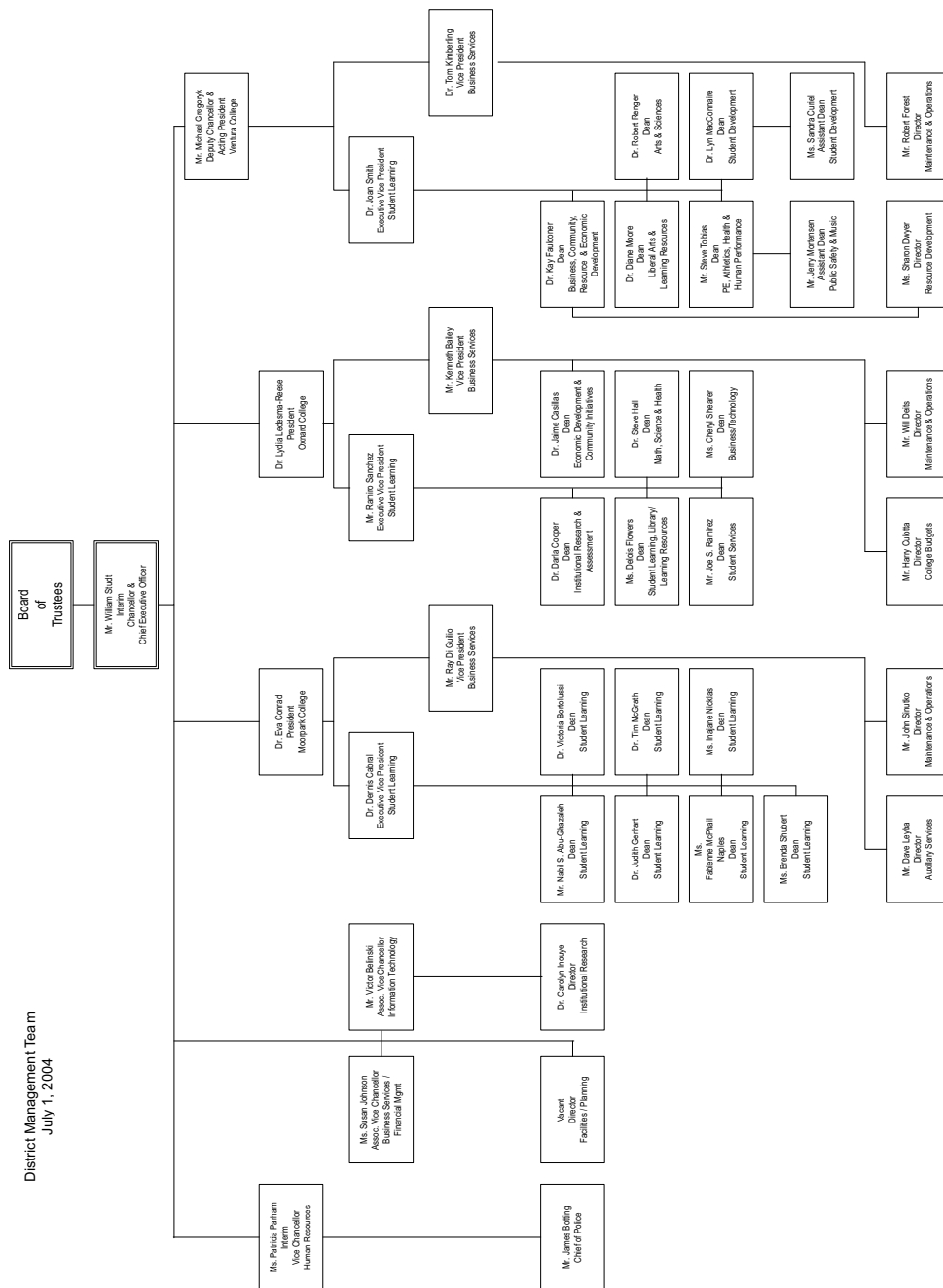
# Organization of the Institution and the District



## Oxnard College Organizational Chart 2003-2004

Org. Chart Revised 8/06/03  
Deans have added responsibilities as of 7/1/03  
due to the temporary vacancies in two Deans  
positions (Liberal Education and Instructional  
Support)

## Organization of the Institution and the District





# Organizational Map of College and District

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## **OXNARD COLLEGE and the VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**

### **Organizational Map of College and District Functional Services and Organizational Responsibilities**

#### **FUNCTIONS**

The model for assigning responsibility for functions in the Ventura County Community College District is developed in Board Policy and Administrative Regulations. This district intends to provide autonomy to the local campuses to the extent possible. Some functions have been reviewed and a centralized function has been developed for efficiency or communications. Oversight of instructional and student services programs is provided by the campuses in order to maintain academic integrity. The district/college functions are described below.

#### **Board Policy & Administrative Regulations (Board of Trustees)**

The board of trustees is responsible for adopting policies and administrative regulations that govern all activities relating to conducting the business of the district and its colleges. The board invites thorough review of policies and regulations and considers the advice of whatever constituencies or individuals offer such. For policies and regulations that affect academic and professional matters, the board relies primarily on the advice of the academic senates. On matters defined as within the scope of bargaining interests, the board follows the requirements and conventions of negotiations. The general public may comment at public board meetings on any policy consideration before the board.

#### **Budget Development (Deputy Chancellor)**

The board of trustees delegates budget development to the administration, and the deputy chancellor provides the primary leadership. The board retains its fiduciary responsibility for fiscal oversight. The district retains the management right to establish and maintain the budget. However, in the spirit of collegial consultation, the process for budget development is established in a collaborative manner. The district, under the authority of the board of trustees, determines the formula for the distribution of funds to the colleges and other district entities. Once these funds are distributed, the colleges are given general autonomy for the expenditure of funds within the constraints of state and federal statute.

# Organizational Map of College and District

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## **Fiscal Oversight (Associate Vice Chancellor, Business and Fiscal Services)**

The district carries out the primary responsibilities for administering policy and administrative regulations related to the expenditure of funds and has full audit compliance responsibility for these expenditures to the board of trustees. Once a budget is defined and approved by the board, the colleges have autonomy in determining campus expenditure so that each can address its campus mission. The district retains the right of audit and works with the campuses to ensure that revenue and expenditures will meet audit, accounting, and fiscal requirements. The district provides for purchasing, accounting, contract management, payroll, and insurance coverage. It also provides leadership and training in the implementation of campus-wide automated fiscal software programs.

## **Personnel Support (Vice Chancellor, Human Resources)**

The board of trustees has delegated most of the human resources responsibilities to the district administration. The functional responsibilities of personnel support include negotiations, contract management, hiring procedures, workers' compensation, fringe benefits, and employee records. Policy development affecting personnel are coordinated through this office. Each campus and district entity has some responsibility for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Legal services related to personnel issues are coordinated through this vice chancellor.

## **Personnel Commission (Director of Personnel Commission)**

The Merit System was enacted into law in 1935. It is a personnel system of rules and procedures and is administered by the Personnel Commission. Through the Education Code, it provides statutory protection to classified employees against politically or personally motivated employment, promotion, discipline, or dismissal actions. The Personnel Commission prescribes, amends, and interprets rules and regulations to ensure the efficiency of the classified service, conducts retirement from all segments of society, and advancement on the basis of relative ability, knowledge, and skill. It also provides for the selection and retention of classified employees upon a basis of merit and fitness. The Personnel Commission maintains a classification plan that groups positions into classes on the basis of duties and responsibilities. Personnel Commission members are appointed for three-year terms alternatively by the governing board, the classified employees of the district, and the third by the first two members.

# Organizational Map of College and District

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## **Facilities and Planning (Director of Facilities and Planning)**

The district has the functional responsibility for all district facilities. It uses the collegial consultation process to provide constituent participation in the planning of any facilities. The district's Director of Facilities and Planning coordinates with campus staff to address specific campus needs related to the planning, construction, and maintenance of facilities, as well as to the annual completion of their Five Year Plans for construction and scheduled maintenance.

## **Centralized Computer Services and Support (Associate Vice Chancellor, Information Technology)**

The District Information Technology Department provides all the support for administrative computing, the phone system, the district web page, network, and communications. The maintenance of computer equipment used in instructional labs is the responsibility of the campus.

## **Marketing and Public Relations (Campus Public Information Officers)**

Reorganization actions taken in response to the current State fiscal crisis led to the dissolution in 2002 of the district's Director of Governmental and Public Affairs, a position that had been re-established just a few years prior. This centralized service had been reinstated in order to achieve a measure of central coordination by having the director work with a coordinating council comprised of representatives from the three colleges. The council defined those functions where cooperative marketing efforts would benefit the entities of the district and ensure that the services and offerings of the district were universally communicated to the community. Since the position was discontinued, each campus president has resumed supervisory responsibility for campus marketing and public relations activities and has autonomy in directing campus public information officers in matters relating to various marketing and public relations efforts.

## **MEANS FOR EFFECTING DECISION MAKING**

### **Chancellor's Cabinet**

The Chancellor's Cabinet is comprised of the chancellor, the deputy chancellor, the college presidents, the vice chancellor of human resources, the associate vice chancellors, and the academic senate presidents. The cabinet generally meets every week to review policy and administrative issues as well as upcoming board agendas.

# Organizational Map of College and District

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## **District Executive Team (DET)**

The District Executive Team (DET) is advisory to the chancellor and is comprised of the chancellor, the deputy chancellor, the three college presidents, and the vice chancellor of human resources. The DET is the senior management leadership team in the district and is responsible for shaping future strategic directions by making, facilitating, and implementing decisions that ensure quality educational, student, and administrative services throughout the district. The team meets weekly, generally on a rotating basis at each site, to address issues related to district-wide operations, planning, and decision-making. The team works to integrate the various individual elements of the district into a cohesive whole that serves the best interests of students. The DET's goals are:

- To ensure that students receive high-quality instruction and support services;
- To foster a positive and healthy institutional climate where the diversity of people's ideas, innovation, and creativity are respected and appreciated;
- To provide leadership and vision to the district;
- To act as a sounding board for, and make recommendations to, the chancellor;
- To discuss and resolve district issues candidly;
- To resolve contract issues;
- To share pertinent information with each other;
- To respond proactively and effectively to change;
- To encourage and maintain effective communication throughout the district; and
- To recommend budget priorities to the chancellor

## **District Administrative Team (DAT)**

The District Administrative Team (DAT) is advisory to the chancellor. This leadership team is comprised of the chancellor, the deputy chancellor, the three presidents, the vice chancellor of human resources, the three campus executive vice presidents, the three vice presidents of college services, the associate vice chancellor of

# Organizational Map of College and District

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information technology, the associate vice chancellor of business and fiscal services, and the chief of police. The DAT replaces what previously was called the Executive Leadership Team. Its standing agenda item is to review the reports and outcomes of the district councils' and committees' agendas during the preceding month. The aim of the District Administrative Team is to provide for effective and efficient management of the college district at the district level. The DAT typically meets on the fourth Monday of each month from 9:00 a.m. to 11:30 a.m. at the District Service Center. Its tasks are:

- To gather data, give feedback, and make recommendations to the chancellor;
- To give feedback, share information, or make recommendations to DAT members; and
- To ensure that all district councils and committees are working collaboratively, effectively, and efficiently.

## **District Management Team (DMT)**

The District Management Team (DMT) is advisory to the chancellor. This leadership team is comprised of all academic and classified managers in the district. The purpose of this team is to work through strategic and operational management issues and to serve as a communications vehicle for the chancellor, both to gain input from the various district and campus constituencies and to disseminate information to the district community. A principal aim of the DMT is to support an inclusive atmosphere and forum for sharing relevant information among its membership. The DMT brings district managers together for the purpose of communicating information and perspectives from throughout the district. The DMT meets twice per academic year. The goals of the membership goals are:

- To keep one another abreast of events and happenings in the district;
- To give input upon request to the chancellor on district-wide issues;
- To assist the chancellor in communicating with faculty and staff on district- and college-wide issues; and
- To provide a forum for regular staff development activities.

# Organizational Map of College and District

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## **District Council on Student Learning (DCSL)**

The District Council on Student Learning (DCSL) is a shared governance council that serves as the deliberative and recommending group for student learning issues related to district-wide (1) educational planning and program development, (2) policies and procedures, (3) reviewing new course and program materials, and (4) federal and state compliance. The council establishes subcommittees, or task forces, as necessary. Responsibility for chairing the council is shared on a rotating basis among the three colleges, with the executive vice president and campus curriculum chair serving as co-chairs of the council. DCSL meets on the last Thursday of each month, from 2:00 p.m. to 4:00 p.m., at the District Service Center. (DCSL's Curriculum Technical Review Subcommittee meets the same day/room, one hour prior). Attendance at DCSL meetings is open to anyone. Formal membership is comprised of one executive vice president of each campus, an academic senate representative from each college, a management representative from each campus, and one representative, as appropriate, from the classified ranks, from student government, from the classified supervisors, and from the American Federation of Teachers.

## **District Council on Administrative Services (DCAS)**

The District Council on Administrative Services (DCAS) is a shared governance council that serves as the district-wide deliberative and recommending group for the district's fiscal affairs, including budget development. It makes recommendations to the Chancellor's Cabinet on matters related to budget policy, development, and implementation, including, but not limited to, the district's allocation model and business policies and procedures. This council's membership consists of the deputy chancellor, the associate vice chancellor for business and fiscal services, the district budget officer, the district supervisor of special funds, the three campus vice presidents of college services, three academic senate representatives, an American Federation of Teachers representative, a student representative, and a classified representative from each site. The DCAS meets monthly, generally on the third Thursday of the month at 8:30 AM at the District Service Center. Co-chairpersons of this council are the associate vice chancellor of business and fiscal services and a faculty member. They develop the agenda for the meetings based on current needs and input from committee members.

# Organizational Map of College and District

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## **District Council on Human Resources (DCHR)**

The District Council on Human Resources (DCHR) is a shared governance council that serves as a deliberative and recommending group for district-wide personnel-related policies and procedures. The Council is co-chaired by the vice chancellor of human resources and a faculty or staff member selected by the members of the council. The DCHR establishes subcommittees as deemed necessary. Responsibilities of the council include the establishment, review, and modification of all procedures and processes related to hiring and evaluation. In addition, the DCHR has responsibility for reviewing various personnel-related district-wide statistics. Staff Development is both a district and a college responsibility. The DCHR Staff Development responsibilities generally relate to procedural matters connected to the implementation of board policy. College staff development responsibilities relate to activities that meet campus professional development needs. Membership in the council is comprised of the vice chancellor of human resources, the three campus executive vice presidents, an academic senate representative from each college, classified representatives, the Director of the Personnel Commission, a representative from both the faculty and classified unions, a classified supervisors representative, and a member of the College Management Association (CMA). The council generally meets on the first Thursday of each month, at 2:30 pm at the District Service Center.

## **District Council on Information Technology (DCIT)**

This shared governance council serves as the district-wide deliberative and recommending group for information technology issues, policies and procedures. It serves as a clearinghouse and recommending body on technology-related issues such as:

- Infrastructure Standards;
- Critical Replacement Technologies (e.g. replacement of VHS by DVD); and
- Emerging Technologies.

Its membership is comprised of the associate vice chancellor of information technology, the district telecommunications engineer, the three vice presidents of business services, three academic senate representatives, three college deans, three associated student

# Organizational Map of College and District

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government representatives, and designated campus Information Technology (IT) staff. DCIT is slated to meet the first Thursday of each month from 2:30-4:00 PM. on a rotating basis among the four sites.

## **District Safety Committee**

The District Safety Committee is composed of a group representing managers, supervisors, faculty and classified employees. This group also includes a representative from each Campus Safety Committee and each maintenance and operations department. It also includes the chief of police, a representative from the classified union, and the district safety officer, who chairs the committee. The District Safety Committee reviews the safety programs and the district's emergency plans. It develops safety policies, makes recommendations on safety complaints that are not settled on the campuses, and reviews completed safety projects. The District Safety Committee reports to the vice chancellor of human resources and develops its agenda based on input from the members of the campus safety committees. The committee meets quarterly at 1:30 P.M., usually on the third Thursday of the appropriate month.

## **Public Governing Board Meetings**

The Ventura County Community College District Board of Trustees currently meets on the fourth Tuesday of each month. The Board is composed of five members elected from the community at large. Elections are held in November of odd years. The three Colleges within the VCCCD hold elections for a Student Trustee to serve on the Board for one year. The elections are conducted before May 15 of each year. Student trustees are given an advisory vote on Board items, but do not attend closed sessions. The student trustee communicates Board decisions and information to the students at the three Colleges within the District. Members of the public and constituent groups of the District can speak to agenda items or present other topics. The Board establishes and reviews all Board Policies and performs other Board functions as requested by statute.

The next section of this Mapping document identifies, under the broad taxonomy of the new accreditation standards established by ACCJC, functions that are assigned to the district and functions that are assigned to the colleges. This should help differentiate for the visiting teams the types and levels of responsibilities associated with the district and with the separate colleges.



# Organizational Map of College and District

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## Standard One: Institutional Mission and Effectiveness

The Ventura County Community College District is a multi-college district that strives to provide autonomy for each of its three colleges, while still providing broad, practical, oversight of institutional responsibilities within the scope of applicable statute and regulatory parameters. The board of trustees has the responsibility for establishing and regularly reviewing the institutional mission of the district and its respective colleges to ensure adherence and compliance to its stated purposes.

### **A. Mission**

#### District

Through action by the board of trustees, the district maintains a mission statement that both guides and enlarges upon the mission statements of each individual college. The review of this mission statement is the responsibility of the chancellor, through consultation with campus constituencies. Discussions about changes in the district's mission and mission statement are initiated through the chancellor's cabinet.

#### College

On February 10, 2004, the Governing Board of the Ventura County Community College District adopted the current Oxnard College Mission Statement:

Oxnard College embraces its diverse community by providing excellent and unique educational programs in a collaborative, nurturing, safe environment that promotes student success and lifelong learning.

The college augments this primary statement of mission with statements of core values, vision, and philosophy. The mission of Oxnard College is thus to be understood in the context of these allied statements. Moreover, the mission statement of the California Community Colleges is also included with the college's mission statement in order to provide additional context, demonstrating the college's commitment to transfer education, vocational education, general education, basic skills development, and community education, along with economic development and student support services.

# Organizational Map of College and District

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## B. Improving Institutional Effectiveness

### District

The chancellor's cabinet and other district-level leadership teams have, as part of their respective charges and functions, the responsibility to review regularly all institutional policies and procedures in order to ensure that these policies and procedures are effectively achieving the desired student learning outcomes and levels of institutional effectiveness called for in the district's and colleges' mission statements.

The district maintains and coordinates the data information system and the software used to create student data, financial data, employee data, and other information needed to carry out institutional research for the district. The district is involved in institutional research in several ways. It coordinates all state reporting requirements and works with the campuses to ensure the accuracy of the reported data. It produces a variety of local reports on myriad of topics in support of district and campus informational and operational needs. Also, the administration uses annual reports and data generated by the district office of institutional research to inform the Board about institutional effectiveness.

### College

In fall 2000, Oxnard College identified the following six strategic goals:

1. To develop and strengthen a positive college image in our community.
2. To obtain additional financial and human resources to strengthen the institution.
3. To provide facilities, technology and other learning resources necessary to meet the educational and cultural needs of our growing community.
4. To enhance the economic, cultural and social well being of individuals and families in our community.
5. To use research and program review to assess program quality and guide institutional development.
6. To maximize student success.

These college goals are a central point in both the Unit Planning and the Program Review processes, where faculty, staff and administrators are required to match the goals of their program or unit with the goals of the institution, describing how the program/unit is helping the college achieve its goals.

# Organizational Map of College and District

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## Planning and Evaluation Processes

The institution understands and embraces the concept of integrated planning. Planning at Oxnard College occurs at two primary levels that are integrated together into the Overall Planning Process for the college. The Overall Planning Process covers institutional planning (i.e., mission and goals, strategic planning, educational and facilities master plans) and departmental planning (i.e., unit planning and program review). 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 Oxnard College Overall Planning Process was created in the Fall 2002 to integrate planning, resource allocation implementation and evaluation. The Overall Planning Process begins with the college's mission, which guides all planning 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 most programs start their planning process by performing a comprehensive evaluation of the programs 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.

Departmental planning occurs at the program and/or unit level. Each program at the college is required to participate in the program review and unit planning processes.

## College Educational Master Plans

The Educational and Facilities Master Plans are "driven by the Strategic Plan and also relates to all planning activities." The Oxnard College Educational and Facilities Master Plans are a synthesis of the institution's mission and vision with sound information about enrollment projections, demographics of the communities to be served, and employment trends. The resulting plans are an analysis of the college's changing internal and external environment, as well as the community and student needs.

## Collegial Consultative Committees

Oxnard College respects and supports a collegial model of institutional decision making where all members of the campus

# Organizational Map of College and District

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community play a role and have a voice. Shared governance, or shared decision making, is not limited to top level managers and staff. Embedded in the principle of shared decision making is the importance of all students, staff, faculty and administrators, and the value their contributions have to Oxnard College.

The shared decision making/collegial consultation process developed at Oxnard College is based on a hub and spoke model, with the Planning and Consultation Council (PCC) serving as the hub, and the shared governance committees and constituency groups serving as the spokes.

The Planning and Consultation Council serves as the main entity for shared decision making at the college by making recommendations to the President on all matters related to planning and shared decision making at the college. The seven shared governance committees were designed to be comprehensive in covering the following different areas of planning at the college:

- Campus use, safety and development (i.e., facilities)
- Curriculum
- Financial resources (i.e., resource allocation)
- Professional development
- Program review (i.e., evaluation)
- Student services
- Technology

## Institutional Research

As of this writing, Oxnard College is the only college in the district to have its own Office of Institutional Research. This Office was created in Fall 2001 and is staffed by a director and administrative assistant. The college's office of institutional research supports the college by providing information that is critical to effective decision making. The College's Office of Institutional Research was created to meet the day-to-day needs of the college and less the college's dependence on the overtaxed district Office of Institutional Research. The College's and District's Offices of Institutional Research work together collaboratively to the benefit of both Oxnard College and the district. The District's Office of Institutional Research regularly provides a variety of district-wide research and data to all the colleges for planning and operational purposes.

Since its beginnings in 2001, the Oxnard College Office of Institutional Research has played instrumental roles in Program

# Organizational Map of College and District

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Review, Accreditation, Unit Planning, Master Planning, Student Learning Outcomes, and the ongoing development of a culture of evidence at the campus. With the creation of the Student Data Profile and the regular dissemination of Research Briefs, information about the college and its students is widely available throughout the college.

## **Standard Two: Student Learning Programs and Services**

The Board of Trustees is responsible for reviewing and approving each of the three colleges' courses and programs. Within this centralized approval structure, however, the district maintains a decentralized model for instructional management whereby each campus retains primary responsibility for designing and developing its course and program inventory. The district maintains several support systems and structures to assist the colleges in coordinating specific instructional activities within the district's service area. These include the following:

### **A. Instructional Programs**

#### **Regular Courses**

##### District

The district has established the District Council on Student Learning, or DCSL. As noted earlier, this shared-governance council meets monthly to facilitate course and program approval, and to promote and support consistency of course content and instructional and student support services among the three colleges. Paramount among DCSL's responsibilities is the requirement to receive, review, and forward to the chancellor's cabinet for further review all course and program proposals that it deems satisfactory for board approval.

##### College

In its role as the body that recommends new and revised curriculum to the governing board of the district, the Oxnard College Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies, to ensure that curriculum is academically sound, comprehensive, and responsive to the evolving needs of the academic, business, and social community, in the fulfillment of the college's mission. As appropriate, new or revised courses and program proposals are forwarded to DCSL for review. The Curriculum Committee is a subcommittee

# Organizational Map of College and District

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of the Academic Senate and is a component of the campus's Shared Decision Making and Collegial Consultation process.

## **Vocational & Applied Technology Act (VATEA) Programs**

### District

The district coordinates the development of the annual plan and grant proposal to qualify for these categorical funds. The district also assists in completing the required state and federal reports and filing the associated claims.

### College

Oxnard College develops, manages, and evaluates the occupational program offerings. The college assists the district personnel in the collection of data and in preparing necessary reports. Vocational courses and program approval processes are subject to the campus curriculum approval process described above.

## **Distance Education**

### District

The DCSL retains general oversight responsibilities for monitoring the development of distance education courses and programs as part of its general curriculum review processes.

### College

The Curriculum Committee, in its curriculum approval process, includes the review of modes of instruction, including distance learning or hybrid courses. Courses to be offered via distance education must be presented for Curriculum Committee approval with a checklist format Distance Education Course Appendix, (source) which addresses the following Title 5 regulations:

- use of communication technology
- hours claimed for apportionment and as the basis for awarding of unit credit
- coverage of objectives and content as specified in methods of instruction, assignments, and evaluations of student outcomes
- appropriateness of methodology, equipment, materials, and training for class size; and regular, effective instructor-student contact.

This appendix must be submitted with new courses to be offered via distance education or with a copy of a current course outline in the

# Organizational Map of College and District

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case of existing courses to be offered via distance education for the first time. Course outlines must have been updated within the past five years to receive distance-education approval from the Curriculum Committee.

## **Economic Development**

### District

The district, working in conjunction with grant writers and other campus staff, provides support for coordinating, processing, and overseeing grants and contracts associated with economic development initiatives, or other categorically funded operations.

### College

The college participates in a number of categorically funded programs, and grant funded outreach activities. The college does not at this time offer noncredit courses or programs.

The Oxnard College Contract Education Program (OCCEP) offers workforce development and contract education courses using both existing college credit curricula and courses of study designed specifically to meet employer need. The college's Workforce Development Program informs the Curriculum Committee, as items of information, of any classes to be provided through contract education to support the employment needs of the community. Existing credit curriculum has been approved through the college/district curriculum approval process. When developing non-credit, customized courses, college staff base the design of this curriculum on an interview and needs assessment for a given employer. The specific elements of content are selected by the employer and college staff with the intent of providing employees with the opportunity to acquire a skill set that complements employer needs.

## **B. Student Support Services**

### District

The district has limited direct involvement in providing student support services. It does, however, develop many of the local administrative policies and procedures that are necessary to operate at the campus level various student support services (such as student financial aid). The district also provides general oversight of these policies and procedures to ensure compliance. It supports many processing and reporting requirements associated with student

# Organizational Map of College and District

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support services. For example, the district provides for the central coordination and maintenance of related student data in the district's Banner and Management Information Systems. The collegial consultation committees of the district and the colleges are vehicles for initiating, monitoring, and reviewing many of the policies and procedures associated with student support services. These include the District Council on Student Learning and the district and campuses' Student Success Committees.

## College

Oxnard College provides comprehensive student support services to address the issues students face when matriculating at a community college. The Division of Student Services provides students with a road map of how to navigate through the registration process, beginning with the application, assessments, orientation and enrollment. The departments described below provide the support students need to achieve their goals of earning a degree, a certificate, transferring to a college/university, or simply enhancing their skills for their job or lifelong learning. It is the goal of the Student Services staff to provide a student friendly atmosphere, allowing students to feel comfortable and at ease as they become familiar with the community college system.

Oxnard College provides the following departments and services:

- Admissions and Records
- CALWorks
- Career Resource Center
- Counseling
- Educational Assistance Center (EAC)
- Extended Opportunities Program & Services (EOPS)
- Cooperative Agencies Resources for Education (CARE)
- Teen Parent
- Financial Aid Services
- International Students Program
- Matriculation
- Re-Entry Center
- Student Activities
- Student Health
- Transfer Center
- Veterans' Services



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## C. Library and Learning Support Services

### District

The district has no direct responsibility for library and learning support services, other than those associated with coordinating necessary purchasing and maintaining centralized fiscal, database, information technology, and MIS services. In terms of the Information Technology and Management Information System, the District Information Technology Department has the responsibility for maintaining and operating the system, for providing in-service training, and for maintaining licenses to operate the system. All of these are central to providing a smoothly functioning learning support system.

### College

The Oxnard College library and learning support services consists of the college's Library, Learning Center, Media Center, and Tutorial Center. All of these areas report to the Dean of Library, Learning Resources, Social Sciences and Letters.

### Library Services

The Oxnard College Library, as an instructional center, provides printed materials, electronic resources i.e., an online public access catalog, equipment & services, and general library services (reserve, reference, interlibrary loans) for the instructional needs of the faculty and students. Responsibility for the selection of printed and non-printed materials in general use and maintenance of diversified collections shall initially rest with the Learning Resources Dean on the basis of recommendations of the faculty and Associate Librarians. The library encourages suggestions and requests for books, periodicals, newspapers, pamphlets, etc for the improvement of its collections and its services.

### Learning Center

The Learning Center is located on the Mezzanine level of the Library/Learning Resources Building (LRC). Through a variety of programmed learning materials, covering many disciplines, the Learning Center provides a broad range of services to supplement classroom instruction across the curriculum. Instructors are scheduled to assist students in skill areas such as reading, writing, math and other disciplines throughout the day and evening. Supplemental lab hours are completed in the Learning Center for designated classes. Multimedia and self-instructional materials are also available for to supplement classroom instruction or for independent study. Orientations are provided for classes with a scheduled appointment.

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## Media Center

Oxnard College's Media Services is dedicated to campus services and satisfaction through ongoing development of innovative technologies, outreach to the campus community, and collaboration with other campus units. Audiovisual and multimedia services are organized as an instructional media center for faculty, staff and students. The center provides audiovisual materials and equipment sources, catalogs, web sites, material ordering services, and long and short-term services. To ensure availability of audiovisual equipment and assistance, requests for these services should be made at least 48 hours in advance of need. The Media Center Specialist invites recommendations for purchase of instructional materials.

## Tutorial Services

The Oxnard College Tutorial Center, located in the Mezzanine of the library, provides Free tutoring to students in a variety of disciplines. Tutors assist students with study skills, test preparation, and course content. The college has a Writing Center, Math Center, Child Development Center and a Foreign Language Center. Instructors are urged to recommend students for employment as tutors. These are students who have received an A or B in the class to be tutored and who have excellent interpersonal skills.

## Standard Three: Resources

The District Board of Trustees holds the responsibility for establishing policy and administrative regulations related to human, physical, technology, and financial resources. It delegates the responsibility for managing those policies and procedures to the district and college administrators.

### **A. Human Resources**

#### District

The district and the board of trustees have the primary responsibility for collective bargaining activities with the two units that represent employees. The district's office of human resources manages these functions. The vice chancellor of human resources typically serves as the chief negotiator for the board of trustees. And, the district has the responsibility for providing management with guidance and leadership in implementing the collective bargaining agreements. This includes the training and staff development of management in the administration of the collective bargaining agreements.

## Organizational Map of College and District

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Furthermore, the district's office of human resources is responsible for interpreting and overseeing compliance with the contract language associated with evaluating bargaining unit members. District personnel work with the college staff to resolve grievances, to guide actions related to employee discipline, and to assist in effecting terminations when necessary. The district maintains all records and handles litigation, whenever such action is necessary.

The district is also responsible for establishing policies and procedures related to the recruitment, selection, classification, and hiring of personnel. All personnel records are maintained at the district, and the district has the responsibility for records management and board actions related to personnel. The district also has responsibility for identifying and coordinating the training of district employees.

The district has adopted a policy on Academic Freedom that is consistent with the ACCJC Standards and the statewide and local academic faculty standards. The district maintains the policy and is responsible for processing complaints about the policy. Changes to the policy would be processed through the chancellor's cabinet.

### College

Oxnard College provides on-campus contract compliance and assists the district's office of human resources in meeting the contract requirements. Generally, the first level of a grievance is handled at the college level.

Oxnard Colleges determines its staffing needs via integrated planning processes, initiates hiring requests through the district office of human resources, and, conducts the screening and interviewing processes and makes a recommendation for hire. The district's hiring policy is approved by the board of trustees and provides for appropriate staff participation in all steps of the selection process. All instructors must meet the published Minimum Qualifications for Hire in California Community Colleges, which require a master's degree in the field or the equivalent experience.

Faculty and staff evaluation schedules are determined by contract language, but the day-to-day management of staff evaluation falls to the academic and classified management within the college.

Faculty evaluation is set in Article 12 of the Agreement (p. 55-70). District tenure-track faculty are evaluated in a process that can take

# Organizational Map of College and District

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up to four years. Separate sections of Article 12 deal with classroom and non-classroom faculty evaluation. Part-time (non-contract) faculty evaluation is discussed in 12.5A and 12.5B of the Agreement. Evaluations include student evaluation, self-evaluation, peer evaluation and administrative evaluation. Full-time faculty are evaluated using the same process every three years. Part-time faculty are to be evaluated in the first semester and at least once every six semesters thereafter. Permanent classified personnel are evaluated by their immediate supervisor on a yearly basis. Administrators are evaluated by their immediate supervisor on an annual basis per the Managers Policy and Operations Manual.

Group activities for staff development are offered at both the college and district level for faculty, classified employees and administrators. Individual development and training opportunities are available to faculty through a variety of avenues such as sabbaticals, teacher exchanges, industry exchange, leaves without pay, Great Teacher's Seminars, etc. Oxnard College also offers professional development activities for classified and faculty during the week before each semester at the self-assigned flex days. Oxnard College has a mandatory flex-day at the beginning of each year when an effort is made to assemble all personnel for training and information dissemination. The Professional Development Committee (PDC) plans and publishes specific group professional development activities on Self-Assigned Flex days as well as the Mandatory Flex Day.

## **B. Physical Resources**

### District

The district has the responsibility for the development, maintenance and operation of all district facilities. These functions fall under the director of facilities and planning. Responsibility for the maintenance of facilities' contracts falls to the district, and the director of facilities and planning provides for the maintenance of all facilities that are not part of one of the three campuses. Assistance is given to the campuses where contract services are required. The district also coordinates scheduled maintenance with the campuses and the State Chancellor's Office.

The district coordinates the completion of a District Facilities Master Plan. This is developed in consultation with the campuses, but is maintained by District Facilities. The plan is updated annually. New construction is defined in the District Facilities

# Organizational Map of College and District

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Master Plan, and the district coordinates approved construction with the State Chancellor's Office and the colleges. Planning for new facilities is coordinated by the district and is completed with the assistance of a facilities consultant. The district uses the collegial consultation process on the campuses to provide for campus input into the planning for new facilities. The planning process continues until such time as construction of the project begins. Due to the passage of Measure S, the District is also coordinating bond activities associated with this measure to address facilities needs at the respective campuses.

## College

Oxnard College reviews and analyzes the needs of programs and services when planning its buildings through the use of past and present Unit Plans, Educational Master Plan, Facilities Master Plan, and Program Reviews. The college takes into consideration all budgeting encumbrances, dialogue and collaboration among all entities on the campus, information and technology needs, overall community needs, and institutional research survey results.

Through the review of Unit Plans, Educational Master Plan, Facilities Master Plan and Program Review, the college is able to understand on an individual basis the physical resources needed for each department and division, which in turn serves students. Budgeting encumbrances allow an overall view of the available financial resources needed in each department for future purchases. Statistical results derived from the Office of Institutional Research and factual reporting from campus and district facilities personnel assist the college in evaluating campus-wide information and technology needs as well as the overall Community needs. This feedback gives the college an opportunity to know if it is providing sufficient support to the surrounding service area of the community. The collaboration among these entities on the campus facilitates dialogue throughout the college.

As part of a "shared governance" process, the Campus Use, Development and Safety (CUDS) Committee works collaboratively to discuss physical resources affecting the campus and makes recommendations to remedy any problems arising from the various issues brought forth that affect the overall operations and maintenance of those facilities, and the safety of students and staff at Oxnard College. The CUDS Committee reviews, recommends, and/or approves space utilization, remodeling of existing facilities, and safety issues. An expected outcome is an increased utilization

# Organizational Map of College and District

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of strategic, educational, and facilities master plans, where appropriate, to campus use and development. The members of the committee are responsible for ongoing site inspections in the areas where they work.

The Oxnard College Maintenance and Operations Department maintains the main campus to ensure the campus is accessible and secure, with safety being the top priority. The Oxnard College campus has assigned district police officers that monitor the campus with coverage in the day and evening.

Once a year the District Risk Manager, along with representatives from Keenan and Associates (the joint powers insurance agent), conduct an in-depth campus-wide evaluation, specifically looking for any safety hazards. Their recommendations are given to the Maintenance and Operations Department or any other responsible party for immediate correction.

At the various off-campus sites the access, security and safety are monitored by the facilities where the programs and/or classes are held. Lease agreements carefully stipulate the importance of access, safety and security.

Recommendations of priorities and funding for the scheduled maintenance of existing buildings at Oxnard College are presented to the President after the Director of Maintenance and Operations and the Vice President of Business Services complete an annual evaluation. The three colleges and the district then meet to discuss priorities for the three colleges and how state funding for scheduled maintenance will be distributed among the colleges.

## **C. Technology Resources**

### District

The district develops a district-wide strategic technology plan, installs and supports all district administrative computing applications, and coordinates core district network facilities. These functions fall under the Associate Vice Chancellor of Information Technology. In all areas of Information Technology, the district uses the collegial consultation process on the campuses to ensure that campus input is considered in the planning and implementation of technology systems and applications.

# Organizational Map of College and District

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The district supports the following components of network facilities and applications:

- SCT Banner Administrative System, including on-line self-service modules for students, faculty and staff, a student-support module, and human resources, payroll and finance modules, as well as technical programming services, hardware maintenance, and operating system administration;
- E-mail and district intranet systems, including e-mail administration, Internet e-mail services, remote access and a central district Web site;
- Centralized databases, including the design, support, and maintenance of a centralized district data center with data backups, off-site data storage, and a data center disaster recovery system;
- Network design, implementation, coordination, and support for intercampus wide area network (WAN) facilities including a high-speed microwave system and network facilities supplied by telecommunications vendors;
- Coordination of Internet connectivity district-wide; and
- Campus network backbone interoperability standards, design, implementation, coordination and support including network routing and security.

## College

In 1999, the institution created Information Technology (IT) support for administrative areas, faculty and staff only with the hiring of a Computer Specialist. The Computer Specialist assisted the instructional areas by providing support to computer labs that did not have designated lab technicians. Technology continued to be pushed onto the campus, increasing the need for additional technology support. In 2001, a Computer Communications Technician (100%), and a Computer Maintenance Technician (60%) were hired.

# Organizational Map of College and District

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Currently, technology planning at Oxnard College is charged to three groups: First, the Technology Committee reviews, recommends and evaluates technology at the campus level. Second, the Information Technology Department at Oxnard College implements computer upgrades, maintains several networks and the security of the networks, and handles all trouble calls to the IT help desk as well as supporting computer labs at the campus. Lastly, the District Office Information Technology Center is responsible for implementing upgrades to the administrative software and district e-mail software.

In order to provide responsive and effective support, IT services were centralized at the college. The IT department now provides support to the entire campus and off-site facilities for instructional computer labs, faculty, staff and administration. This support includes system administration, desktop support, network administration, telecommunication support, college-wide communications and budget administration.

Many mechanisms have been implemented to support the previously mentioned efforts. These mechanisms include the following:

- Campus intranet site—an internal campus repository that houses campus committee meeting minutes, Institutional Research data, Program Review and Unit Planning information, Master Planning documentation, etc.;
- Campus Backup server—this system allows individuals to backup and share data via the campus network;
- Application server—this system provides access to the campus-approved administrative software applications (word processing, spreadsheets, presentation and e-mail); and
- Remote Help Desk System—allows IT staff to troubleshoot user problems via the campus network more readily and responsively.

Currently, requests for technology are submitted through a process for prioritization. It is required that technology requests have already been identified in that area's Unit Plan. Hardware and software requests are reviewed by the Computer Specialist for



# Organizational Map of College and District

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compatibility and feasibility. Research for technology needs may be done through individual departments or through assistance from IT. Decisions concerning facilities are a collaborative effort through the Maintenance & Operations Department, District Information Technology Department and Campus IT Department.

The college sets priorities for hardware and software through the Unit Planning prioritization model. There is a need for development of a Technology Plan addressing the replacement and upgrades of both hardware and software.

## **D. Financial Resources**

The board of trustees delegates budget development to the administration and the deputy chancellor provides the primary leadership in this area, in conjunction with technical guidance and support from the associate vice chancellor for business and fiscal services. Fiscal stability is the responsibility of the board of trustees and the board retains its fiduciary responsibility for fiscal oversight. All required reports to carry out this responsibility are included in the monthly board meeting agenda. The board does delegate this reporting function to the chancellor and the deputy chancellor. Thus, the district retains a management right to establish and maintain the budget. However, in the spirit of collegial consultation, the process for budget development is established in a collaborative manner. The district, under the authority of the board of trustees, determines the formula for the distribution of funds to the colleges and district central service entities through a consultative process involving the District Council for Administrative Services (DCAS). Once the funds are distributed, the colleges are given autonomy for the expenditure of funds, within established board fiscal guidelines and the parameters of state and federal statute.

### District

The District manages the process of fiscal planning and provides for the development of policies and procedures, administrative regulations, and the formula for allocating funds to the colleges. DCAS provides the means for collegial consultation regarding budget development and management.

Establishing, maintaining, and operating the administrative Management Information System is also a district responsibility, and the district coordinates all fiscal reporting, as well. Furthermore, the District manages all audit functions of programs and services. It arranges for an annual fiscal audit by an external audit firm.

# Organizational Map of College and District

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## College

The college completes its budget planning process based on its mission, goals, and program review and unit planning procedures. Three-year unit plans are developed by both instructional and non-instructional programs, in order to determine priorities at each successive departmental and divisional level. Priorities delineated in the unit plans are intended to support Oxnard College's goals in addition to the unit's goals. The Financial Resources Committee (FRC) and the Planning and Consultation Council (PCC) review the unit plans during the budget development process.

Faculty and staff at the unit planning level have access to departmental/unit budget resources through their administrative offices. In the Student Learning side of the college, deans routinely share departmental budgets, expenditures and anticipated commitments with each instructional department for that department. Some divisions also apprise faculty at their annual division meetings the general state of that division's budget and priorities. The FRC members receive information about the overall budget and proposed budget reductions from the Vice President of Business Services on a monthly basis. The same information is frequently shared with members of the PCC. In addition, the President holds college-wide budget forums when necessary in order to update all faculty and staff on the latest budget developments.

Oxnard College also is responsible for maintaining campus records in support of any internal or external audit processes.

## **Standard Four: Leadership and Governance**

### **A. Decision-making Roles and Processes**

## District

Although the functions and responsibilities related to policy setting, the quality of the district's educational programs, and overall fiscal responsibilities belong to the board of trustees, the board has delegated the management of these functions to the chancellor and the administration. The board of trustees expects the administration to employ collegial consultation in carrying out these functions.

The district administration regularly reviews its implementation of board policies and procedures. As part of this monitoring process, the administration solicits input from various campus and

## Organizational Map of College and District

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community constituent groups. This information is processed through the chancellor's cabinet. The district administration carefully considers the board's goals and concerns when implementing administrative procedures. Any changes that might be needed are carefully reviewed, prior to being forwarded to the board of trustees for review and consideration.

The board of trustees has delegated to the chancellor and the district and college administrators the authority to establish resource allocations to the campuses. As noted earlier in this mapping document, the District Council for Administrative Services is the principal venue for securing collegial consultation when reviewing the process for establishing resource allocations to the campuses. The board also has given to the same authorities the responsibility for determining operational responsibilities. The delegation of operational responsibilities has been enumerated in a previous portion of this mapping document.

### College

Oxnard College may recommend policy or administrative regulation changes by using various shared governance committees to help identify needs and formulate recommendations. These recommendations are typically presented, reviewed, and discussed at the chancellor's cabinet.

Through the Shared Decision Making & Collegial Consultation process, Oxnard College strives to ensure that the campus constituencies have a voice in the planning and budget development and implementation processes of the district and the college. It is through this policy that Oxnard College extends the district's Board Policy regarding shared decision making to the college. The college's structure for collegial consultation on the campus is identified in the college self-study.

Oxnard College retains its specific role in institutional strategic planning, as it relates to its mission and goals. This role is carried out through program review, budget planning, and other activities that measure student accomplishment and assist the campus in setting its direction for the future.

As discussed in the accreditation self-study, Oxnard College has limited autonomy in managing the campus budget, once the

# Organizational Map of College and District

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allocation formula has been determined. The Financial Resources Committee, the campus budget committee, is used to link budget expenditures to the mission and goals of the College, however, the district's fiscal services department retains final approval in specific situations.

## **B. Board and Administrative Organization**

### Board of Trustees

The board of trustees is responsible for adopting policies and administrative regulations that govern all activities related to conducting the business of the district and its colleges. The board invites thorough review of its policies and procedures and considers the advice of whatever constituencies or individuals offer such. The board itself has primary responsibility for reviewing the institutional impact contained in its policies and administrative regulations. The general public may comment on any policy consideration before the board at public board meetings.

For policies and regulations that affect academic and professional matters, the board relies primarily on the advice of the academic senates. On matters defined as within the scope of bargaining interests, the board follows the requirements and conventions of negotiations.

The board is responsible for setting standards for institutional effectiveness for the district. It does so by establishing pertinent policies and procedures, and by delegating to the chancellor and campus administration the responsibility for meeting and adhering to these policies and procedures. The board reviews institutional effectiveness as part of its annual planning process.

The board also retains primary responsibility for establishing leadership goals for itself.

# Certification of Continued Compliance

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## ***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 February 2004.

### **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

# Certification of Continued Compliance

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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, eight managers (six 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 7,000 and 8,000 students enrolled each fall and spring semester. Students' goals include completing transfer requirements, associate degrees, vocational certificates, skill attainment, and personal enrichment.

## **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.

## **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 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 plans to establish student learning outcomes for all degree and certificate programs.

## **9. ACADEMIC CREDIT**

Credit for coursework 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 three hours of laboratory activity per week.

# Certification of Continued Compliance

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## **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, the college's Office of Institutional Research has accumulated and made available to the campus community data regarding student achievement including degrees and certificates awarded, students transferring to four-year institutions, persistence, and course success.

## **11. GENERAL EDUCATION**

All associate degree programs require a general education component. These general education courses are designed to ensure breadth of knowledge and 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 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 college catalog and faculty handbook.

## **13. FACULTY**

In the fall of 2003, Oxnard College employed 90 full-time faculty and 218 part-time faculty members. In order to meet the State Chancellor's Office required ratio of full- to part-time faculty, 14 additional faculty were hired by the college in spring 2004 to begin work in fall 2004; however, several of these positions were replacements for faculty retirements and resignations. Therefore, the college will only gain 8 new faculty positions in the fall. In addition, the number of part-time faculty will decrease in fall 2004 as a result of these new hires.

# Certification of Continued Compliance

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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.

## **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 (EAC)
- Extended Opportunities Program & Services (EOPS)
  - Cooperative Agencies Resources for Education (CARE)
  - Teen Parent
- Financial Aid Services
- International Students Program
- Matriculation
- Re-Entry Center
- 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.

## **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,



## Certification of Continued Compliance

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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 Ventura County Community College District dedicated additional resources to the reserves after being placed on the State Chancellor's Office "watch list" in fall 2003. The reserve amount now exceeds minimum requirements. 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.

### **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

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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 web site.

### **21. RELATIONS WITH THE ACCREDITING COMMISSION**

The VCCCD 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 accrediting responsibilities.



# 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.

**Faculty Co-Chair: James Merrill**

**Administration Co-Chair: Jaime Casillas**



## **List of Participants**

Darla Cooper, Administrator

Cathy Garnica, Classified Staff

Dora Hartman, Classified Staff

Gloria Lopez, Faculty

Leo Orange, Faculty



# Standard I: Institutional Mission and Effectiveness

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## **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.***

### **DESCRIPTIVE SUMMARY**

On February 10, 2004, the Governing Board of the Ventura County Community College District adopted the current Oxnard College Mission Statement:

Oxnard College embraces its diverse community by providing excellent and unique educational programs in a collaborative, nurturing, safe environment that promotes student success and lifelong learning.

The college augments this primary statement of mission with statements of core values, vision, and philosophy. The mission of Oxnard College is thus to be understood in the context of these allied statements. Moreover, the mission statement of the California Community Colleges is also included with the college's mission statement in order to provide additional context, demonstrating the college's commitment to transfer education, vocational education, general education, basic skills development, and community education, along with economic development and student support services (Ref IA.1).

### **SELF-EVALUATION**

The mission statement defines the college's broad educational purposes by indicating the intent to provide "excellent and unique educational programs." This purpose is further elaborated in the statement of core values. By identifying "its diverse community," the mission statement identifies the college's intended student population. The college's commitment to achieving student learning is stipulated in the statement that the college "promotes student success and lifelong learning."

### **PLANNING AGENDA**

No plan is needed.

# Standard I: Institutional Mission and Effectiveness

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

## **DESCRIPTIVE SUMMARY**

As stated above, the college through its mission statement demonstrates its commitment to provide transfer, vocational, general, basic skills, and community education, in addition to economic development programs and student support services. The Oxnard College Catalog clearly lists the titles and descriptions of all student learning programs and services developed to complement its purpose, its character, and its student population.

The courses, programs, and services provided by the college also serve as evidence of the college's strong link to the state and national network of colleges and universities. This link thereby helps validate the feasibility of the college's curriculum and transfer value and further demonstrates the college's strong commitment to student learning outcomes. The curriculum and programs at Oxnard College, as exemplified by its articulation agreements with other colleges and its transfer rates to 4-year institutions, are student success driven. Through its core values and visioning statements, the college commits to maintaining a character that promotes student learning outcomes, including a value for (1) diversity and commonality, (2) excellence and creativity, (3) integrity and civility, (4) learning as a lifelong process, and (5) shared decision making. In addition, the critical thinking goal adopted by the college is foundational to its commitment to promote student learning outcomes across the curriculum. This goal states, "that students are expected to learn the art of independent study and to develop sound intellectual habits such as clarity, precision, and accuracy of thought" (Ref IA.3, pg. 5).

## **SELF-EVALUATION**

As a California Community College, Oxnard College's programs and services are offered to the entire community it serves. In addition, Oxnard College targets diverse segments of the community with a program in English as a Second Language, bilingual (English/Spanish) support services throughout the campus, and special outreach programs such as ENLACE and Talent Search.

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The college's stated purposes, its character, and its student population effectively align with its programs and services as demonstrated through the results of a study completed in January 2004. The college's Office of Institutional Research performed a comparative study of the number of students transferring to the two public four-year university systems in California among other California Community Colleges similar in size to Oxnard College. It was found that among the 16 colleges with student populations between 6,000 and 10,000 students, Oxnard College ranked fifth for transferring students to the California State University system and sixth for transferring students to the University of California system (Ref IA.2).

## **PLANNING AGENDA**

No plan is needed.

<b><i>IA.2. The mission statement is approved by the governing board and published.</i></b>
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## **DESCRIPTIVE SUMMARY**

The governing board adopted the college's current mission statement on February 10, 2004, as part of an agenda item specifically addressing the mission statements of the three colleges in the district. The mission statement is published in the Oxnard College Catalog (Ref IA.3) and schedule of classes (Ref IA.4), is posted on the college's Intranet website ([www.oxnardcollege.edu](http://www.oxnardcollege.edu)) and on OCTV (the college's television station), and is the header on the agendas of several college-wide committees (Ref IA.5).

## **SELF-EVALUATION**

In the past, various iterations of the mission statement were published, and there was some confusion among faculty and staff over the distinction between the college's statement of mission and the accompanying statements of core values, vision, and philosophy. Beginning with the governing board's action of February 10, 2004, all iterations of the college's mission are now consistent (Ref IA.10).

## **PLANNING AGENDA**

No plan is needed.



# Standard I: Institutional Mission and Effectiveness

***IA.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 current mission statement, along with the vision, core values, and goals, were developed through a process that began with a planning retreat at the end of the spring semester, 2000. This planning retreat was attended by a broad cross-section of faculty, classified staff, administrators, students, and community members. The draft mission statement resulting from that process was reviewed by the campus community at the Fall 2000 Flex Day. It was then separately reviewed and adopted by the academic senate, classified senate, Associated Students, and administration. The governing board first adopted the mission statement in October 2002, as part of the college's Educational Master Plan (Ref IB.8). A revision to the mission statement was adopted by the governing board on February 10, 2004, as a result of the following review process.

The Planning and Consultation Council's responsibility for the regular review of the college's mission is included among its activities in the Shared Decision Making and Collegial Consultation at Oxnard College (Ref IA.6, pg. 7). In the spring of 2003, the mission statement was distributed to all shared governance committees as listed and defined in this same document. This distribution provided a broad-based review, with input given to the Planning and Consultation Council (PCC). In the fall of 2003, the PCC reviewed that input and recommended retaining the mission statement, with a modification to include a clearer emphasis on students and student learning.

Also in the fall of 2003, the PCC adopted a shared governance review model and an ongoing timetable for the regular review of the mission statement (Ref IA.6, pg. 25). This process calls for major review every six years, with interim reviews in the intervening third year. The major review process is recursive, beginning with an ad hoc committee comprised of representatives of the academic and classified senates, the Associated Students, and the administration.

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This ad hoc committee's findings are presented to the PCC, which then distributes the information through its shared governance representatives for a second broad review prior to PCC deliberation and action. The interim review is accomplished by the shared governance committees through the PCC representative structure.

## **SELF-EVALUATION**

Realizing a formal process with a set timetable did not exist, the college acted to develop and affect the process described above. It is the opinion of PCC that this new process is a viable and reasonable way to ensure that the mission statement is reviewed on a regular basis.

## **PLANNING AGENDA**

No plan is needed.

<b><i>IA.4. The institution's mission is central to institutional planning and decision making.</i></b>
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## **DESCRIPTIVE SUMMARY**

The opening statement of the college's Overall Planning Process is as follows:

The mission of the college defines the purpose and vision of the college and its commitment to students and the community and must be central to all planning at the college. Planning activities are to be designed to support and implement the college's mission. The college mission guides the Strategic Plan and Educational and Facilities Master Plan, which in turn drive planning activities at the college (Ref IA.7, p. 2).

The Strategic Planning process began in the spring of 2000, at which time the college mission was developed, and has been slightly revised to its current form. With this mission in mind, the Educational Master Plan was developed in 2002 in preparation for the development of the Facilities Master Plan. Awareness of the need to revise and complete the Facilities Master Plan arose when the district proposed and succeeded in passing a construction bond

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measure (Measure S). The Facilities Master Plan and Educational Master Plan continue to be revised as Measure S implementation is discussed. Unit Planning is driven primarily by the college's adopted goals, which were developed in conjunction with the college's mission, vision, and core values (Ref IA.8). The Program Review process explicitly calls for each program to describe its relationship to the college mission (Ref IA.9a and 9b). The college mission appears at the head of the agenda of various shared governance bodies as a regular reminder of our institutional purpose (Ref IA.5).

## **SELF-EVALUATION**

The institution has clearly stated in its Overall Planning Process that the college mission is to drive planning activities. The mission has been broadly disseminated. Planning is ongoing and informed by the college mission. The Educational and Facilities Master Planning process was accomplished and undergoes revision with the goals that derived from the mission in mind. The mission is sufficiently general, however, that it admits of most activities. In fact, some participants in the Program Review process have reported that they had difficulty relating their program goals to the college's mission because of its generality, and they relate their program goals more easily to the core values and vision, which are understood as inseparable companions to the mission statement itself.

The ongoing Unit Planning process is driven by college goals, which are related to and derive from the mission statement. Although units are not required to respond to the mission directly, the college asserts that the goals are sufficiently based in the mission, and therefore, by responding to these goals, units are responding to the mission. However, the mission statement, itself, is not included with Unit Planning materials and it should be.

## **PLANNING AGENDA**

- 1.1 The Planning and Consultation Council will amend the Unit Planning process to include reference to and direction from the college's mission.

# Standard I: Institutional Mission and Effectiveness

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## ***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.***

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

### **DESCRIPTIVE SUMMARY**

Dialogue at Oxnard College occurs in different ways. The college administration embraces dialogue by seeking the advice and judgment of faculty, staff, students, and administrators on college-related issues and "commits to (1) listen to advice in a non-judgmental manner, and (2) consider and be open to all ideas presented" (Ref IA.6, pg. 2).

Oxnard College maintains an ongoing dialogue about the continuous improvements of student learning primarily through its shared decision-making process. As the central entity in shared governance, the Planning and Consultation Council (PCC) has as one of its goals "to promote informed and constructive dialogue for the effective development of education at Oxnard College" (Ref IA.6, pg. 6). The PCC acts as the central point bringing together seven committees and five constituency groups to initiate dialogue and to give feedback on institutional effectiveness to the Oxnard College president.

Committee dialogue is influential in student learning. Issues discussed during committee meetings lead to addressing improvements needed and ways to achieve them. The following shared governance committees meet regularly to address issues that facilitate learning:

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- Campus Use, Development, and Safety
- Curriculum
- Financial Resources
- Professional Development
- Program Review
- Student Services
- Technology

In addition to participating in dialogue at the committee level, staff, faculty, and administrators engage in dialogue and division meetings, classified and academic senates, the College Council of Instruction, the Deans' Council, and the President's Council (Ref IB.1). Faculty, staff, and administrators use these formal communication channels, as well as informal communication such as e-mail, on an ongoing basis.

In 2003-2004, the Director of Institutional Research and Learning Outcomes Assessment and a faculty member from Oxnard College with experience in student learning outcomes, conducted workshops to assist faculty and staff in developing program-level outcomes for inclusion in the Program Review process. During these workshops, dialogue occurred regarding student learning theory, how to incorporate student learning objectives at all levels of campus, and integrating those different levels with each other (Ref IB.2).

### **SELF-EVALUATION**

Dialogue between the shared governance committees and PCC occurs regularly through the representative appointed to PCC. However, information from these committees is not always effectively disseminated by the representatives to faculty and staff at large because not all departments hold regular staff meetings.

In 2002-2003, PCC began a dialogue regarding whether the shared governance document was comprehensive and adequately represents the process being used by the college in decision making. The result of this dialogue was a revision to the shared governance committee descriptions (Ref IB.3).

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In October 2002, the Curriculum Committee began a dialogue regarding whether the current practice of using a checklist for distance education courses was adequate. In March 2003, the Committee adopted the practice of requesting informal narrative descriptions of distance-education proposals because through dialogue, the checklist format distance-education appendix was determined to be inadequate (Ref IB.4). This was an interim measure during the development of a new, more informative appendix. The draft version of the more comprehensive appendix is still under revision, and the Committee expects to pilot test it in the fall 2004 semester.

In the spring of 2000, the District Office of Institutional Research conducted the Employee Survey of the Work Environment. Employees were asked to rate satisfaction with the work environment. On a 5-point scale, the overall rating was 2.61, while the "opportunity for campus involvement" rated 3.22 in 2000, but increased to 3.53 in 2004 indicating the opportunity for dialogue has improved at Oxnard College (Ref IB.5 and 6).

In the Student Learning Outcomes workshops, the dialogue that occurred was very constructive and productive in that faculty and staff who attended are beginning to understand the importance of student learning and the role it should play at the institution.

## **PLANNING AGENDA**

No plan is needed.

***IB.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**

College-wide discussions have taken place among key constituency groups regarding the relevance of the mission statement. Beginning in 1999, faculty, classified staff, and administrators participated in

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mission and vision exercises workshops and met with students and community representatives in meetings and forums to generate strategic goals. In addition, data were generated through the development of internal and external scans to provide environmental scanning information to serve as the basis for developing goals for the college. As a result of these activities, in the fall of 2000, the institution identified the following six strategic goals:

1. To develop and strengthen a positive college image in our community;
2. To obtain additional financial and human resources to strengthen the institution;
3. To provide facilities, technology, and other learning resources necessary to meet the educational and cultural needs of our growing community;
4. To enhance the economic, cultural, and social well-being of individuals and families in our communities;
5. To use research and Program Review to assess program quality and guide institutional development; and
6. To maximize student success.

The college's goals are posted on the college's Internet website and printed in the Oxnard College Catalog (Ref IA.3) along with all planning documents including the Strategic Plan, Educational Master Plan, and Facilities Master Plan (Ref IB.7, IB.8 and IB.9). These goals have been distributed widely on campus.

These college goals are a central point in both the Unit Planning and the Program Review processes, where faculty, staff, and

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administrators are required to match the goals of their program or unit with the goals of the institution, describing how the program/unit is helping the college achieve its goals (Ref IA.8, IA.9).

## **SELF-EVALUATION**

The turnover of executive leadership at Oxnard College between 2000 and 2002 interrupted the Strategic Planning process that began in 1999. As a result, planning lost its place as a chief priority for the college. Consequently, after these goals were established, the next step of establishing measurable objectives for the goals did not occur. The institution recognizes that in spite of these transitions, planning should have continued as a priority. At this time, the college is committed to revising its Strategic Plan in 2004-2005.

The Oxnard College goals were posted on the Intranet in the fall of 2003. The goals were then posted on the college's website in the spring of 2004. Prior to this spring, the goals were only accessible internally on the Intranet, and prior to the fall of 2003, the goals were not easily located in print. The goals were first published in the 2004-2005 college catalog and Summer 2004 Schedule of Classes (Ref IA.3, IA.4).

Faculty and staff who have participated in the Program Review and Unit Planning processes understand the institutional goals as evidenced in the responses contained in the plans and reports submitted. However, it is unclear whether those faculty and staff who have not been involved in these processes have the same level of understanding.

## **PLANNING AGENDA**

- 1.2 The Planning and Consultation Council will ensure the Strategic Plan is revised during the 2004-2005 academic year, includes measurable objectives, and is communicated widely to the campus community to promote a broad-based understanding of the Plan and its role in the college's planning efforts.



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***IB.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 re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.***

## **DESCRIPTIVE SUMMARY**

The institution understands and embraces the concept of integrated planning. The Oxnard College Overall Planning Process was created in the fall of 2002 to integrate planning, resource allocation, implementation, and evaluation. The Overall Planning Process begins with the college's mission, which guides all planning activities at the college. The Strategic Plan is the plan for how the college intends to fulfill its mission and drives all planning activities (Ref IA.7).

The Educational and Facilities Master Plans are "driven by the Strategic Plan and also relate to all planning activities" (Ref IA.7, pg. 1). The Oxnard College Educational and Facilities Master Plans are a synthesis of the institution's mission and vision with sound information about enrollment projections, demographics of the communities to be served, and employment trends. The resulting plans are an analysis of the college's changing internal and external environment, as well as the community and student needs.

Program Review is where most programs start their planning process by performing a comprehensive evaluation of the program's activities during the previous three years. The Program Review Process requires programs to address the following areas:

- Program Description and Background
- Program Goals and Objectives
- Program Effectiveness
- Program Demand
- Program Relationships and Impact
- Planning, Development, and Evaluation Processes
- Student Success
- Student Learning Outcomes

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- Resources
- Diversity
- Course Currency
- Summary
- Recommendations for Improvements

Once a program submits its completed report, it is sent to the Program Review Committee (PRC) for its review. Each program then meets with the Committee to discuss the status of the program based on the report. The Committee makes recommendations to the program and these recommendations are put in writing in a feedback report that is sent to the program (Ref IB.10).

With the creation of the Office of Institutional Research in the fall of 2001, more emphasis has been placed on the use of data in the Program Review process. The office provides data specific to each instructional program (Ref IB.11). The programs are required to interpret the data, identify trends occurring in the previous three years, and provide contextual explanations of the changes, estimations as to why trends exist, and where these trends are headed (Ref IA.9a). Since the nature of many student services programs does not lend itself to the collection of uniform data, programs are strongly encouraged to work with the Director of Institutional Research to identify data that can be used to support efforts to evaluate program effectiveness and student success (Ref IA.9b).

The 2004-2005 academic year marks the first year when programs that were reviewed in 2001-2002 will be reviewed for a second time, thus completing the three-year cycle. The Program Review now requires programs to report on the recommendations made in their previous review (Ref IA.9a and 9b).

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. Each department develops three-year Unit Plans. The Unit Planning and budget allocation processes consist of the following six steps:

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1. Unit Plans are reviewed to determine priorities at each successive level of the department and division. Divisional Unit Plans are reviewed separately for the areas reporting to the Executive Vice President of Student Learning and the Vice President of Business Services, and priorities are set at this level. These two prioritized lists are then forwarded to Planning and Consultation Council and Financial Resources Committee.
2. Faculty hiring requests are sent to the academic senate for prioritization. This prioritized list is sent directly to the president for consideration and to PCC and FRC for informational purposes.
3. The FRC reviews the Student Learning and Business Services funding priorities and forwards its findings to the PCC.
4. The PCC forwards facilities priorities to the Campus Use, Development, and Safety Committee, and technology priorities to the Technology Committee. Those working bodies formulate recommendations and forward them back to the PCC.
5. PCC reviews the prioritized lists and all recommendations from the shared governance committees, formulates its recommendations as one prioritized list for the institution, and forwards this prioritized list to the president.
6. The president's Executive Team develops the annual budget in accordance with the college's Mission, Strategic Plan, Educational and Facilities Master Plans, and PCC recommendations.

Once the budget is developed, the next step is the implementation of the budget and Unit Plans. The Unit Plans are evaluated on an annual basis, where programs evaluate their activities during the prior year and determine whether the goals for that year were met. Each year, the plans are updated to extend by one year in order to constantly maintain a three-year plan (Ref IA.8).

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In an attempt to disseminate information about the institution that will be helpful for planning, the college's Office of Institutional Research develops "Research Briefs" for regular distribution to the campus community. The briefs cover topics such as:

- Transfer to four-year universities
- The General Academic Learning Experience (GALE) project, a study of student knowledge in the liberal arts
- College service area
- Community Survey (Ref IB.12).

## **SELF-EVALUATION**

Individual units are expected to incorporate data analysis into their planning, yet there is no mechanism in place at the institutional level to ensure that data analysis facilitates dialogue about improvements. In spite of all the available information related to student learning, dialogue about its relevance does not always appear. One exception is the process of Program Review, where programs analyze data as part of the process. However, this analysis needs to take place more frequently than every three years in the Program Review process in order to make necessary improvements in a more timely manner. However, it must be noted that the use of data in planning and decision making is still relatively new to this campus, but strides are being made to begin creating a culture of evidence at the college.

The planning process at Oxnard College has yet to be fully implemented as described above. The only part that has been fully operational since 2001-2002 is Program Review, with all except five programs having been reviewed at least once at the conclusion of the 2003-2004 academic year. The Program Review and Unit Planning processes were started simultaneously; therefore, the two processes were not properly sequenced. Many programs had no basis on which to begin Unit Planning because Program Review did not precede Unit Planning. Unit Planning has been partially

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implemented across the institution in that some units have completed Unit Plans while others have not. Unfortunately, that is where the process ended, with units having nowhere to submit their plans for consideration. Completed Unit Plans were in essence "internal" documents for departments and divisions because the plans were never incorporated into an institutional planning process (Ref IB.13). In addition, step 2 of the process is not implemented as indicated because the faculty hiring prioritization list has not been forwarded to FRC or PCC prior to being sent to the president. Thus, this process has been occurring outside the Unit Planning process.

In addition, the participation of the Financial Resources Committee, the Planning and Consultation Council, and the other shared governance committees in the determination of budgeting priorities has not occurred. Instead, department chairs and coordinators have worked with their respective deans to develop budget needs for the coming year. While those departments with Unit Plans utilized these plans as the basis for developing these budget needs, many other units had not developed Unit Plans or did not link their plans with budgeting. Next, the deans work with the Executive Vice President and Vice President to determine how the identified needs can be addressed through budget development. Final budgetary decisions rest with the president in working with the Executive Vice President and Vice President.

Part of the reason for this circumvention is that the shared governance committees lack the necessary knowledge to make informed decisions about appropriate and reasonable resource allocation. The department chairs and coordinators, deans, Executive Vice President, and Vice President are more familiar with the information needed to make informed budgetary decisions. The result is a disconnect between the process as written and as implemented, and a feeling from faculty and staff that the college is not adhering to the approved processes for planning and budget allocations.

As a result of the Unit Planning process not occurring as intended, there was no mechanism for evaluating whether the goals and objectives in the Unit Plans had been accomplished. The current process as written does not include a clear process for how Unit Plans will be evaluated each year.

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In the spring of 2004, the college reassessed how and why Unit Planning had not been occurring as intended. It was determined that the process needed to be streamlined and a party given the responsibility for oversight. The Deans' Council reviewed the process and made plans for the immediate implementation of the process, assuming responsibility for the Unit Planning process. The process resulted in two prioritized lists for Student Learning and Business Services that are being used to identify institutional priorities in the budget development process for the 2004-2005 fiscal year.

## **PLANNING AGENDA**

- 1.3 The Planning and Consultation Council will examine the Overall Planning Process addressing specifically the incongruence between how processes are written and applied, and focusing on the roles of PCC and the other shared governance committees.
- 1.4 The Planning and Consultation Council will develop a formalized annual process at the institutional level to be used to evaluate Unit Plans in a way that incorporates data analysis into the existing Unit Planning process.

***IB.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**

Planning at Oxnard College occurs at two primary levels that are integrated together into the Overall Planning Process for the college. The Overall Planning Process covers institutional planning (i.e., mission and goals, strategic planning, educational and facilities master plans) and departmental planning (i.e., unit planning and program review). 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.

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Oxnard College respects and supports a collegial mode of institutional decision making where all members of the campus community play a role and have a voice. Shared governance, or shared decision making, is not limited to top level managers and staff. Embedded in the principle of shared decision making is the importance of all students, staff, faculty, and administrators, and the value their contributions have to Oxnard College (Ref IA.6, pg. 2).

The shared decision making/collegial consultation process developed at Oxnard College is based on a hub and spoke model, with the Planning and Consultation Council (PCC) serving as the hub, and the shared governance committees and constituency groups serving as the spokes (Ref IA.6, pg. 23).

The Planning and Consultation Council serves as the main entity for shared decision making at the college by making recommendations to the president on all matters related to planning and shared decision making at the college. The seven shared governance committees were designed to be comprehensive in covering the following different areas of planning at the college:

- Campus use, safety, and development (i.e., facilities)
- Curriculum
- Financial resources (i.e., resource allocation)
- Professional development
- Program review (i.e., evaluation)
- Student services
- Technology

The five constituency groups who appoint representatives to the Planning and Consultation Council are the faculty (AFT and academic senate), classified staff, administrators, and students.

The shared governance committees have a designated membership composition that includes representatives from all constituency groups, as appropriate. Every effort is made to ensure that each group has adequate representation. Each committee and group appoints representative(s) to the Planning and Consultation Council. The members of PCC are to represent their committee or group

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on the Council and are responsible for communicating back to their committee or group the information and decisions from PCC, while also communicating committee activities to PCC.

Departmental planning occurs at the program and/or unit level. Each program at the college is required to participate in the Program Review and Unit Planning processes. Every three years, programs conduct a Program Review. It is intended that all program staff, including faculty, classified staff, and administrators, have the opportunity to participate in the Program Review process and have input into the preparing of the Program Review report. The purpose of the Program Review is to examine each program in depth to determine how a program can improve and what is needed.

The recommendations for improvement that result from the Program Review process are then used as the foundation for the Unit Plan. The purpose of the Unit Plan is to propose a specific plan as to how the unit will achieve the improvements that need to be made. Each unit at the college develops a three-year Unit Plan which is updated annually. In the instructions for the development of the Unit Plan, units are asked to identify the participants in the process and describe the process used to develop the plan. It states specifically that

Ideally, a collaborative process [is] used to develop the unit plan and that all the appropriate unit or department members participated in the process and/or were provided with an opportunity to participate. The development of a unit plan should be based on a comprehensive and collaborative process (Ref IB.8).

## **SELF-EVALUATION**

For the most part, the hub and spoke model has worked to provide opportunities to faculty, staff, administrators, and students to participate in institutional planning processes. Every effort is being made to ensure the opportunity for involvement is available to all members of the campus community. At Flex Day events, academic senate and classified senate meetings, and the president's



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Leadership retreats, the president and members of her administrative team have strongly encouraged faculty and classified staff involvement on all campus committees.

All committees currently have adequate representation from faculty and administrators, but unfortunately, the same cannot be said for the classified staff and students. In spite of the efforts made by the college's administration to enlist classified staff to serve on all shared governance committees, because most offices are short-staffed, there has been a general reluctance among staff to commit to serving on college committees for extended periods of time. In addition, some support staff are aware of the need to become involved in institutional planning processes. However, they are reluctant to ask their immediate supervisors to give them release time because they do not want to risk possible resentment from their co-workers or face a backlog of work when they return from committee attendance.

In an effort to improve communications, monthly meetings of the classified senate always list an agenda item where classified staff members can report about specific committees, campus news, and policy changes. Unfortunately, not all classified staff choose to utilize their lunch hour to attend the meeting, and staff are not given release time to attend classified senate meetings. Even when there is a "good" showing at a classified senate meeting, there are at most 45 people in attendance out of a total of 110 classified staff employees.

Student participation on established campus committees has long been a goal of the administration. However, since many of the meetings are scheduled during morning hours and early afternoons, students are often still attending class or work. Thus, their participation has been limited.

In the past, there have been some singular examples of good communication among classified staff when a classified staff representative elects to write a brief informational bulletin reporting on the campus or district meeting they attended. For example, during labor negotiations, a bulletin was developed by the representative

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and sent via e-mail to all classified staff and distributed in mailboxes to better inform staff about proposed policy changes that might affect their jobs and working conditions. This kind of immediate communication seemed to work well. However, it is the choice of each classified staff representative serving on committees whether or not they want to provide a written report, and many do not provide such a report.

The communication of activities at the individual shared governance committees does not occur consistently at PCC, nor are the activities of PCC communicated back to the committees consistently. While PCC members are obliged to submit a report of the activities of their respective committees, these reports are not always completed, and even when the reports are completed, they are distributed, but not often discussed at the meetings. Previously, a standing agenda item existed where each member would make a report, but it has since been removed. As far as whether the information flow from PCC to the committees is effective, it is up to the individual representative appointed by each committee to share this information which can lead to inconsistent communication. It has been difficult to ensure consistent and effective communication is occurring at all committees.

The actual involvement of faculty and staff in the Program Review and Unit Planning processes in their own programs and units has varied depending on the manager of that unit or program. Some programs do an excellent job of including all faculty and staff in the process, while other areas have excluded them, intentionally or not.

Another issue for the college is planning activities that occur outside the established shared governance process. One example of this occurrence is with the planning of facilities to be funded by the Measure S bond. In March 2002, the voters of Ventura County approved a \$356 million bond for the Ventura County Community College District to address facility needs at all three colleges in the district. At Oxnard College, a separate committee, the Facilities Planning Steering Committee (FPSC), was formed, along with several task forces for each proposed site on campus, to plan these facilities. Neither the FPSC nor any of the task force committees

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have a direct link into the existing shared governance decision-making process. Aside from informal reports of recent activity to the Planning and Consultation Council (PCC), the FPSC does not report to PCC or have any formal connection to PCC. The FPSC also has no formal link to the Campus Use, Development, and Safety Committee, the body responsible for overseeing facility usage at the college. It is unclear to the campus community under what authority FPSC is operating or why it was designed to be separate from the existing decision-making process.

Evidence of how our planning process has led to improvements at the college is presented below with brief examples corresponding to each of the six Oxnard College Strategic Goals.

**1. To develop and strengthen a positive college image in our community.**

The Educational Assistance Center has planned and promoted Deaf Awareness Week events at Oxnard College for the past three years. The Deaf Oxnard College Students (DOCS) committee sponsored panel discussions and featured speakers who told their stories of deaf experiences in a hearing world during the Scholars' Lecture Series, a weekly program open to the entire community. The events were well-publicized and received significant newspaper coverage. The events were also videotaped for frequent airing on OCTV, the college's public access television station. Members of DOCS have been publicly honored for their efforts, most recently by the El Concilio del Condado de Ventura, a non-profit organization dedicated to the enhancement of public health and human services.

**2. To develop and strengthen a positive college image in our community.**

In the last four years, Oxnard College has sought and received four large grants in our efforts to obtain additional resources to address areas of the college needing improvement. In 2000, the college received a Title V Strengthening Institutions grant to improve access and success for Hispanic and other under-served, under-prepared students through institutional transformation. In 2001, the college

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received a Kellogg/ENLACE grant to provide outreach to students who need to strengthen their academic skills for college. In 2003, the college received two TRIO grants, Talent Search and Upward Bound, to improve the college's service to the community's high school students by providing academic and support services that enable students to successfully complete high school and be prepared for post-secondary education.

3. **To provide facilities, technology, and other learning resources necessary to meet the educational and cultural needs of our growing community.**

The Off-Campus Center at Santa Clara High School was established, where abandoned trailers were transformed into classrooms and computer labs for adult learners enrolled in the Program for Accelerated College Education (PACE). Oxnard College offers bridge classes for "fast track" college-bound students at this Center along with English language instruction and other academic offerings.

4. **To enhance the economic, cultural, and social well-being of individuals and families in our community.**

Oxnard College has many partnerships within our community designed to extend our service to our community beyond the campus. The NASA-funded Proyecto Access project recruits students from local high schools and middle schools to study math and science during the summer to prepare for college and careers in those fields. The Young Writers Workshop is co-sponsored with UC Santa Barbara during the summer and offers local high school students the opportunity to improve their writing and have their work published. The Foster Care and Kinship Program provides outreach and support for families assuming the responsibility as legal caregivers to children in need of foster care.

5. **To use research and Program Review to assess program quality and guide institutional development.**

During the college's strategic planning efforts in 2000-2001, the need for improved research and evaluation was identified. To address

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this need, a permanent Director of Institutional Research was hired in the fall of 2001. Since that time, a culture of evidence is being created where decision making is based on research and data instead of supposition and estimation. In addition, the Program Review process has been fully implemented, with every program having been reviewed by the spring of 2004.

## 6. To maximize student success.

During the college's strategic planning process in 2000-2001, the college examined student performance and determined that improvements needed to be made. As a result, the college has seen significant increases in the following areas over the past three years:

- The number of degrees and certificates awarded has increased by 25 percent;
- The success and retention rates of Oxnard College students consistently exceed that seen statewide; and
- The number of students transferring to four-year institutions has increased by almost 60 percent.

Certain steps have already been planned and/or implemented to address communication problems on the campus. First, the college administration will explore the appointment of two or three classified staff members to fill each committee appointment thus rotating attendance in order to lessen the burden on any one individual. Second, classified senate will ask that all classified staff representatives on committees submit a monthly report of committee activities, and college administration will support the allowance of release time for the completion of these activities.

### **PLANNING AGENDA**

- 1.5 The Planning and Consultation Council will explore more effective methods to:
- ensure that information reaches all members of all constituent groups;

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- use the Internet and Intranet more effectively as tools of communication;
- improve communication between the shared governance committees and the Planning and Consultation Council;
- develop new ideas of how to increase student participation in planning; and
- incorporate the Facilities Planning Steering Committee into the existing decision-making process.

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

### **DESCRIPTIVE SUMMARY**

All student and staff data are stored in the district's information management database, Banner. The data in Banner are dynamic and constantly being updated. Every effort is made to ensure the consistent accuracy of these data. All staff in the district can have access to the Banner system once initial training is received.

In addition, the Office of Institutional Research also maintains student data in Microsoft Access databases. Data in these databases are historical snapshots of each term dating back to the fall of 1999 when the district switched to the Banner system. The data in these databases are updated when data become available each semester.

The Oxnard College Student Data Profile developed by the Office of Institutional Research contains information on student achievement such as:

- Degrees and certificates awarded
- Number of students transferring to four-year universities
- Course success and retention rates
- Persistence rates

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This information is available on the college's Intranet and through the Office of Institutional Research (Ref IB.14).

The Office of Institutional Research has also developed a document distributed regularly to the campus community in an attempt to share information about student success and other research-related topics. The "Research Briefs" covering student success have discussed transfer to four-year universities and the General Academic Learning Exercise (GALE) project, a study of student knowledge in the liberal arts being conducted by the Center for the Study of Community Colleges at UCLA. The study is intended to document that those students attending community colleges who have taken more general education and liberal arts courses know more about math, English, social science, science, and the humanities than their peers who have taken fewer courses. These Research Briefs were disseminated campus-wide and discussed in the student newspaper (Ref IB.12).

The Oxnard College Talking Points document was recently developed to help college staff in their interactions within the community by providing them with factual information about the many accomplishments of Oxnard College. Included is information on student achievements, such as higher course and retention rates, and success of OC transfers to the California State University system (Ref IB.15).

An ideal example of how the academic and administrative partnership successfully informs the community about student success and achievement comes from the Dental Hygiene Program. In 2003, the Oxnard College Dental Hygiene Program was ranked second among the 236 accredited schools in the nation based on the results of Oxnard College students who took the National Board Dental Hygiene Examination. That information was quickly communicated by the program coordinator to the Dean of Math, Science, and Health, who then informed the college Public Relations department. That same day, a press release was prepared, reviewed, and disseminated to all local print and electronic media. Soon after, an article appeared in the largest county newspaper and the Dental Hygiene Program coordinator was interviewed about the success of the Program on a local cable television show.

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As a result of administrative meetings to improve community outreach and strengthen communications, Oxnard College was given the opportunity to provide information on student achievement that is published regularly in the Oxnard Chamber of Commerce newsletter and the Oxnard Union High School District newsletter. Newly-established bilingual publications like the Santa Barbara-based Buenos Dias and Estrella, the Spanish-language version of the Ventura County Star, have also provided news coverage of campus events to a growing Spanish-language readership in Ventura County (Ref IB.16).

As a means of strengthening a positive image for Oxnard College in the community, the deans forward news about faculty recognition and student achievement to the Executive Vice President of Student Learning and the president's office for inclusion in the president's monthly newsletter, which is published and distributed to the Ventura County Community College District's Board of Trustees, the Chancellor's Office, and the local media (Ref IB.17). The information is also included in e-mail bulletins and newsletters to the campus community.

OCTV, the college's cable television station, produces the program "Students First," which showcases successful student profiles by student filmmakers who highlight achievement of students' career and transfer goals. They have also profiled the college president and presented her with on-camera questions from Oxnard College students on particular issues like increased enrollment fees.

The Oxnard College Institutional Effectiveness Report was developed and distributed to the college and district community (Ref IB.18). This report includes data from the past five years in relation to student outcomes and access. The Oxnard College Accountability Report to Its Community is currently being developed and will highlight areas of student achievement. Copies of the report will be distributed to the college community as well as key business and civic leaders in the service area.

The Oxnard College Community Perception Advisory Committee is currently being formed with members recruited for a formal



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meeting in the spring of 2004. Community leaders whose contacts and communications skills will benefit Oxnard College will meet to plan ways to advance the outreach goals of the college.

In July 2002, a community survey was developed in an attempt to gather information regarding perceptions about the college. This survey was administered at presentations made by the president at different community group events. In this survey, questions were asked about how community members obtain information about the college and how well informed they are about the college (Ref IB.19).

### **SELF-EVALUATION**

Currently, the Student Data Profile is accessible only to college staff on the Intranet, but it is planned to expand access to certain parts of the profile to the general public. The Director of Institutional Research has received positive feedback regarding the Research Briefs.

The Oxnard College Talking Points document was distributed and discussed at the Fall 2003 Flex Day activity and posted on the Intranet. The college president has considered circulating this information to the community via her presentations to service clubs and civic organizations. She has already distributed copies of the Talking Points to the area news media during interviews about the college.

Unfortunately, the ideal example presented above about how the academic and administrative partnership successfully informs the community about student success and achievement is the exception. Often there are times when information about student achievement does not get disseminated in a timely manner, if at all. For example, there is some confusion over which department on campus releases the Dean's List. Previously, when the president's office sent the letters, the list would immediately go out to local media in the form of a press release, which was usually published within a month's time. Now that other offices have the information—Student Learning, Student Services, and Admissions & Records—it can delay the information from being disseminated in a timely

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manner. Other campus events—Geography Bowl, the Oxnard College Awards Banquet, and Excellence in Service Award—are covered effectively if the Public Relations Specialist is present to write press releases or have them ready to be e-mailed and faxed on day of the event.

A need exists to assess the effectiveness of OCTV as a tool to communicate the quality of the college to the public. The limitations of OCTV are that it is only available to cable subscribers and it is not available in all areas in our service area (i.e., not televised in Camarillo).

No formalized process is in place at the college to assess the effectiveness of our communication of the quality of the college to the public; however, the community survey was one attempt to learn about the perceptions of our community regarding the college. The results of this survey were summarized in a Research Brief which was distributed to the campus community, discussed at the Fall 2003 Flex Day activity, and posted on the Office of Institutional Research Intranet website.

In the community survey, respondents were asked to rate how well the college is communicating the quality of the college to the public. In 2002-2003, this question received one of the lowest ratings among all the items on the survey. The only item with a lower rating was in relation to attracting economic development to the community.

The survey found that most respondents described themselves as either somewhat informed or not well informed about the college indicating a need for efforts to increase awareness of the successes achieved by Oxnard College students. The most common sources of information about the college among these community members were newspaper articles and family and friends. These results indicate the need for increased visibility in the local newspapers with an emphasis on student achievement (Ref IB.12 and IB.19).

Overall, it is evident from this survey that the college has not done well in communicating its success and the achievements of its students to the public. Although the sample in this survey is

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relatively small, the college still feels the information gathered thus far has been very informative and will lead to improvement in many areas, including how the college communicates the quality of the college to the public.

The college has already begun considering certain efforts to improve our communication of quality assurance with our constituencies. First, OCTV will investigate expanding coverage throughout the entire service area and produce more programming that showcases student achievement. Second, the Deans' Council will designate a specific department or division to be highlighted by the Public Relations department on a monthly basis—perhaps part of an annual observance, such as the English department observing National Poetry Month each April, or the Auto Technology department being recognized during Vehicle Safety Month. In addition, during the annual Community College Month observance, there would be a series of press releases on unique or innovative programs with follow-up efforts to have local media interview faculty for news features. Third, the Offices of Institutional Research and Public Relations will meet regularly to select an area of student achievement data to highlight and present to the public. Finally, the Deans' Council will help the Public Relations Specialist by locating Oxnard College student "success stories" to profile and offer "testimonials" as part of a multimedia radio, television, and newspaper campaign.

### **PLANNING AGENDA**

No plan is needed.

***IB.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 Planning and Consultation Council (PCC) is charged with the regular review of the college's Overall Planning Process. Every year prior to the end of the spring semester, PCC is to conduct this review

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process. Each year, feedback is solicited from the faculty, staff, and administrators directly involved in the process. PCC forms an ad hoc committee to synthesize the feedback for PCC's review (Ref IA.6, pg. 26).

Upon reviewing the feedback, PCC evaluates the effectiveness of the process and determines whether the process needs to be modified in response to any problems that have been identified. Proposed modifications are developed by PCC and then sent to the shared governance committees and constituency groups for their review and input. Suggestions from these groups are then forwarded back to PCC for final consideration. The revised process is presented for approval by PCC. Once approved, PCC forwards its recommendations to the president for final approval and adoption.

Upon arrival in July 2002, the president learned that the planning process was not integrated. Program Review, Unit Planning, budget allocation, and strategic planning were all occurring independently of each other. In response, the president established a planning task force to re-examine the college's Overall Planning Process. Three administrators were assigned to review and develop a process where strategic planning, Program Review, Unit Planning, and budget development are integrated and function together in a process that incorporates the college Mission, Strategic Plan, and Educational and Facilities Master Plans. The task force presented the proposed process to the Planning and Consultation Council, academic senate, and Financial Resources Committee. PCC recommended the process to the president, and it was adopted on November 5, 2002, for implementation in 2002-2003 (Ref IA.7).

### **SELF-EVALUATION**

The proposed Overall Planning Process was not fully implemented to plan for the 2003-2004 academic year as intended. Therefore, a review of the effectiveness of the entire process did not occur. However, part of the process did occur independently. Program Review began in 2000-2001, with eight programs having been reviewed. In 2001-2002, fifteen programs were reviewed; in 2002-2003, an additional fifteen programs were reviewed; in 2003-2004, the last programs were reviewed.

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Unit Planning did occur sporadically throughout the college where some areas developed their Unit Plans and others did not. As mentioned earlier, the Unit Planning process resumed in the spring of 2004 to plan for the 2004-2005 academic year. No entity on campus has been identified as having the official responsibility for reviewing resource allocation processes. It has been proposed that the Financial Resources Committee could have this task (Ref IB.13).

## **PLANNING AGENDA**

- 1.6            The Planning and Consultation Council will review the effectiveness of the Unit Planning process after its first full implementation for the 2004-2005 academic year.

***IB.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**

Program Review serves as the process used by the institution to evaluate instructional and student services programs. This process is described in detail in Standard IB.3, above. At the end of each academic year, the Program Review Committee reviews the process and makes revisions for improvements. The Planning and Consultation Council (PCC) has given the Program Review Committee the authority to make changes to the process based on the Committee's history of effectiveness and consistency.

Throughout the year, the Program Review Committee (PRC) is continually monitoring the process and making note of any problems that arise in the process. In 2002-2003, the Program Review Committee Chair began interviewing past participants in the process to obtain feedback related to their experience with the process and how it can be improved. This information is presented to the PRC for consideration. The Committee proposes changes to the process for approval. Once approved, changes are made for implementation in the subsequent year's process. The new approved process is forwarded to PCC as an informational item and shared with the campus community.

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## **SELF-EVALUATION**

Evidence of the success of this annual evaluation of the Program Review process is seen in the improved quality of the Program Review reports and increased investment of faculty and staff in the process. Each year, the reports have become more thorough, comprehensive, and the analysis of data has improved.

Below are some of the changes implemented as a result of the Program Review Committee's annual review:

- In 2001-2002, the Program Review Committee revised the Program Review report guidelines, to strengthen development of recommendations and focusing particular attention on data analysis and student success;
- In 2002-2003, the Program Review Committee Chair conducted a series of workshops to help participants in the writing of the Program Review Report;
- In 2003-2004, the Program Review Committee made the following improvements:
  - An orientation was conducted to assist participants in understanding the process;
  - The Director of Institutional Research met with individual program staff regarding the uses of data;
  - The report guidelines were revised to be clear, concise, and more directive;
  - Advanced notice of all due dates for the Program Review were distributed to all participants at the beginning of the academic year;

## Standard I: Institutional Mission and Effectiveness

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- Separate report guidelines were created for Student Services programs; and
- Programs were asked to identify student learning outcomes at the program level (Ref IB.20).

Below are examples of three programs from student services, learning resources, and instruction that went through Program Review and have implemented recommendations by the PRC into their prospective program.

### EOPS (Extended Opportunity Programs and Services)

PRC recommended the program explore how it can track students' success after they leave the program and the college. In January 2004, an EOPS counselor was granted a sabbatical for spring 2005 in order to track former EOPS students' success after they leave Oxnard College (Ref IB.21).

### Tutoring Center

PRC recommended the Tutorial Center expand its coordination with other units to increase student access to resources. In addition, it was also recommended that the Tutorial Center coordinate tutoring services with off-campus programs. As of the fall of 2003, in collaboration with the math and science departments, tutoring services are being offered to students on and off campus on Saturdays for two hours. As a result, the number of students being served has doubled. Tutoring services are being provided to more than 30 students each Saturday in the areas of math, chemistry, physics, biology, and economics (Ref IB.22).

### Automotive Technology

PRC recommended the program explore the feasibility of hiring a full-time instructor to facilitate the program's growth of 45% in FTES over the past 12 months. As of the spring of 2004, Auto Technology has been approved by the college and district to hire a full-time instructor for the fall of 2004 (Ref IB.22).

### **PLANNING AGENDA**

No plan is needed.

# Standard I: Institutional Mission and Effectiveness

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## SOURCES

- IA.1 Oxnard College Mission, Vision, and Goals
- IA.2 2002-2003 Community College Transfers to UC and CSU: Comparison among Colleges with Student Populations between 6,000 and 10,000
- IA.3 Oxnard College Catalog
- IA.4 Oxnard College Schedule of Classes
- IA.5 Sample agendas from college-wide committees
- IA.6 Shared Decision Making and Collegial Consultation at Oxnard College
- IA.7 Oxnard College Overall Planning Process
- IA.8 Oxnard College Unit Planning Process and Instructions
- IA.9a 2004-2005 Oxnard College Program Review Report Guidelines – Instructional Programs
- IA.9b 2004-2005 Oxnard College Program Review Report Guidelines – Student Services
- IA.10 February 11, 2003 Board of Trustees minutes
  
- IB.1 Groups Meeting on Campus
- IB.2 Materials from the Student Learning Outcomes Workshops
- IB.3 Minutes from the Planning and Consultation Council meetings in 2003-2004
- IB.4 Minutes from October 16, 2002; November 13, 2002; March 19, 2003; November 12, 2003; February 11, 2004; March 10, 2004 meetings of the Curriculum Committee
- IB.5 Results from 2000 Employee Survey



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## SOURCES (continued)

- IB.6 Results from 2004 Employee Survey
- IB.7 Oxnard College Strategic Plan 2000-2003
- IB.8 Oxnard College Educational Master Plan
- IB.9 Oxnard College Facilities Master Plan
- IB.10 Oxnard College Program Review Process
- IB.11 Oxnard College Program Review Instructional Data Examples
- IB.12 Oxnard College Research Briefs
- IB.13 Sample Unit Plans
- IB.14 Oxnard College Student Data Profile
- IB.15 Oxnard College Talking Points
- IB.16 Examples from Oxnard Union High School District Newsletter and Spanish-language publications
- IB.17 President's newsletters
- IB.18 Oxnard College Institutional Effectiveness Report
- IB.19 Oxnard College Community Survey Instrument and Research Briefs
- IB.20 Program Review Report Guidelines from 2001-2002, 2002-2003, and 2003-2004
- IB.21 Program Review Reports from 2002-2003
- IB.22 Program Review Reports from 2001-2002

## 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.

### A. INSTRUCTIONAL PROGRAMS

**Faculty Co-Chair: Ana Maria Valle**

**Administration Co-Chair: Steve Hall**



#### List of Participants

Ross Fontes, Faculty (Lead Person)

Ishita Edwards, Faculty

Carole Eustice, Faculty

Carmen Guerrero, Faculty

Mary Ellen Kazmark, Faculty

Ed Lynch, Faculty

James Merrill, Faculty

Judy McArthur, Faculty

Maria Parker, Faculty

Vern Simmen, Faculty



## Standard II: Student Learning Programs and Services

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### ***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.***

#### **DESCRIPTIVE SUMMARY**

The college district sets as its goal and accepts responsibility for meeting the educational needs of students who enter its colleges by offering comprehensive programs and services. Oxnard College is open to all eligible students who can benefit from instruction. Oxnard College develops its courses and programs, independently from its sister colleges in the district, with the flexibility sufficient to respond to changing student and community needs. Oxnard College offers learning opportunities for students to gain an understanding and appreciation of the country's social institutions, environment, and cultural heritage, along with a sense of responsibility and citizenship in a democratic society.

Oxnard College provides instructional programs in general education, vocational, transfer, developmental English as a Second Language, and special education. All Oxnard College's instructional programs are developed through a collaborative process by the faculty beginning at the department/division level leading to recommendation for approval from the college's Curriculum Committee to ultimate approval by the district's Board of Trustees. The Curriculum Committee Handbook (Ref IIA.1) and the Curriculum Committee website (Ref IIA.2), sponsored and maintained by the academic senate of Oxnard College, are the primary resources used by faculty to guide them in curriculum development as it relates to process and regulatory compliance. Faculty use additional resources including, but not limited to, guidance from courses offered at receiving colleges and universities, professional organizations, and industry requirements. The process ensures that all instructional programs are consistent with the college's mission.

## Standard II: Student Learning Programs and Services

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It is the goal of the curriculum approval and the Program Review processes to ensure that all courses are reviewed for currency and academic rigor at least every five years.

### **SELF-EVALUATION**

Curriculum development is an ongoing process that provides the foundation to ensure that all instructional programs and courses adhere to regulatory requirements and that they are congruent with the institutional mission. Some faculty perceive the curriculum development process as too structured and bureaucratic. The Curriculum Committee continues to monitor its processes and develops and implements changes when appropriate to continually improve the process. Although some instructional departments have not completely implemented a five-year review of their courses, all departments are working towards achieving this goal.

### **PLANNING AGENDA**

No plan is needed.

***IIA.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**

Through the Oxnard College philosophy of shared governance, the Program Review, Unit Planning and the Curriculum Review Processes ensure that all instructional programs at Oxnard College are in support of the institution's mission regardless of where and how they are taught. Instructional offerings at Oxnard College comply with the institutional mission to provide a nurturing educational experience supported by the core values of diversity, community, excellence, integrity, civility, lifelong learning, shared decision making, and vision.

To ensure that all institutional programs and services are of high quality and appropriate to an institution of higher learning, Unit Planning and Program Review are ongoing evaluative and improvement processes invoked by the college. The Unit Planning and Program Review processes serve to assess instructional program currency, teaching and learning strategies, and student learning outcomes.

## Standard II: Student Learning Programs and Services

The Oxnard College Curriculum Committee has the responsibility of approving instructional programs that are in congruence with the philosophy and the mission, goals, and vision of the college. The Curriculum Committee makes recommendations to the Board of Trustees for approval of courses and programs.

### **SELF-EVALUATION**

Instructional programs have benefited from participating in the Program Review, Unit Planning, and Curriculum Review processes. The process of Curriculum Review has helped to ensure that all off-campus instructional programs, such as the PACE, High School Partnership, and distance education are held to the same standards as all instructional programs. Eventually, as all programs continue through the process of periodically reviewing programs' suitability to the college mission, Oxnard College students will continue to benefit from a college with a unified mission and an agenda that seeks to uphold that mission.

According to the 2003 District Survey of Student Perceptions, 84% of students are satisfied with the overall quality of instruction at Oxnard College. This figure is identical to the 84% of students who were satisfied in the 2000 survey (Ref IIA.3 and IIA.4). While these figures do not indicate improvement, they also do not indicate a negative change.

### **PLANNING AGENDA**

No plan is needed.

***IIA.1a. 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**

Institutional research and data analysis is the responsibility of the Oxnard College Office of Institutional Research. There are several campus and departmental analytical reviews demonstrating that

## Standard II: Student Learning Programs and Services

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instructional programs are relevant to the interests, needs, goals, and aspirations of the students served at Oxnard College. Instructional and student service departments also compile data for program-specific goals. However, with the development of the Office of Institutional Research (OIR), information can be accessed through the office's Intranet site (Ref IIA.5).

The Matriculation Office administers an assessment test to determine students' academic learning needs as they relate to enrolling in English, Reading, Math, and English as a Second Language courses. Those students who do not place into college-level courses are offered developmental English, Math, and English as a Second Language courses to help them develop the skills to be successful in transfer-level vocational and non-vocational courses. The Educational Assistance Center (EAC) promotes the educational and vocational potential of students with mobility, visual, hearing, speech, learning, acquired brain injuries, developmental, or other disabilities through total integration into the mainstream of college life. Educational Opportunity Programs & Services (EOPS) provides services to educationally and economically disadvantaged students. The primary objective of this program is to give students the opportunity and assistance necessary to successfully complete their transfer and/or vocational program at Oxnard College.

Research request forms have been developed for departments requesting assistance from the OIR to conduct program or departmental-specific research. The information generated from the OIR is also instrumental in the Program Review and Unit Planning processes. Program Review guidelines require that programs analyze data and explain changes in the data, identify trends, provide contextual explanation for these changes, and estimate where these trends are going in the next three to five years. The Unit Planning process requires research and review to assess program quality and guide institutional development (Ref IIA.6).

The Extended Opportunities Programs and Services (EOPS), Financial Aid, Matriculation, and the Educational Assistance Center (EAC) programs reflect Oxnard College's commitment to provide services consistent with the educational preparation, diversity, demographics, and economics of the community. Through the Student Services Council, these services are in constant communication with each other. Since many students enrolled at Oxnard College test into developmental courses, it is paramount to provide testing

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that ensures appropriate course placement. Often the same student who is enrolled in developmental courses is utilizing the services provided by EOPS, Financial Aid, and EAC.

The data compiled by the OIR reflect the institutional goals of improving student success by increasing rates of awarding degrees, certification, graduation, transfer, retention, and enrollment. This centralized information is of benefit to the college because interested students, faculty, staff, and community can access current and accurate information.

### **SELF-EVALUATION**

It is apparent that the college is transforming from the compartmentalized research modes of the past and is working towards a centralized department for research and information. The OIR has conducted research that has played a major role in the collecting, organizing, compiling, and disseminating of information at the college. Program Review and Unit Planning have been enhanced with the information and resources of the OIR. The current challenge of the college is to continue to work towards the full utilization of data to achieve the stated learning outcomes.

However, the OIR is not adequately funded to ensure its ability to respond to all requests from departments. Currently the OIR consists of two staff members, the Director and her assistant, with a very limited budget for supplies and no budget designated to conduct research.

### **PLANNING AGENDA**

- 2.1 The Office of Institutional Research will utilize the Unit Planning process to advocate for increased resources and seek alternative solutions in the interim.

***IIA.1b. 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**

Various modes of delivery are currently being utilized at Oxnard College. These include lecture, lab, large group, small group, physical demonstration, television, computer-based instruction,



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and Internet courses. Instructors, in conjunction with other department faculty, determine what type(s) of delivery is(are) appropriate for each course to meet the current and future needs of our students. Faculty members then prepare and submit a course outline, which includes a section on the Methods of Instruction. This section explicitly requires that faculty specify how each mode/method of instruction relates to one or more of the course objectives (Ref IIA.1).

The Curriculum Committee has the responsibility for developing the educational program in accordance with the philosophy and objectives of the college for recommendation to the Board of Trustees for final approval. As delineated in the Curriculum Committee Handbook, one of the roles of Curriculum Committee members is to help maintain the integrity of the courses by reviewing and approving all courses before they are offered. This role includes the review of any new modes of delivery, such as distance learning. A separate appendix page is required if the course is to be offered by distance learning. The distance learning appendix is reviewed by the Committee to ensure that the course meets Title 5 regulations involving instructor-student contact hours, apportionment, and credit. In addition, objectives, content, evaluation of student outcomes, class size, and instructional equipment needed are discussed in terms of their effectiveness by the distance education methodology.

After courses receive first reading approval by the Curriculum Committee, courses are reviewed at the district level at the District Council of Student Learning (DCSL). One of DCSL's responsibilities is the requirement to receive, review, and forward to the chancellor's cabinet for further review all course and program proposals that it deems satisfactory for board approval.

### **SELF-EVALUATION**

In the 2000-2001 school year, Oxnard College began a Program Review process to assess on an ongoing basis the quality of programs at Oxnard College, as quality relates to the college's mission and goals (Ref IIA.7). This process includes a review of all course outlines and programs. We are currently in the third year of a three-year cycle. Thus, by the end of the 2003-2004 school year, the goal is that all programs and courses will have been reviewed.

In the spring of 2003, the Curriculum Committee adopted the practice of requesting informal narrative descriptions of distance-education proposals because it was felt that the checklist format of

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the distance-education appendix was inadequate. This checklist format is an interim measure while a new more informative appendix is developed.

### **PLANNING AGENDA**

- 2.2            The Curriculum Committee will adopt a more comprehensive distance learning appendix.

***IIA.1c. 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**

As stated in the Curriculum Handbook, one of the roles of the Curriculum Committee is to help maintain the integrity of courses by reviewing and recommending course and program additions, revisions, and deletions. The committee recommends policy related to academic offerings to the District Council of Student Learning (DCSL). The Curriculum Committee must review and approve all courses before they are offered. This review includes scrutiny of the course description, the course content, and the measurable learning outcomes (objectives) submitted within the course outline packet prepared by faculty. The guidelines for completion of section III of the Oxnard College Course Outline (Ref IIA.8) directs the author to:

State, in measurable terms, what students should be able to do after completing the course. Verbs selected from the more complex competencies of Bloom's taxonomy are preferable to those from less complex competencies, such as "define," "explain," "analyze," "synthesize," "solve," etc. Objectives should broadly relate to the catalog description and meet the stated needs of the course as presented in section I.B. (reason course is being offered).

Curriculum Committee members also serve as resources to assist academic personnel, both administrative and teaching, in completing curriculum forms in accordance with the Standards of Good Practice for Curriculum Committees adopted by the State Academic Senate in 1996 (Ref IIA.9). A subcommittee has been set up to perform a "technical review" on the documents to ensure

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consistency, completeness, and correctness. In addition, all course outlines including appendices, are posted online at least one week prior to the Committee meeting to give members ample time to review the curricula submitted.

### **SELF-EVALUATION**

Since 2000-2001, new and revised courses have included learning outcomes (identified on the course outline form as "Course Objectives") expressed in measurable terms. As part of the program review process, learning outcomes are established at the program level. The next step is for the college to establish learning outcomes at the program and institutional level.

Student achievement is assessed in various ways depending on the program. One good example of a program working towards the implementation of student learning outcomes is Mathematics. In the fall of 2002, the Mathematics Department began giving a partial "common" final – 10 questions that span the desired outcomes – in developmental courses that had numerous sections taught by various instructors. Only pre-algebra was targeted the first semester. Basic Arithmetic and Elementary Algebra were added last spring. In fall 2004, all developmental courses will be given a partial "common" final. As data are collected, an item analysis will be completed and summarized. From this, the department will be able to determine the weak areas: the objectives that the students are not retaining. Instructors will give more emphasis to those areas in subsequent classes.

In the 2003 District Survey of Student Perceptions questions were added to find out from students how much they believe the education at Oxnard College has contributed to their improvement in several areas. The table below presents the results from this survey (Ref IIA.3).

The figures in the table are percentages.

	<b>Great Deal</b>	<b>Somewhat</b>	<b>Very Little</b>	<b>Not at all</b>
Reading	28.3	43.8	12.1	4.6
Writing	37.4	40.7	10.3	3.4
Oral Communication	33.5	40.3	13.2	4.7
Math/Quantitative Reasoning	25.6	34.0	13.9	7.5
Analytical/Critical Thinking	27.9	43.7	12.2	3.9
Technology/Use of Computers	20.9	27.7	18.0	10.4
Working with Others	31.5	39.5	15.1	5.6
Major/Specialization	30.9	35.5	13.5	6.8
General Education	29.8	38.9	11.2	3.9

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According to these results, students believed that their education at Oxnard College had contributed the most to their improvement in writing, oral communication, working with others, and their major. The area where students said their education had helped them the least was technology and the use of computers, most likely due to the fact that most students already possess these skills when they arrive at the campus (Ref IIA.3).

### **PLANNING AGENDA**

- 2.3 Through its shared governance processes, the college will develop integrated procedures for establishing student learning outcomes at the course, program, certificate, degree, and general education levels and for evaluating student achievement of these learning outcomes.

***IIA.2. The institution assures the quality and improvement of all instructional courses and 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**

#### Credit, Collegiate, Developmental, and Pre-collegiate

All courses offered for credit — collegiate, developmental, and pre-collegiate — are approved through a governing-board adopted process that requires faculty authorship, approval at the department level, review by the division, and approval by the college's Curriculum Committee, which is a subcommittee of the academic senate. All new or substantially revised courses or programs also receive review at the District Council of Student Learning (DCSL) prior to approval by the governing board. This procedure is outlined in the Curriculum Committee Handbook (Ref IIA.1) and in the Oxnard College Faculty Handbook (Ref IIA.10).

#### Community Services

The practice at Oxnard College is that new Community Services courses are to be reviewed by academic departments with

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curriculum in similar disciplines prior to review by the Curriculum Committee as information items. This process is intended to identify and informally resolve potential concerns about instructional integrity or duplication. Per Title 5, the governing board must approve all new community services courses. About ten years ago, due to budgetary reasons, Oxnard College discontinued the Community Service Program, except for Traffic School. In the fall of 2003, in anticipation of the re-establishment of a Community Services Program, the Curriculum Committee reaffirmed previous processes for the submission of Community Services courses through the Curriculum Committee.

### Study Abroad

The college has not offered study-abroad programs for a number of years. However, the process for approval of study-abroad programs is district-wide and involves a specific proposal format, and review and approval at the department, campus curriculum committee, and governing board levels, with review by DCSL prior to presentation to the governing board.

### Contract Education

The Oxnard College Contract Education Program (OCCEP) offers workforce development and contract education courses using both existing college credit curricula and courses of study designed specifically to meet employer need. Existing credit curriculum has been approved through the college/district curriculum approval process. When developing non-credit, customized courses, college staff base the design of this curriculum on an interview and needs assessment for a given employer. The specific elements of content are selected by the employer and college staff with the intent of providing employees with the opportunity to acquire a skill set that complements employer needs.

### Alternative Delivery Modes and Locations

Courses to be offered via distance education must be presented for Curriculum Committee approval with a checklist format Distance Education Course Appendix (Ref IIA.11), which addresses the following Title 5 regulations:

- use of communication technology;
- hours claimed for apportionment and as the basis for awarding of unit credit;

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- coverage of objectives and content as specified in methods of instruction, assignments, and evaluations of student outcomes; and
- appropriateness of methodology, equipment, materials, and training for class size, and regular, effective instructor-student contact.

This appendix must be submitted with new courses to be offered via distance education or with a copy of a current course outline in the case of existing courses to be offered via distance education for the first time. Course outlines must have been updated within the past five years to receive distance-education approval from the Curriculum Committee.

### Off-Campus Programs

All courses offered in alternative locations and modes, such as the High School Partnership or Program for Accelerated College Education (PACE) programs, must conform to the course outlines of record. Responsibility for this curricular integrity rests with the faculty of the departments.

The Curriculum Committee, through the Office of Student Learning, maintains a database that includes the date of the most recent review of each course in the catalog. The Curriculum Committee expects all courses to have been reviewed within the past five years. Programs are required to address the currency of existing courses within the Program Review process.

### **SELF-EVALUATION**

The integrity of the credit curriculum is solid and continues to improve as the course outlines of record become more comprehensive. The campus has not yet been able to meet the goal of bringing all courses to the five-year currency goal. The hiring of a coordinator for the PACE program in 2001 has contributed substantially to faculty confidence in the integrity of courses offered in the PACE mode.

In the spring of 2003, the Curriculum Committee adopted the practice of requesting informal narrative descriptions of distance-education proposals because it was felt that the checklist format distance-education appendix was inadequate. This is an interim measure in place during the development of a new more informative appendix.

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Because the college has offered so few community services courses, there has been institutional lack of familiarity with the review and approval process. The Curriculum Committee Co-chair has worked with the committee and with staff who have been involved in the limited development of community services courses to educate them about the procedures. While there is no question about the quality of the offerings of the Oxnard College Contract Education Program (OCCEP) for workforce development and workplace learning, the Curriculum Committee has expressed interest in greater sharing of information about not-for-credit offerings through this office.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.2 in Standard IIA.1b.

- 2.4            The Curriculum Committee Co-chairs will develop the means for collegially sharing information between the Curriculum Committee and the Contract Education Program.

***IIA.2a. 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**

As stated in the Faculty Handbook (Ref IIA.10) and cited in the Curriculum Committee Handbook (Ref IIA.1), curriculum development is a primary responsibility of the college faculty. Proposals for new courses or revisions to existing courses may be initiated by any number of sources: students, faculty, administration, advisory committees, or members of the community. However, a member of the college faculty must make any formal proposal (Ref IIA.1).

The Curriculum Committee is a subcommittee of the academic senate, and with the exception of one voting administrator and one voting student, the voting membership is composed exclusively of faculty. The Executive Vice President of Student Learning serves as a non-voting co-chair. Curriculum development procedures are well documented in the Curriculum Committee Handbook, which

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is available on the Curriculum Committee website. This website also provides all the necessary forms, as well as a comprehensive set of links to curriculum resources (Ref IIA.1).

The Curriculum Committee-adopted course outline form (Ref IIA.8) includes a section for course objectives, which must be stated as measurable student learning outcomes. The outline also includes sections for teaching methods and methods of assessment related to those student learning objectives.

As described in the summary section for Standard IIA.2, above, the course and program approval process includes approval at the department and Curriculum Committee levels and by the governing board. Prior to submittal to the full Curriculum Committee, courses undergo a technical review and articulation review. The purpose of technical review is to address matters of format, typographical errors, and potential material deficiencies. New and revised courses and programs receive two readings from the Curriculum Committee. New or substantially revised courses or programs are then reviewed by the District Council of Student Learning (DCSL) between the Curriculum Committee's first and second readings, and its recommendations for course improvement are considered. DCSL's review includes a review by a subcommittee on curriculum as well as by the full membership of DCSL.

In recent years, the Curriculum Committee has made a transition to an almost paperless approval process, involving the submission and tracking of course materials electronically. The Curriculum Committee website has become the repository of course proposals to be reviewed by committee members prior to action meetings. An Internet-linked computer and data projector are used during committee meetings to access course outlines during discussion, as well as to access resource material, such as Title 5, during deliberations.

Departments and divisions are responsible for determining the scheduling and scheduling modes of courses, and for ongoing attention to instructional quality. The Curriculum Committee guideline is that all courses must be reviewed for currency at least every five years. All college programs, including instructional programs, are periodically reviewed through the Program Review process. Instructional Program Review is to include broad faculty involvement at the discipline level (Ref IIA.7). The Program Review



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Committee, which includes six faculty members, three administrators, two members of the classified staff, and one student representative, annually reviews its documents and procedures. Programs are reviewed every three years.

In the area of workforce development and workplace learning, the Oxnard College Contract Education Program adheres to and fully participates as a member of the Economic and Workforce Development Department and the State Chancellor's Contract Education Network, which also reviews and monitors the quality of curriculum and services statewide. An additional indicator of successful learning outcomes in contract education is employer satisfaction.

### **SELF-EVALUATION**

The curriculum approval process has developed to reflect a strong commitment to curricular integrity and student learning. At the same time, there is a perception by some members of the campus community that the process has become so involved as to discourage curriculum development and revision. Personnel turnover, the transition to electronic submission, the expansion of the student learning elements of the course outline, and concerns about the technical review process all contribute to this perception.

From 2000-2001 to the present, tremendous turnover has occurred at the dean level. For example, some departments now have their fifth dean since the spring of 2000 (in addition to a semester with no dean). There has also been turnover and reorganization in clerical support from the division level all the way to the Office of Student Learning. This turnover has led to a loss of institutional knowledge about curriculum practices and an almost constant learning curve. Added to this learning curve is the recent transition to electronic curriculum submission and review.

The electronic submission process has streamlined some parts of the process, for example allowing for simultaneous articulation and technical review, and it has substantially eliminated paper waste. The change in processes, however, requires an adaptation on the part of an already disrupted faculty and division structure, an adaptation that will occur with additional explanation and with familiarity. This change has also proven to be a challenge to the digital information skills of some faculty members.

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The final concern arises with the institutionalization of the technical review process. Prior to adopting this step, the Curriculum Committee spent much of its time "nitpicking" details of format, punctuation, grammar, etc. In order to allow the committee to concentrate on matters of substance, the technical review phase became a formal step prior to submission to the full committee. Some faculty members have questioned the consistency of scrutiny among different reviewers and where the line between format and content is drawn in technical review.

The Program Review process is in the third year of its new format and is functioning well. The college now has stated student learning outcomes at the course level and through the Program Review process is establishing them at the program level. The 2003-2004 Program Review process requires that programs develop outcomes and identify means of assessment. Through this process, faculty awareness of student learning outcomes is being fostered and outcomes institutionalized.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.3 in Standard IIA.1c.

- 2.5 Curriculum Committee Co-chairs, Student Learning Administrative Assistant, and lead technical reviewer will review curriculum submission and tracking procedures and prepare a revised curriculum development flowchart and simplified narrative instructions to distribute to all division offices, department chairs, and Curriculum Committee representatives.

***IIA.2b. 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**

Each course in the credit curriculum includes objectives that are to be stated as measurable student learning outcomes. Courses and

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instructional programs are proposed by faculty members and approved by faculty in the department before presentation to the Curriculum Committee. All occupational programs have advisory committees, which meet with varying frequency. In addition to the advisory committee resource, occupational programs also use the Core Indicators available statewide, which are important criteria for continued Vocational Technology Education Act (VTEA) funding (Ref IIA.12). The State establishes goals for each of four Core Indicators for which each occupational program monitors its progress and improvement in the areas of achievement, completions, placement, etc. Departments receiving VTEA funding each academic year between 2000 and 2003 have met the eight required criteria for VTEA funding.

The process for establishing new transfer and occupational programs requires a statement of goals and objectives of the program. The California Community Colleges Course and Program Approval Handbook (Ref IIA.13) offers specific student outcome requirements for such statements of goals and objectives. For transfer programs, "the stated goal of the program must include (but not be limited to) the preparation of students for one or more baccalaureate majors, which must be specified in the goal." For occupational programs, "the objectives of the program must list the main competencies students will have achieved that fulfill the needs and requirements of that occupation."

Through a recently added section of the Program Review process, the college has begun to institutionalize the assessment of student progress toward learning outcomes. In addition, individual programs may have internal or external measures of student progress toward learning outcomes; however, there are not yet institutionalized measures of learning outcomes in all programs throughout the college (Ref IIA.7).

In the 2002-2003 academic year, the institution began a campus-wide dialogue on student learning outcomes. In 2003-2004, the college began offering workshops on student learning outcomes, especially with regard to incorporating them within Program Review. Advisory committees and State Core Indicators can be instrumental in assisting occupational faculty in establishing program outcomes and means of assessment.

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### **SELF-EVALUATION**

While student learning outcomes are stated as objectives at the course level and are a basis for student evaluation, the college is still working toward establishing and assessing outcomes at the certificate, degree, and program levels for most programs. One example of a program-wide approach to outcomes is a section of common final exam questions being used in the math department, which helps the department ascertain how consistently key concepts are being learned.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.3 in Standard IIA.1c.

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

### **DESCRIPTIVE SUMMARY**

The instructional faculty are well qualified through education and experience in their disciplines. The 2003 District Survey of Student Perceptions includes asking students about the quality of instruction received at the college. External evidence of instructional quality includes student achievement by external measures such as the success rate on dental hygiene board exams, in occupational placement, and in students' academic performance after transfer (Ref IIA.3).

Faculty members within the disciplines, and advisory committees where appropriate, have the responsibility of monitoring breadth, depth, and rigor of programs, and of recommending changes to courses and programs as needed. All course and program revisions must be approved by the departments and the Curriculum Committee through the curriculum approval process.

Individual departments and divisions review and recommend the sequencing of courses. The most recent college-wide review of sequencing and time to completion was conducted in the spring of 2000, as an internal scanning process preparatory to a visioning retreat. At that time, 12 programs indicated that they planned their cycles of offerings semester-by-semester, 16 planned a year in advance, and 11 reported planning 2 or more years in advance. In

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that study, 19 programs reported that required courses and sufficient electives were offered to allow students to complete a degree or certificate within two academic years, and 10 indicated that they were not.

### **SELF-EVALUATION**

All available internal and external measures indicate that the quality of instruction is high. In the Spring 2003 Survey of Student Perceptions, 83.7% of respondents indicated that they were satisfied or very satisfied with the overall quality of instruction. Those who were neutral accounted for 14.1%, while only 2.2% reported that they were dissatisfied (Ref IIA.3). The California State University system (CSU) provides student data in the CSU's California Community College Academic Performance Reports. The reports for the most recent three years for which data are available indicate that while Oxnard College students have slightly lower persistence rates at CSU institutions than the system-wide average, Oxnard College transfer students consistently maintain equivalent or slightly higher grade point averages than the system-wide GPA (Ref IIA.14).

Some programs are unable to offer a timely sequence of courses or sufficient sections at a variety of hours to allow students timely completion. As a result, students may complete their coursework at other institutions. Inadequate numbers of offerings may be the result of a lack of available qualified instructors, insufficient funding available to instructional programs, and the reluctance to allow low enrolled courses.

### **PLANNING AGENDA**

No plan is needed.

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

### **DESCRIPTIVE SUMMARY**

In addition to traditional classroom-based instruction and lab courses, an increasing number of courses are offered through distance-education modes for students with schedule or transportation constraints or who seek alternative modes of instruction. For example, the fall 2003 schedule included four telecourses, three fully online composition courses, five hybrid

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online composition courses, and fully and hybrid online courses in a variety of disciplines. The college offers a Program for Accelerated College Education (PACE) for accelerated learning. Courses in English language acquisition and developmental English include lab hours for alternative reinforcement of skills covered in the classroom. Individualized courses in specific English skills are offered in individualized, self-paced modules in the Learning Center and use a variety of materials to address different learning styles. Courses in many disciplines now use computer-assisted and Internet support of classroom instruction (Ref IIA.15).

To serve the large Spanish-speaking segment of the college's community, several courses in automotive technology, child development, computer information systems, and English as a Second Language (ESL) are offered either bilingually in Spanish and English or with Spanish-language assistance. A Spanish-language section of the printed schedule of classes lists what is known as the English Spanish Program of Instruction Granting Access (ESPIGA) schedule, indicating which classes are offered in these modes and/or welcome students with limited English proficiency. The college's ESPIGA program is currently inactive (Ref IIA.16).

Through the Educational Assistance Center, support courses for students with learning disabilities are offered; accommodations such as American Sign Language (ASL) interpreters and extended test-taking time are provided; and learning styles and disabilities surveys are made available to all classes. In addition to traditional tutorial support, the Tutorial Center offers drop-in assistance in child development, English, ESL, math, and Spanish. The Tutorial Center also offers a series of study skills workshops and workshops on learning styles, some presented in Spanish. A federal Title V grant supports a Supplemental Instruction (SI) program in which student peers attend classes in math, ESL, and English and hold additional discussion and reinforcement sessions with students.

### **SELF-EVALUATION**

As an institution that has always placed a priority on helping students achieve success, the college has in place a variety of approaches to accommodate students and improve student learning. The ever-increasing use of computer and Internet resources extends the reach and reinforcement of instruction. At the same time, care must be taken that the reliance on computer-assisted instruction and reinforcement is not to the exclusion of other media and approaches that address different student learning styles.

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Due to budget reductions, the college's services to Spanish speakers provided through the ESPIGA program have been dramatically reduced. Nevertheless, bilingual coursework is still offered, and staff bilingual in Spanish and English are available in virtually every student service area.

### **PLANNING AGENDA**

No plan is needed.

***IIA.2e. 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**

The periodic review of all courses is expected at least every five years. This is accomplished by discipline faculty review and revision, as necessary, followed by the approval of the revised course outline through the curriculum approval process detailed in the descriptive summary for Standard IIA.2a above. As mentioned below, programs are required to report on the status of their course outline review as part of the Program Review process.

Program Review is institutionalized in a three-year cycle. The Program Review process involves discipline faculty review with input from the area dean. Faculty complete a study which includes:

- description and background
- goals and objectives
- program effectiveness
- demand
- relationships and impact
- planning, development, and evaluation processes
- student success
- student learning outcomes
- resources
- diversity
- status of course outlines
- summary and conclusions (strengths and areas needing improvement)
- specific recommendations for improvement (Ref IIA.7).

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The Program Review Committee, comprised of faculty, administrators, classified staff, and a student representative, reads and evaluates each program's report and meets with lead faculty in the program to review the findings. Recommendations from the Program Review Committee are conveyed orally in the meeting and summarized in a written feedback report that is sent to the program.

### **SELF-EVALUATION**

The Program Review process is institutionalized and functioning effectively. While the Curriculum Committee urges the ongoing review of courses to meet the goal of review no more than every five years, not all courses have yet met that status. Therefore, while classroom practice and syllabi may remain current, that currency is not reflected in all outlines. The inclusion of the status of course outlines within the Program Review process has begun to bring attention to this issue.

### **PLANNING AGENDA**

No plan is needed.

***IIA.2f. 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**

This is an area in which the college is in the beginning stages of developing institutionalized practices for the ongoing evaluation of student learning outcomes. Individual course outlines include outcomes. Evaluation of student achievement of those outcomes remains largely at the individual course/instructor level. The ongoing program review process was revised for 2003-2004 to include consideration of learning outcomes at the program level; this is the first institutionalized step and will result in the publication of results, in that program review studies and feedback reports will be public documents presented to the departments/programs reviewed and to the academic senate when they address instructional/academic programs. The primary goal of program review is always improvement of programs, and the feedback reports



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encourage that recommendations from the program review process be considered in future unit planning for program improvement.

### **SELF-EVALUATION**

The Program Review process is institutionalized and functioning effectively. While the Curriculum Committee urges ongoing review of courses to meet the goal of review within a five-year period, not all courses have yet met that status. Thus, while classroom practice and syllabi may remain current, that currency is not reflected in all outlines. The inclusion of the status of course outlines within the Program Review process may help to address the issue.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.3 in Standard IIA.1c.

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

Currently, no disciplines use departmental or program exams exclusively for grading or advancing students within the curriculum; therefore, this standard is not applicable to Oxnard College.

***IIA.2h. 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**

Each course outline states course objectives in terms of learning outcomes and includes a section of typical graded assignments designed to demonstrate student achievement of those outcomes (Ref IIA.8). In accordance with Title 5 regulations, unit credit is awarded for lecture and laboratory time on the basis of the Carnegie unit. Course hours per unit are verified as part of both the technical review process and the Curriculum Committee approval process (Ref IIA.1). New courses or courses with unit changes receive an additional level of scrutiny at the District Council of Student Learning. The definition of a semester unit is included at the

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beginning of the "Announcement of Courses" section of the Catalog (Ref IIA.17, pgs. 59-61).

### **SELF-EVALUATION**

Oxnard College assigns credit to courses in conformity with commonly accepted norms in higher education and consistent with the requirements of Title 5. Students are granted credit when they achieve the learning outcomes stated in the course outline; these are measured by student performance on assignments, projects, tests, and other assessment instruments, which the instructor evaluates.

Granting degrees and certificates is based on the student's successful completion of the prescribed courses. As learning outcomes are defined and assessed, completion of the prescribed courses should demonstrate certain learning outcomes. For other learning outcomes, course completion alone may not be an adequate measure of student achievement; other methods of assessment will have to be devised.

### **PLANNING AGENDA**

No plan is needed.

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

### **DESCRIPTIVE SUMMARY**

Some programs, such as Addictive Disorders Studies, Accounting, and the Human Services option of the Sociology major, have catalog statements that indicate what successful completion prepares the student to do. Most programs do not have such statements. In 2003-2004, the Program Review process began requiring the identification of student learning outcomes at the program level.

### **SELF-EVALUATION**

Stated student learning outcomes are not yet fully institutionalized at the program, degree, and certificate level. As each program goes through Program Review, however, it will identify student learning outcomes, such that by the completion of the 2005-2006 Program Review cycle, each program should have some stated student learning outcomes.

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### **PLANNING AGENDA**

Refer to Planning Agenda 2.3 in Standard IIA.1c.

***IIA.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.***

### **DESCRIPTIVE SUMMARY**

The 2002-2003 Oxnard College Catalog includes a "statement of philosophy and rationale" as adopted on 3/17/99 regarding General Education (Ref IIA.17, pg. 39), collectively developed by the Oxnard College faculty, counselors, and staff. Though it does not offer a single, clear statement of Oxnard College's General Education philosophy, this section stresses the importance of general education in the curriculum at Oxnard College. It also draws attention to the rich variety of areas such as Natural and Social Sciences, Humanities, Language and Rationality, Physical Education and Health, and Ethnic and Women's Studies, that make up the array of General Education course offerings at Oxnard College. The spirit of Oxnard College's philosophy regarding General Education may be found in the following statement of its rationale:

The rationale of general education requirements is ancient and deeply rooted in a positive affirmation of human potential. Developing this potential has been linked to the study of the imaginatively rich and culturally diverse heritage of humanity.... A liberal arts education can help a student develop an inner capacity for both thoughtful contentment and flexible perseverance in living through the changing cycles of human experience. Through the assimilation of general education subjects and methods of inquiry, students can become wiser, more creative, more tolerant, happier, and more responsible participants in human history.

General Education is an essential part of the curriculum at Oxnard College. A rich variety of general education courses are arranged under the headings of Natural Sciences, Social

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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. Completion of the general education requirements listed under the Approved General Education Course List for AA and AS Designated Degrees is required for graduation from Oxnard College.

The framework for general education is based upon Title V requirements in the California Education Code and corresponds to the general education pattern of the University of California, California State University, and other four-year colleges and universities throughout the nation. Several general education patterns including the IGETC format are listed in this [college] catalog (Ref IIA.17, pg. 39).

The general education requirements are collectively developed by the Curriculum Committee, whose membership is composed of faculty representatives from various departments, staff, counselors, management, and students, to determine the appropriateness of the inclusion of courses in the General Education list. It is the responsibility of the representatives of the Curriculum Committee to bring forth the collective decisions of each department/division regarding issues such as the General Education list, among others. The process for the inclusion of courses in the General Education list begins with a proposal by individual faculty members in his/her submitted course outline/s (after due approval of their departments). The proposal is then put to vote at the Curriculum Committee. The criteria used by the Curriculum Committee in its determination regarding whether a course belongs in the General Education list is whether the course meets the Title 5 requirements and corresponds to the general education patterns of the University of California, California State University, and other four-year colleges and universities throughout the nation.

The appropriateness of each course in the General Education curriculum is an integral part of Curriculum Committee review and the articulation process. Both new course proposals and revised course outlines have their General Education designation checked. The cyclic review and submission of the IGETC curriculum and the CSU articulation lists offer a regular opportunity to review the

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pattern of General Education at Oxnard College. Student learning outcomes as defined in Title 5 descriptions of General Education disciplines are used, and the Oxnard College General Education requirements are wholly consistent with state mandated formats. Graduation requirements reflect the same comprehensive pattern of General Education requirements as the transfer curriculum. In addition, the Ventura County Community College District requires two American History/Institutions courses (such as U.S. History and Politics), Health Science and Physical Education courses and, for some students, an Ethnic/Gender course for graduation. Students must also complete a major or the Liberal Arts interdisciplinary core curriculum in order to graduate.

Specifically stated learning outcomes may be found in various course syllabi individually developed by faculty members, and often maintained in the Division administrative offices. The Office of Student Learning maintains all course outlines that clearly state the learning outcomes expected for each course.

### **SELF-EVALUATION**

There has not been a review of General Education goals and category requirements using the new system of defining student learning outcomes, but stated learning outcomes are a necessary part of the course outlines presented to the Curriculum Committee. Furthermore, across the college, learning outcomes are currently in their formative stages, and these are yet to be fully integrated into the educational framework of Oxnard College.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.3 in Standard IIA.1c.

***General education has comprehensive learning outcomes for the students who complete it, including the following:***

***IIA.3a. An 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 Oxnard College catalog specifically states its philosophy that:

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The expectation...that by completing a curriculum that included language arts, fine and performing arts, natural sciences, social sciences, mathematics, logic, analytical philosophy and physical education, a student would develop an honest, insightful, sensitive and moral capacity to think, communicate and live a fully human life (Ref IIA.17, pg. 39).

In the college's general aim to ensure its goals in the area of General Education, the catalog reiterates the larger philosophical intent of the college to introduce students to a wide variety of academic discourse and the methods of inquiry developed in each area. The catalog further emphasizes Oxnard College's intent to illustrate the depth, breadth, and diversity of knowledge, as to ensure that students have been adequately prepared toward the achievement of a variety of specific goals such as transfer education, individual growth and career development, critical thinking skills, multicultural appreciation, community life, and civic responsibility (Ref IIA.17, pgs. 39-40).

The above goals are substantiated by the inclusion of a wide variety of courses from the areas of natural, biological and physical sciences, social and behavioral sciences, and humanities, fine arts, languages, mathematics, women's/ethnic studies, and languages, and communication. These are specified in the 2003-2004 catalog's AA/AS General Education requirements (Ref IIA.17, pg. 43). The details regarding the number of units required from each category are described in general terms on page 42 of the catalog, and in more specific terms in the description of requirements for different majors throughout the catalog. A tabulated, abridged version of the catalog's AA/AS General Education information is presented below:

GE Area	Discipline Areas	Required Units
Natural Sciences	Biological Sciences and Physical Sciences	6 units—one course each
Social and Behavioral Sciences	American History/Institutions and Social and Behavioral Science	6 units—one course each
Humanities	Fine or Performing Arts and Humanities	6 units—one course each
Language and Rationality	English Composition, Communication and Analytical Thinking	6 units—one course each
Ethnic/Woman's Studies		3 units
General Liberal Arts and Sciences		9 units
Physical Education		1-1.5 units
Health Education		2-3 units

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### **SELF-EVALUATION**

The General Education offering of courses at Oxnard College make available a wide variety of choices in a variety of subject areas. The focus on the breadth of education in general education is well addressed. Though not entirely neglected, there appears to be a certain paucity of courses offered in the area of specific languages such as French, Russian, and Chinese, and in the area of International/Global Studies.

### **PLANNING AGENDA**

No plan is needed.

***IIA.3b. A capability to be a productive individual and lifelong 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 wide variety of courses offered at Oxnard College, both as means to satisfy its breadth of General Education requirements, and to satisfy the requirements of specific majors (as described in the Oxnard College Catalog), are designed to create lifelong learners and productive and motivated individuals. The development in the areas of oral and written communication may be evidenced in courses in the areas of speech, composition and writing (English), in specific, and mandatory written segments in most other courses offered. In the area of information competency and computer literacy, Oxnard College offers many courses in the areas of computer information systems and one course in library education. Scientific and quantitative reasoning may be found in the numerous courses offered in the areas of natural, biological and physical sciences, economics, and mathematics. The area of critical analysis and logical thinking is addressed in the methodology of such courses as logic and thinking critically in the subject area of philosophy and also in the analytical reasoning applied in most economics and mathematics courses.

Students are able to learn the ability to acquire knowledge through a variety of means as they gain proficiency in reading, writing, and computer literacy. In most courses offered at Oxnard College, and

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specifically in the courses offered in the areas of social and behavioral sciences and humanities, students are routinely encouraged to use library and Internet sources to acquire information and produce lengthy papers and reports. Evidence is found in the various course syllabi prepared by individual faculty members across the college and often maintained in the division offices.

### **SELF-EVALUATION**

Course descriptions from all academic disciplines (available in the college catalogue and online) indicate that general education courses consistently offer students many and varied opportunities to develop their intellectual skills, creative and effective abilities, positive social attitudes, facility with information technology, and multicultural perspectives.

The college has increased its efforts to provide access to information technology and to assist students in developing their technological competence with considerable success. Since the last accreditation self-study, new computer labs have been established in the Learning Center for student use. The college has implemented an "Adopt a Computer" program where computer equipment is acquired through corporate or individual donations and refurbished and installed with a variety of software. Eligible students apply to "lease" a computer for a nominal amount. Students have expressed satisfaction with this program primarily because many of them would not have computer equipment if not for this opportunity.

### **PLANNING AGENDA**

No plan is needed.

***IIA.3c. 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**

AA and AS degree requirements include courses from Social and Behavioral Science, Communication/Analytical Thinking, and Ethnic/Women's Studies. These required courses ensure that



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students develop an appreciation of ethics, gain interpersonal skills, develop a respect and sensitivity of cultural diversity, and are exposed to civic, political, and social responsibilities at all levels. Although certificate programs focus on specific skills, the same or similar courses in the above-named disciplines are usually required.

### **SELF-EVALUATION**

Although the current requirements for AA/AS degrees have adequately met the needs of Oxnard College students, it would behoove all disciplines to reexamine their courses in light of recent emphasis on student learning outcomes and the assurance that the stated outcomes are attainable and successful.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.3 in Standard IIA.1c.

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

### **DESCRIPTIVE SUMMARY**

All 46 instructional programs that lead to an associate degree at Oxnard College are designed to provide students a significant introduction to broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core. Thirty-nine programs are designed to lead to a vocational certificate, which prepares graduates for immediate employment in specific career areas.

Information about the design of degree programs is found in the catalog (both in print and online), departmental course outlines of record, instructor syllabi, and brochures for a variety of vocational programs.

In the catalog, many disciplines lay out a recommended major's sequence of courses, clearly delineating and describing a sequence progressing from broad introductory to more focused courses. In many disciplines, the first course listed is a beginning or "Introduction to" course, such as Introduction to Business. Programs such as Spanish and math recommend sequential courses, thereby marking progressively increased levels of skills and knowledge.

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Brochures developed for vocational programs often provide a suggested course sequence. The Electronic Technician Program brochure, for example, suggests a four-semester course sequence.

### **SELF-EVALUATION**

Because the model is traditional, designing degree programs that provide students with a broad foundation, knowledge of methods of inquiry, and focused study is relatively straightforward. Regularly scheduled program reviews as well as individual instructor revisions and designs for new courses, approved by the Curriculum Committee, help to ensure up-to-date, relevant programs which will meet the needs of both vocational and transfer-bound students. The college continues to refine the way in which it communicates clear and consistent information about programs to students to help them take courses in the most meaningful combination or appropriate sequence. The Curriculum Committee is exploring the possibility of maintaining the college catalog online that reflects curriculum changes in real-time.

Vocational program brochures are not kept up-to-date due to budgetary constraints. When program information is needed and brochures are unavailable, counselors and students usually photocopy the appropriate pages of the college catalog.

### **PLANNING AGENDA**

- 2.6            The Deans' Council will explore reallocating existing resources and possible alternative funding sources to produce program brochures.

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

### **DESCRIPTIVE SUMMARY**

Employment competencies are determined through advisory committees, occupational projections, job skills assessment, certification preparation and evaluation, instructor certifications within specified fields, and curriculum measurements against current trends, technological changes, and employment statistics.

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Vocational programs such as Fire Technology, Computer Information Systems, or Engineering Technology, do not have any formal methods of tracking students, but do collect information from former students informally and use that information anecdotally to demonstrate student success after leaving the program. These programs also have not developed a system to track current industry certifications that may have been gained by students once they matriculated from college. Engineering Technology is working with seven other community colleges (Project CREATE) to have access to certification pass rates directly from both Cisco and Microsoft, two of the areas that offer industry certificates. Thus far, the program has not been successful in acquiring such information. The Dental Hygiene Program maintains its own data regarding student success after program completion. These data include placement after taking the student board and national board exams as well as where students are employed after certification.

### **SELF-EVALUATION**

Engineering Technology, Fire Technology, and Computer Information Systems have undergone planning and Program Review procedures to ensure course effectiveness for both students and curriculum. This process takes place every three to five years. In the case of Fire Technology and Dental Hygiene, curricula is developed and governed by external agencies. All curricula has been evaluated and updated to meet the current occupational and technological trends.

The college's Dental Hygiene Program has experienced exceptional success since its inception in 1998-2000. Students in the program have maintained a 100% pass rate in the state board exams and a 100% employment rate since program inception. The program has maintained an average 95% student retention rate. In 2003, the college's Dental Hygiene Program was ranked Number 2 nationally out of 236 programs in colleges and universities (Ref IIA.18).

### **PLANNING AGENDA**

No plan is needed.

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***IIA.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**

Oxnard College assures that information about its educational courses, programs, and transfer policies is publicized in its literature in an accurate and clear form. The college degrees and programs are described in the college catalog, in the schedule of classes, on the college website, and in program brochures developed by individual departments. Both the Articulation Officer and the Transfer Center Director maintain articulation and Transfer information. Each class section should provide students with a course syllabus that specifies the purpose, content, and course requirements.

The Oxnard College schedule of classes is produced for each term (Fall, Spring, Summer), posted and mailed to the community. Some program brochures are available in print depending upon funding. Program brochures for each current program and the schedule of classes are not consistently available to students at the time of priority registration.

Transfer students benefit when articulation agreements are established with a wide range of institutions that offer the most popular majors. Increasing the number of articulation agreements will offer students a greater range of opportunities. Degree check sheets along with the CSU and IGETC, and General Education Certification check sheets are provided to students and faculty for educational planning and ease of transfer.

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### **SELF-EVALUATION**

For the last few years, the college catalog has been available in its draft form only as counselors and students begin advisement activities in the summer for fall registration. In 2000-2001, a catalog was not published until the fall of 2001, and when it was published, it was as a two-year catalog covering the years 2000-2002. The catalog for 2003-2004 was not available until December of 2003.

Late publication of the college catalog and its subsequent distribution has had adverse effects in negotiating articulation agreements. In the spring of 2004, the college's Executive Vice President initiated a review of catalog publication processes and timelines were reviewed and reconfirmed with the goal of having a catalog in place by August of 2004.

Although the Curriculum Committee recommended that supplements to the catalog be posted on the website in real time in order to immediately offer new courses, this change has not been implemented due to technological issues.

Creating a committee to oversee the accuracy and production deadline of the college catalog would benefit the delivery of the catalog. Emphasis on making the new catalog available prior to the beginning of each academic year needs to be a priority. Supplemental amendments will be produced between catalog publications to reflect any corrections or changes and posted on the Oxnard College website.

### **PLANNING AGENDA**

- 2.7            The Executive Vice President will develop and implement a plan that will include a quality assurance component for the publication process of its annual catalog.
- 2.8            The Executive Vice President will oversee the development of a current electronic catalog accessible through the Internet.

Refer to Planning Agenda 2.3 in Standard IIA.1c.

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***IIA.6a. 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**

The Oxnard College catalog provides students with complete information about the transfer policies, including the transferability of lower division courses that satisfy the general education requirements and prerequisites in a variety of pre-professional fields of study. The degrees and certificates described in the catalog include the goals, course requirements, and expected student learning outcomes consistent with the college's mission. Information about special transfer admission guarantee programs is also available. Additional/specific information is available to students and staff in the Counseling Office and the Transfer Center through the development of curriculum check sheets for the CSU, the UC, and private and independent colleges. The Articulation Officer maintains all official agreements for the college. Each class section provides students with a course syllabus that specifies the expected learning objectives consistent with the official course outlines (Ref IIA.19).

The Transfer Admission Guarantee (TAG) Programs have been established as partnerships with four-year institutions, providing qualified students with guaranteed admission. Currently, agreements have been secured with CSUCI and CSUN as well as with UC Riverside, Santa Barbara, and Santa Cruz and California Lutheran University. This information is made available to students through the Transfer Center.

### **SELF-EVALUATION**

The college catalog and curricular check sheets provide the official college information and are intended to reflect the most accurate and current information. The college catalogs and check sheets

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have not been consistently available in a timely manner, and information needs to be checked for accuracy, which also occurs with check sheets that are not always available before the registration period begins.

The Counseling Office and the Transfer Center do not always distribute coordinated information to students, which can compromise the accuracy and consistency of information.

The articulation function has not always received priority attention either in staffing or in review of effectiveness and integrity. While in previous years, information/check-off sheets may have been produced in a timely manner, they were not always accurate. An internal audit by the interim articulation officer discovered numerous errors in the previous year's information sheets that were also published in the catalog. Steps were implemented to improve the process by which these information sheets are developed to ensure accuracy and timeliness of availability. Currently, the articulation function continues to be provided by a part-time articulation officer position. The demands of this position could be best attended to by a full-time position for the total functions of articulation to occur in a comprehensive and timely manner and to be consistent with the other two colleges in the district. A full-time articulation officer will be able to carry out all the functions required to facilitate a more comprehensive transfer program and evaluate agreements on a regular basis. This position would allow the officer to work more closely with faculty, department chairs, and the Transfer Center Coordinator for the development of curriculum and programs. The officer will increase articulation and develop the appropriate check sheets for students and counselors therefore supporting the transfer mission of the college. The decision to improve staffing in the Articulation Office is addressed in the area's program review documents.

### **PLANNING AGENDA**

- 2.9            The Articulation Officer/Transfer Center Coordinator will develop and disseminate Instructions on how to access information on all TAG agreements to all appropriate student services programs.

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***IIA.6b. 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**

When program requirements are changed, every effort is made to ensure that currently enrolled students are accommodated. When a program is to be suspended or eliminated, the institutional policy is to make every reasonable effort to ensure that enrolled students may complete their educational goals in a timely manner with a minimum of disruption when changes in requirements occur or programs are eliminated. However, Oxnard College does not have a written program discontinuance policy.

### **SELF-EVALUATION**

Through the petition process, deans and faculty are very cooperative in accommodating students when requirements are changed. Counselors advise students on alternate coursework and the petition process in order to complete their educational goal. This goal is usually met with mutual cooperation among all parties. The institution will make every effort to maintain programs without disruption. In the event that programs are eliminated or changes occur, the institution will make every effort to inform students in a timely manner. The institution will continue to work in a cooperative manner to ensure that the integrity of the institution and its programs are upheld to the highest standards.

Although the college does not have a program discontinuance policy, programs have been discontinued, for example, International Business. For many years, scheduled courses in the International Business program did not receive the requisite minimum 15-student enrollment and were routinely canceled. Decisions at the department and division levels were made to offer only the survey course (Introduction to International Business). After years of not offering any of the other courses in the program, the department decided in 2001 to eliminate the program. Courses were submitted through the curriculum approval process for deletion and ultimately the



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program itself was deleted. Some Business Department faculty believe that had the college had a functioning Program Review program, solutions would have been found to revitalize the program, and perhaps it could have been saved. The current Program Review process is effective and embraced by the faculty. Therefore, there is confidence that a similar occurrence will not repeat.

### **PLANNING AGENDA**

- 2.10            The Curriculum Committee and the Deans' Council will explore and develop a program discontinuance policy while seeking methods to support low enrolled courses and programs that have the potential to grow.

***IIA.6c. 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**

The college's mission, vision, and philosophy appear in the Oxnard College Catalog. Included in the catalog are requirements for admission and degrees. Processes are in place to ensure that all such information is checked for accuracy. Degrees, curricular offerings, educational resources, and course offerings are described in the college catalog and in the class schedule. The college calendar and current information are also maintained on Oxnard College's website: [www.oxnardcollege.edu](http://www.oxnardcollege.edu). Board policies and procedures are also available on the Web at [www.vcccd.net/bot/bot\\_bpm.htm](http://www.vcccd.net/bot/bot_bpm.htm). Names of administrators, faculty, and Board of Trustee members appear in the college catalog and on the Web page.

The catalog is updated annually (except for 2000). A new class schedule is issued each semester and in the summer. In 2001, the college president assigned the college's journalism and marketing professors the task of evaluating the college's catalog and class

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schedule with the goal of receiving feedback on how to improve the design, ease of reading, and ease of efficiency in locating information in both publications. As a result of this short-term study, significant changes were implemented in both the catalog and the course schedule. For example, among the changes to the catalog were the following: the catalog now contains a list of student services offices including locations and phone numbers; the typeface was changed for ease of reading; a more comprehensive table of contents was designed. Among the changes to the class schedule were the following: to include a second color to headers and to change the typeface for the entire schedule for ease of reading; a listing of student services office locations; personnel and phone numbers were added; and course descriptions are now included.

The Curriculum Committee meets monthly to add, delete, and revise courses. Representatives of departments are encouraged to attend meetings when their courses are being discussed. Curriculum Committee meetings are open to the college community. Minutes are posted on the Curriculum Committee's website, <http://www.oxnardcc.org/committees/curriculum/>. The Office of Student Learning is the official repository of the college's course outlines of record and copies are available through that office.

Student fees and other policies related to students' financial obligations are checked for accuracy before appearing in the catalog and the class schedule. Informational materials describing financial aid opportunities for students are disseminated by the Financial Aid Office and are checked for accuracy by that staff. Fee refund policies are printed in the catalog, class schedule, and Oxnard College website.

Oxnard College strives to present an accurate and consistent representation to current students, prospective students, and the general public. Publications are routinely reviewed by the departments that generate them. Academic programs are reviewed by the Curriculum Committee, which ensures practices are in compliance with the college's mission, goals, and objectives.

Review processes are also in place to ensure the accuracy of information about the mission of the college, academic offerings, and community outreach efforts that appear on Oxnard College Television (OCTV).

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### **SELF-EVALUATION**

While Oxnard College attempts to insure that all the information published is accurate and current, several limitations can be identified. The college has a clear process for the development of the annual catalog and each semester's class schedule. What appears to be lacking is a quality assurance component that ensures when a change is made in a particular area, all other areas affected by the change are also revised. College staff is also impacted by a diverse workload where many activities are time sensitive and all appear to have a top priority.

Historically, the college has not allocated designated resources to producing program brochures. Some departments are able to produce program brochures through alternative funding (e.g. VTEA and grants). The college's website was recently updated. Not all pages have been revised, but there is a plan in place for the review and update of all institutional web pages. The posting of the college catalog and class schedule is handled by the district's Information Technology Department and does occur on a timely basis. Revisions to the website to ensure that information is posted promptly are problematic because the college does not have a dedicated webmaster. Webmaster duties have been assigned as a duty of the Computer Technology Specialist but this duty is not a priority because the specialist is responsible for coordinating and ensuring the maintenance of the college's IT systems. With the current budget situation, there are no plans to create a dedicated webmaster position.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.8 in Standard IIA.6.

***IIA.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 worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.***

### **DESCRIPTIVE SUMMARY**

Ventura County Community College District Governing Board Policy C.12 A., B., and C. address academic freedom and responsibility (Ref

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IIA.20). This policy is made public via the district website and published in the Oxnard College Faculty Handbook (Ref IIA.10) as detailed in section a., below. Board Policy F.20.A.3. states that "Students are subject to charges of misconduct for . . .[d]ishonesty, such as cheating, abetting cheating, or knowingly furnishing false information to the college" (Ref IIA.20). This policy is elaborated on in the college catalog as detailed in section b., below. As a public community college, Oxnard College does not seek to instill specific beliefs or worldviews.

### **SELF-EVALUATION**

The governing board policy on academic freedom is specific, readily available to the public in print and Internet versions of the Board Policy Manual (Ref IIA.20), and is conveyed to all full-time faculty in the Oxnard College Faculty Handbook (Ref IIA.10) which is available in hard copy and on the academic senate website. This handbook is currently distributed only to full-time faculty, and there is no current version of a handbook for part-time faculty, so the policy is not expressly communicated to a large number of faculty members. The published governing board policy on academic honesty and the consequences of dishonesty is less specific than the policy printed in the college catalog.

### **PLANNING AGENDA**

Refer to Planning Agendas 2.11 and 2.12 in Standards IIA.7a and 7b.

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

### **DESCRIPTIVE SUMMARY**

Faculty are guided by the Oxnard College Faculty Handbook which includes language of VCCCD Governing Board Policies C.12 A., Academic Freedom, C.12.B. Teaching Controversial Subjects, and C.12.C, Guest Speakers.

#### Academic Freedom

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

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"The teacher is entitled to freedom in the classroom in discussing his or her subject, but should be careful not to introduce into the teaching controversial matter which has no relation to the subject.

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When a teacher speaks or writes as a citizen, he or she should be free from institutional Censorship or discipline, but this special position in the community imposes special obligations. As a person of learning and an educational officer, a teacher should remember that the public might judge the teaching profession and the institution by his or her utterances. Hence a teacher should at all times be accurate, should exercise appropriate restraint, should respect others' opinions, and should make every effort to indicate that he or she is not an institutional spokesman.

"NOTE: The board approved the statements on academic freedom as a basic policy expression. However, the BOT emphasizes the responsibility of the teacher to present, to the best of his/her ability, the pros and cons of such controversial ideas as he/she may discuss under this policy, and to use language which is in keeping with accepted contemporary standards in higher education" (Ref IIA.20 at C.12.A).

### Teaching Controversial Subjects

"Citizens in a free society should be afforded the opportunity to examine varying points of view regarding the major issues presented to them. In the discussion of controversial issues, the colleges of the district shall provide suitable learning materials and the relevant data in an atmosphere of objectivity and respect for others which will insure balanced presentations of these subjects" (Ref IIA.20 at C.12.B).

On September 26, 2002, the BOT approved a revision to Board Policy Manual A.00, 2.2.2, Adoption of Policies, "Academic Freedom: To promote and support academic freedom within the colleges and the district and to ensure that controversial issues are presented in an open and balanced manner" (Ref IIA.20).

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### Guest Speakers

"It is recognized that using appropriate guest speakers to provide various points of view may enhance educational programs.

Instructors inviting guest classroom speakers carry the same obligation for creating a balanced and responsible presentation of controversial issues as described in the note in C.12.A. (e.g., while a guest speaker may represent one point of view, it is the instructor's responsibility to balance the speaker's presentation within the context of the total course). Guest speakers invited to speak at the college in other than a classroom setting must be approved in advance by the president or designated authorities" (Ref A.20 at C.12.C).

### **SELF-EVALUATION**

Existing board policy as published to the public and to the faculty is permissive yet cautious in its caveats. The policy is disseminated annually to the full-time faculty of the college in the Handbook (Ref IIA.10), and the full-time faculty are responsible for abiding by the information therein. Adjunct faculty, however, do not receive copies of this handbook, and there is not a currently distributed part-time faculty handbook. Therefore, this information is not actively promulgated to the largest number of faculty members at the college. There has not been widespread discussion of this topic at the college, nor has expression of student concern risen to the extent that it is known to the larger campus community. According to the 2003 District Survey of Student Perceptions, 78% of students at Oxnard College believe that their instructors encourage students to participate and share different viewpoints. This figure was the same in the 2000 survey, indicating no change in student perceptions.

### **PLANNING AGENDA**

- 2.11           The Executive Vice President will ensure that all adjunct faculty receive information on the board policy on academic freedom and responsibility.

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

### **DESCRIPTIVE SUMMARY**

With regard to student academic honesty and the consequences for dishonesty, VCCCD Governing Board Policy F.20.A.3 states that "Students are subject to charges of misconduct for . . .[d]ishonesty, such as cheating, abetting cheating, or knowingly furnishing false information to the college" (Ref IIA.19). This language is repeated in the college catalog. The college catalog also includes a statement specifically addressing cheating and plagiarism:

Instructors have the responsibility and authority for dealing with any cheating or plagiarism which may occur in their classes. It is the policy of the Ventura County Community College District that the instructor may dismiss a student involved in such dishonest behavior from class with a grade of "F." In addition, the faculty member may direct the matter to the Executive Vice President of Student Learning for further disciplinary action (Ref IIA.17, pg. 164).

Faculty members in many disciplines address the serious nature of academic dishonesty within their courses. The topic of plagiarism is addressed directly in the course outline for ENGL R096 Intermediate Composition course.

### **SELF-EVALUATION**

The governing board policy clearly establishes expectations for student academic conduct and refers to the consequence of charges of misconduct. The separate statement on cheating or plagiarism resulting in the dismissal of a student with a grade of "F" refers specifically to its origin in governing board policy. Moreover, this language is reflected in the catalogs of Moorpark and Ventura Colleges, as well. However, such language is not found in the Board Policy Manual, suggesting an inconsistency in publicly available information.

Concerns about the security of exam materials left for duplication at the Campus Resource Center have been raised by some faculty, and this issue merits review.

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### **PLANNING AGENDA**

- 2.12           The Executive Vice President will review official college publications that reference academic honesty to ensure that these statements are consistent with adopted board policy.

***IIA.7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs of worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.***

As a California Community College, Oxnard College does not require such conformity or seek to instill specific beliefs or worldviews. Therefore, this standard does not apply.

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

Oxnard College does not offer curricula in foreign locations; therefore, this standard is not applicable.



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### SOURCES

IIA.1	Oxnard College Curriculum Handbook
IIA.2	Oxnard College Curriculum Committee Website
IIA.3	2003 District Survey of Student Perceptions
IIA.4	2000 District Survey of Student Perceptions
IIA.5	Oxnard College Office of Institutional Research Website (Oxnard College Intranet)
IIA.6	Oxnard College Unit Planning Process and Instructions
IIA.7	2004-2005 Oxnard College Program Review Guidelines – Instructional and Student Services Programs
IIA.8	Sample Oxnard College Course Outlines
IIA.9	Standards of Good Practice for Curriculum Committees adopted by State Academic Senate, 1996
IIA.10	Oxnard College Faculty Handbook
IIA.11	Distance Learning Appendix
IIA.12	VTEA Core Indicators
IIA.13	California Community Colleges Course and Program Approval Handbook
IIA.14	California Community College Academic Performance Reports, CSU
IIA.15	Oxnard College Fall 2004 Schedule of Classes
IIA.16	English Spanish Program of Instruction Granting Access (ESPIGA)
IIA.17	Oxnard College Catalog
IIA.18	Oxnard College Educational Master Plan
IIA.19	Curriculum check sheets for CSU, UC, private, and independent colleges
IIA.20	Ventura County Community College District Governing Board Policy (Board Policy Manual)

# 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.

## B. STUDENT SUPPORT SERVICES

**Faculty Co-Chair: Ana Maria Valle**

**Administration Co-Chair: Steve Hall**



### List of Participants

Joe S. Ramirez, Administrator  
and Ana Maria Valle, Faculty  
(Lead Persons)

Susan Brent, Classified Supervisor

Graciela Casillas, Faculty

Nikki Cayan, Classified Staff

Darla Cooper, Administrator

Ross Fontes, Faculty

Patricia Gage, Classified Supervisor

Richard Lapaglia, Classified Staff

David Lopez, Faculty

Gloria Lopez, Faculty

Marnie Melendez, Classified Staff

Leo Orange, Faculty

Everardo Rivera, Faculty

Ralph Smith, Faculty

José Vega, Faculty



## Standard II: Student Learning Programs and Services

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### ***IIB. 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.***

#### **DESCRIPTIVE SUMMARY**

Oxnard College provides comprehensive student support services to address the issues students face when matriculating at a community college. The Division of Student Services provides students with a road map of how to navigate through the registration process, beginning with the application, assessments, orientation, and enrollment. The departments described below provide the support students need to achieve their goals of earning a degree, a certificate, transferring to a college/university, or simply enhancing their skills for their job or lifelong learning. It is the goal of the Student Services staff to provide a student-friendly atmosphere, allowing students to feel comfortable and at ease as they become familiar with the community college system.

Oxnard College provides the following departments and services:

**Admissions and Records** provides guidance and assistance to students in applying for admission, registering for classes, determining residency and military status, athletic eligibility, veteran certification, transfer certification, transcript requests, enrollment verifications, GPA verification reports for state grants, and all student record maintenance. Admissions and Records' staff train faculty and students on use of WebSTAR; monitor census reporting; update class schedules and catalog; compile and verify various data related to state-mandated reporting requirements, such as the annual CFS-320 and MIS reports; and support District Information Technology staff in the implementations of upgraded software, monitoring, and testing.

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**CALWorks** supports students receiving Temporary Assistance to Needy Families (TANF) through individual academic/career counseling, on-campus childcare, job placement, advocacy, vocational testing, work-study opportunities, and on-the-job training experiences. The purpose and goal of CALWorks is to provide students with a program that will get them job ready within the allowable time of eighteen months.

**Career Resource Center** through the collaboration of college and county personnel provides employment services to students, alumni, and the general public. Comprehensive job boards post campus, local, state, and federal employment opportunities, including, paid and unpaid positions. Career-related information and training include resumé writing, job search skills, and labor market outlook presented through computer software, text, videotapes, and group presentations. The Center actively participates in outreach activities in the community and facilitates an annual Job & Career Faire.

**Counseling Office** provides individual attention to students in areas of academic advisement, career goals, and personal counseling. Counselors provide students with a plethora of information on career options and assist students in the development of an educational plan that reflects students' personal interests, potential, and motivation. Counseling faculty also teach Personal Growth classes with curriculum supportive of academic success.

**Educational Assistance Center (EAC)** provides specialized support services, classes, and facilities for students with learning, physical, developmental, and communication disabilities. Support services include interpretive services for hearing-impaired, academic tutoring and advisement, and test-taking accommodations. Course offerings include Assistive Computer Technology, Employment Preparation, Learning Skills, and Special Education.

**Extended Opportunities Program & Services (EOPS)** provides support services to educationally and economically disadvantaged students. Services include academic and personal counseling, student peer advising, tutoring, retention services, student survival kits, field trips, priority registration, cash and book grants, and referral services. EOPS counseling faculty develop student educational plans and teach classes in college success. Community outreach is an integral part of the EOPS program.

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- **Cooperative Agencies Resources for Education** (CARE) program, under the auspices of EOPS, provides services to TANF/CALWorks single heads of household recipients with children under the age of 14. Services include personal and academic counseling, tutorial services, peer support groups, and development of occupational/career opportunities. Additional services include financial assistance with educational expenses. The intent of the program is to provide single head of household TANF recipients with the additional resources they may need to complete their academic goals.
- **Teen Parent Program** is a joint effort between EOPS and the City of Oxnard Housing Authority to help teen parents living in public housing. Educational and support services include academic and personal counseling and financial assistance with childcare, books, parking permits, and transportation.

**Financial Aid Services** assists students in gaining access to higher education by removing financial barriers for low-income students through a complete array of financial support services. Federal and State grants available to students include the Board of Governors' Fee Waiver Program, Cal Grants B and C, Federal Pell Grants, Federal Supplemental Educational Opportunities Grants, and Federal Work Study (self-help) Grants. A District Consortium Agreement allows students to combine enrollment status between colleges for maximum funding. Community outreach includes regularly scheduled financial aid orientation/application workshops (in English and Spanish). Weekly application workshops are open to the public. Support services include online application processing.

**International Students Program** enhances the college culturally and ethnically through the recruitment and support of international students. Specialized support services designed specifically for foreign students include orientations on available campus services, assistance in registration and obtaining housing, international student admissions packet, personal and career counseling, cultural events, and field trips. The Program includes verification of INS qualifications and compliance and visa monitoring. Foreign student enrollment is highly visible in the Hotel & Restaurant Management program and International Business curricula.

**Matriculation** supports student success with the goal of ensuring that all students complete their college courses and persist in

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realizing their educational objectives. The success of the program is supported by eight areas: Admissions and Records; Assessment; Orientation; Counseling/Advising; Student Follow-Up; Coordination and Training; Research and Evaluation; and Prerequisites, Co-requisites and Advisories. The Matriculation program focuses on both student success and institutional effectiveness.

**Puente Project** is a statewide partnership between the University of California Office of the President and the California Community Colleges and is open to all students. The mission of the program is to increase the number of educationally-disadvantaged students enrolling in four-year colleges and universities, earning degrees, and ultimately returning to the community as mentors and leaders of future generations. Areas of service include teaching, counseling, and mentoring. Students are assigned a mentor who has graduated from a four-year institution and is a professional in the community. Mentors share with students their personal, academic, and career experiences, and provide a window into real-life work environments. Puente students work closely with their counselor until they graduate, exploring career options, developing an academic educational plan, and identifying lifetime goals. Students visit University of California and California State University campuses and attend an annual Puente student transfer conference.

**Re-Entry Center** provides academic, career, and personal counseling on an individual or group basis, workshops, lectures, films, and child-care information. The primary focus is to provide support for individuals returning to school after a break in their education. The Center provides a comfortable and confidential atmosphere. Professionally-trained counselors and interns from local colleges help students deal with personal as well as academic and vocational issues. Both men and women are encouraged to use the Center as a resource for referrals, career options, and personal enrichment. There is also a staff of student and community volunteers to help students stay in school.

**Student Activities** provides leadership for student government, campus clubs and organizations, club fairs, leadership and personal growth workshops, and entertainment. New and continuing students are encouraged to participate in one or more of the activities. Existing clubs are always looking for new ideas to increase their membership. An additional service provided is a housing

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information exchange with cards posted with information provided by individuals looking for and providing housing.

**Student Health Center** assists students in achieving and maintaining optimum health through the presence of physicians and other health care professionals providing a variety of services. Services include first aid, emergency care, diagnosis, testing, treatment, immunizations, family planning, mental health and domestic abuse counseling, resources, and referrals. Additional activities include classroom visits, community outreach, and faculty and staff safety training.

**Transfer Center** provides students with academic advice on the general education and major course requirements for admission to four-year universities. The Center schedules student appointments with university representatives; provides application workshops online; organizes the Annual Transfer Day; writes the Transfer Admission Guarantee contracts; maintains ongoing student educational planning; and is the focal resource on campus for faculty training in transfer and articulation information.

**Veterans' Services** provides educational assistance for veterans who served on active duty for a period of more than 180 days. Veterans' Services assists students in applying for veterans' educational benefits. The student's eligibility status is certified by the institution and reported to the Veterans Administration.

### **SELF-EVALUATION**

When all of these services are fully staffed, the students' needs are met. However, 2003–2004 found many of the Student Services offices understaffed. In particular, Admissions & Records, the Counseling Department, Student Activities, the Student Health Center, and the Re-Entry Center have suffered the greatest losses in staff resulting in reduced services and hours. It should be noted however that employees do believe that the work they do contributes to student success. In the Employee Survey of the Work Environment, the average rating on a 5-point scale in 2000 was 4.57, and in spite of limited resources in 2004, this rating increased to 4.65, indicating a very positive perception among employees that recognizes the importance of supporting students (Ref IIB.1 and IIB.2).



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### **PLANNING AGENDA**

- 2.13 Student Services programs will utilize the Program Review and Unit Planning processes to advocate for increased resources and seek alternative solutions in the interim.

***IIB.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 mission of Oxnard College is to embrace a diverse campus community by providing excellent and unique educational programs in a collaborative, nurturing, safe environment that promotes student success and lifelong learning. In accordance with the college mission, Oxnard College offers a variety of student services that support student learning and enhance student achievement.

To assure that Oxnard College is providing quality student support service consistent with the mission of the college, regardless of location or means of delivery, a number of evaluative, planning, and improvement processes are in place. Program Review and Unit Planning are ongoing evaluative processes in which student service programs revisit the Oxnard College mission through an internal departmental review to evaluate effectiveness of the program and how it supports student learning. A significant portion of the ongoing evaluation, planning, and improving processes of Program Review and Unit Planning revisit how the goals, objectives, and functions of the programs match with the college's mission and goals.

Program Review is where student service programs start the planning process with a comprehensive evaluation of each program over the past three years. Programs examine their past efforts to determine the effectiveness and success of their actions and what improvements can be made. In the end, programs are to make recommendations as to the direction of their program over the next three years until their next review. It is these recommendations, as

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well as the Program Review Committee's recommendations, that serve as the foundation for the Unit Plan (Ref IIB.3).

Three-year Unit Plans are developed at the individual unit level and are updated every year. During this process, unit objectives in the plan are aligned with at least one (or more) of the six goals of the college. These plans are reviewed to determine priorities for the program and subsequently the institution (Ref IIB.4).

The Student Services Council is a shared decision-making committee comprised of student services faculty and staff. As a means to assure the quality of student support services, the charge of the committee is to meet on an ongoing basis to collaboratively assess areas of strength and potential growth; avoid duplication of services; and dialogue and share information amongst the Student Services programs. The Council is committed to utilizing the experience and expertise of council members to provide quality student services and achieve the mission of the college. The function of the Council supports the college's philosophy to embrace principles of collegial consultation and shared decision making at Oxnard College (Ref IIB.5).

Information on student enrollment, success, retention, persistence, and graduation provided by the college's Office of Institutional Research is used as another means to assure the quality of student programs. The Office of Institutional Research is responsible for the coordination, collection, organization, compiling, and dissemination of information concerning the characteristics and performance of our students. The purpose of the office is to provide objective, systematic, and thorough research that supports the institution's goals, planning, policy formation, and decision making. The availability of data profiles, research briefs, and research request forms on the office's website provide easy access to information for the Oxnard College community (Ref IIB.6).

The District Office of Institutional Research administers the Survey of Student Perceptions every three years. This survey is used to assure the quality of student services at Oxnard College. The survey includes a section that gives students the opportunity to indicate their satisfaction with campus services. The last survey was conducted in the spring of 2003.

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### **SELF-EVALUATION**

Program Review and Unit Planning have provided Student Support services with an excellent opportunity for ongoing evaluation, planning, and improvement that has helped these programs focus on both institutional and programmatic goals. These processes have been paramount in assuring that the college is providing quality student support services.

One example of where a program has used Unit Planning to improve services to students is seen in EOPS. One of the objectives set by EOPS was to decrease by 10% the number of students who earned less than a 2.0 grade point average. In fall 2002, EOPS created a comprehensive retention program for students who earned less than a 2.0 grade point average. The retention program consisted of a retention survey, a student/counselor agreement contract with the incorporation of existing faculty course recommendation forms, faculty questionnaires, and student service referral forms. The development of this retention program has helped EOPS meet the goals and objectives of Oxnard College as well as help EOPS better serve students in need of additional academic support (Ref IIB.7).

The development of the college's own Office of Institutional Research has afforded Oxnard College with much-needed information. Though the Office continually produces and makes available valuable information, not all student services programs have fully utilized the research services and information to further enhance their service to students.

Prior to this year, student support service programs were reporting to two different deans. In addition, there had been extreme turnover in the Dean of Student Services position. As a result, prior to spring 2003, the Student Services Council had met only sporadically. In the past, not meeting caused miscommunication amongst the student services programs as well as the unnecessary duplication of services. To date, Oxnard College has had a Dean of Student Services for nearly two years, providing student services programs with stable leadership. Student services is now striving towards consistency in council meetings in order to collaboratively assess areas of strength and growth, avoiding duplication of services, and dialoguing and sharing information amongst student support programs.

In the 2003 District Survey of Student Perceptions, when asked their overall satisfaction with campus services, 69% of Oxnard College

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students were satisfied, which is a marked improvement compared to the 55% of students who were satisfied in 2000 (Ref. IIB.8 and IIB.9). Unfortunately, this survey does not provide information that would be helpful in ascertaining how satisfied students who do not attend classes on campus are with the student services available to them. The only information is anecdotal and indicates that the services available are lacking.

### **PLANNING AGENDA**

- 2.14 The Student Services Council will work with the Office of Institutional Research to improve how student services programs collect, analyze, and utilize research data.
- 2.15 The Student Services Council will work with the Dean of Economic Development and Community Initiatives to measure the effectiveness of student services for off-campus programs.

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

***a. General Information***

- ***Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution***
- ***Educational Mission***
- ***Course, Program, and Degree Offerings***
- ***Academic Calendar and Program Length***
- ***Academic Freedom Statement***
- ***Available Student Financial Aid***
- ***Available Learning Resources***
- ***Names and Degrees of Administrators and Faculty***
- ***Names of Governing Board Members***

***b. Requirements***

- ***Admissions***
- ***Student Fees and Other Financial Obligations***
- ***Degree, Certificates, Graduation and Transfer***

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### **c. Major Policies Affecting Students**

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

### **d. Locations or publications where other policies may be found**

### **DESCRIPTIVE SUMMARY**

Every year, the Oxnard College Catalog is used to provide students with the most accurate and current information. The Oxnard College Catalog is produced annually in hard copy and on the college's website. The catalog serves as a contract between the college and the student. Students have catalog rights based on when they first attend Oxnard College. The catalog follows the standard format and content followed throughout the state of California. The catalog is distributed to the various departments on campus and the Curriculum Committee to be reviewed for accuracy and currency.

The Executive Vice President of Student Learning is responsible for the production and distribution of the catalog to students, faculty, and staff at Oxnard College. New students are given a catalog in the orientation session or students can purchase a catalog at the bookstore. It is also distributed throughout the community, including the University of California and California State University campuses, local private universities, the Oxnard Union High School District, and the Ventura County Community College District.

Below is the detailing of the contents of the catalog. All page numbers are based on the 2003-2004 catalog (Ref IIB.10).

### **a. General Information**

- The official name, address, telephone numbers and the web site address of the college as well as the academic calendar can be found on pages 2 and 3 of the catalog.
- The educational mission of the college is located on page 4.

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- Courses, degrees, and certificate programs are listed under "Programs, Degrees, and Transfer Information" on page 39. Individual course descriptions are found in the "Announcement of Courses" area of the catalog beginning on page 59.
- Available financial aid and learning resources are both explained in the Student Services section on page 19.
- The names and degrees of the administrators and faculty as well as the names of the governing board members are located at the back of the catalog under "Administration, Faculty, and Staff" beginning on page 170.
- All required information is also offered in Spanish.

b. Requirements

- The college's admission requirements are on page 8.
- Student Mandatory Fees and Other Optional fees are on page 12.
- Degree, certificates, graduation, and transfer requirements begin on page 39.

c. Major Policies Affecting Students

- Policies on academic honesty, grievance and complaint procedures, and sexual harassment and discrimination are found in the Appendices of the catalog on pages 160-169.
- These policies are also available in the schedule of classes as well as on the college website.

d. Locations or publications where other policies may be found

- Most all policies are listed in the college catalog; however, individual student services may have their own policies available in their offices such as EOPS, EAC, and Financial Aid.

### **SELF-EVALUATION**

The college catalog has not been consistently available prior to the beginning of the academic year. Catalog descriptions of courses are student friendly; however, the descriptions are only in English, which can be problematic for Spanish-speaking students.

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The catalog review process does not include a quality control activity in which one individual is assigned the responsibility for ensuring accuracy throughout the entire catalog. Instead, individual areas may examine the sections of particular relevance to them, but no one has oversight for the entire catalog as a whole. One example of how quality control is not occurring is that the Travel and Tourism degree is listed but has not been offered in years. This lack of quality control makes it very difficult for counselors to advise students accurately in order to meet their educational goals.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.7 in Standard IIA.6.

***IIB.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 determines the support needs of students through its Matriculation program. New students enrolling into credit courses are evaluated through English and Math assessment testing in order to ensure appropriate placement into English and Math courses. In addition, students are referred to specialized support services and/or supplemental assessments as needed. Each student services program works independently and interfaces with other programs wherever the need arises as determined by each of the units (Ref IIB.11).

Programs such as Extended Opportunity Programs and Services (EOPS), Educational Assistance Center (EAC), and Financial Aid assess students' needs by requesting students complete an application where they indicate their particular needs. This process provides each student with the opportunity to utilize the programs that may enhance their skills and fulfill their educational needs.

One specific example of how a student services program assesses students' needs is seen with EOPS. The program uses an application

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to determine eligibility for low income and educationally-disadvantaged students. Once eligibility is determined, the appropriate services are provided. Most importantly, dependent upon each student's needs, EOPS refers them to other programs on campus as appropriate.

The District Survey of Student Perceptions asks questions related to students' most common barriers to their education. The questions on the survey give the college the opportunity to identify and address students' barriers and make changes based on these result.

### **SELF-EVALUATION**

The institution as a whole does not have a formalized quantitative method to determine students' needs. The Student Services Council has not developed a process that researches and identifies the learning support needs of students. However, based on the 2003 District Survey, the most common major problem or barrier Oxnard College students experience in achieving their educational goals is the cost of college followed by stress, tension, finances, and time management (Ref IIB.8).

Upon identifying students' barriers, various student services such as Financial Aid and EOPS have been able to assist students by providing them with financial aid application workshops where a student learns how to complete the forms or apply online. EOPS also provides students with grants and book vouchers in addition to what a student may be receiving in financial aid. Furthermore, referrals are also made to CalWORKS for students in need of child-care where they can apply for a child care grant. These are specific examples of programs that are helping meet students' financial needs thus allowing them to continue with their educational goals and become successful.

### **PLANNING AGENDA**

- 2.16      The Student Services Council will work with the Director of Institutional Research to review available data and determine if additional data are needed in order to assess and meet student needs.



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***IIB.3a. 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 provides equitable access to all students who can benefit and facilitate successful completion of their educational objective regardless of location. Student services programs work collaboratively to assure the quality of student support services.

The Program for Accelerated College Excellence (PACE) offers students the flexibility to balance their work and family schedules by offering two nine-week courses in a semester rather than 18-week full semester courses, with the opportunity to achieve their associate degree and transfer requirements in approximately two years. PACE provides a part-time academic counselor, assessment testing, orientations, and registration on-line at their site.

Oxnard College also provides access to students online via the Webstar system where students can register, check their grades, and e-mail the registrar if they are having difficulties or have questions. We currently provide enrollment through online and phone registration available at off-campus and on-campus locations. Financial Aid also provides a website where students have access to financial aid information and links to the Free Application for Student Aid (FAFSA).

Assessment testing is provided to high school students that are concurrently enrolled at Oxnard College. Oxnard College staff personally assist these students in completing the appropriate application forms and enrolling in classes.

### **SELF-EVALUATION**

Student support services are centralized on campus and only limited services are available to students taking telecourses, online courses, or attending off campus. There is an assumption that these students reside locally and can come to campus for any service not available on the website. Access is limited due to the reduced hours of operation. For example, many offices are closed on Fridays because of recent staff reductions. Fridays were chosen based on low student traffic resulting from minimal course offerings.

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Based on the 2003 District Survey of Student Perceptions, 85% of Oxnard College students stated that they have a computer at home, and 75% stated they have Internet access, an increase compared to 74% having a computer and 63% having Internet access in 2000. These high numbers indicate that increased services online will benefit students (Ref IIB.8 and IIB.9).

The college currently does not offer online counseling. All student services programs have Spanish-speaking counselors with the exception of the Educational Assistance Center (EAC). However, the EAC is in the process of hiring counselors with Spanish-speaking ability among the preferred criteria.

The Program for Accelerated College Excellence (PACE) is an excellent example of how Oxnard College provides comprehensive off-campus student support services. PACE has a comprehensive admissions process that takes into account the obstacles and barriers students may encounter while participating in an accelerated program. The admissions procedure incorporates an information session, matriculation assessment testing, orientation, counseling appointments, and registration. Unfortunately, the college does not offer PACE-like student services to students taking courses at all other off-campus sites, via the television or online.

### **PLANNING AGENDA**

- 2.17            The Student Services Council will explore increased delivery of online services.

Refer to Planning Agenda 2.13 in Standard IIB.

***IIB.3b. 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 provides students avenues in which the development of the student's personal and civic duty, intellectual, aesthetic and personal development takes place.

Oxnard College provides the following avenues for students to develop their personal and civic duties:

## Standard II: Student Learning Programs and Services

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- Associated Student Government (ASG) – the general student body elects Student Government positions. There are fourteen positions that include President, Vice President, Secretary, Treasurer, Public Relations Officer, and nine Senators. Student government is a highly responsible governing body as it is the voice of the student population and also has the responsibility to oversee the ASG budget.
- Student Organizations and Clubs – all clubs and organizations must be sanctioned by the ASG in order to be operating on campus. Each club and organization must follow the prescribed guidelines of the college and maintain an assigned workstation in the Student Government Building.
- Volunteerism – Oxnard College provides many areas for students to volunteer their time and expertise. Through the numerous activities sponsored by ASG, students volunteer to help set up and break down events, participate in the college's Commencement activities, Scholarship Banquet, college and transfer fairs, community events, and the college's swap meet.
- Shared Governance Committees – ASG assigns students to serve on the various college governance committees.

In the area of intellectual development, outside of the academic classroom, Oxnard College provides:

- Scholars Series – each semester this weekly series is presented to the campus community. Scholars, artists, business people, educators, and others are invited to address a special topic and engage the audience in a lively discussion.
- Field Trips – the Extended Opportunity Programs and Services and the Transfer Center provide trips to colleges and universities in order to broaden Oxnard College students' transfer choices.

## **Standard II: Student Learning Programs and Services**

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- Computer Labs – these labs are available to Oxnard College students in order for them to have access to the Internet and programs that may not be available to them from home.

In the area of aesthetics, Oxnard College provides the following avenues for its students:

- Theater and Drama Departments – these departments present a minimum of three plays in which students can hone their drama and acting skills.
- Music Department – students continue to study the history and appreciation of music.
- Student Involvement – students can participate in the maintenance of the college campus by volunteering during clean-up day and serving on the committees responsible for the design of the new buildings being built as a result of Measure S funding.

In the area of personal development, Oxnard College provides the following:

- Personal Growth Courses – these courses provide students with the tools to make appropriate decisions concerning educational and career goals, develop strong life skills, and participate in special topic courses.
- Vocational Courses – students are able to take a variety of courses or programs that will lead to skills in the development and preparation for careers and job searches.

### **SELF-EVALUATION**

Oxnard College has used the Student Perceptions Survey to gauge students' concerns and issues. The survey asks students to rate their satisfaction with student government. In 2000, 28.8% of students were satisfied, but this number rose to 37.2% in 2003. However, the greater concern may be with the high percentage of students who are neutral. Although the number decreased from 62.1% in 2000 to 55.8% in 2003, the results still indicate that over half of students have no involvement with or awareness of student government. In

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addition, the survey asks students about their satisfaction with the opportunity for campus involvement and extracurricular activities. Again, improvement can be seen from 2000 to 2003, with 38.8% of students being satisfied in 2000 and 45.3% in 2003. Again, the majority of students responded to this question with a neutral response, further indicating that efforts to increase student participation are needed. The ASG has worked and continues to work with college staff to develop new and innovative ways to attract students to participate in activities on campus (Ref IIB.8 and IIB.9).

One area where the college is lacking is in providing students with a fully developed fine and performing arts program. The college has been unable to offer opportunities for students to be involved with or attend dance and music performances, art show presentations, and full-scale theater productions primarily due to inadequate facilities, equipment, and other financial resources needed to support such efforts. The college currently does not have a comprehensive fine arts program. AA degree programs for Art, Two-dimensional and Three-dimensional exist. The college does not have a ceramics major, printmaking, or graphic arts majors. A Theater Arts major was approved by the Curriculum Committee in the spring of 2002 and is currently pending approval at the State Chancellor's Office.

The college's art gallery, The McNish Gallery, has not been fully utilized recently. It is hoped with the recent hire of an Art Studio instructor (replacement of a recently retired faculty member), The McNish Gallery will see more use.

It is the college's hope that through the Performing Arts Complex that is planned with Measure S funding, the college will be able to begin to expand this opportunity for our students.

### **PLANNING AGENDA**

No plan is needed.

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***IIB.3c. 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**

Attention to the individual needs of each student is particularly vital in the counseling services provided at Oxnard College, where the open-door policy attracts students of widely-diversified backgrounds, interests, abilities, and needs. Close cooperation of instructors and counselors is extremely important in aiding students in self-assessment and goal orientation.

It is the goal of Oxnard College counselors to provide individual and group counseling sessions in which students feel free to discuss course selection, career interests, and personal concerns as part of the process of making meaningful life decisions. This approach encourages students to deal with their immediate concerns and helps them in exploring options.

One of the primary responsibilities of Oxnard College counselors is to assist students in planning for a program of study that appropriately reflects their personal interests, potential, and motivation. The counselor's function, however, is an advisory one. Ultimately, the responsibility for knowing program requirements and enrolling in proper courses rests with the students. The Counseling Center services also include student orientation. In each orientation session, counselors provide assessment test interpretation and complete a one-semester education plan for each student in attendance.

Counselors can provide students with information about a variety of career clusters and vocational fields. By visiting the Job and Career Center, attending Personal Growth classes, and meeting with counselors, students have the opportunity to explore relationships between career choice, decision-making procedures, and personal values. Ongoing participation in Personal Growth classes allows students the opportunity to gain insight into past and present performance while providing a supportive atmosphere for self-exploration.

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Trained professionals are also available for personal counseling. Counselors will help students explore alternatives for crisis situations or with decision making to provide for maximum student success while in attendance at Oxnard College. Counselors may provide students with referral services for personal and social problems when appropriate.

The Counseling Center is open from 8:00 a.m. to 7:00 p.m., Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Fridays during the fall and spring semesters. Students may see a counselor by appointment or on a "drop-by" basis. Counselors are knowledgeable of degree and program requirements. Certain counselors are assigned to specialized programs and majors and serve as departmental experts for international students, veterans, dental hygiene, and technology programs.

Additionally, the Counseling Center is responsible for dissemination of all counseling-related information to other campus counselors including Extended Opportunities Program & Services (EOPS), Educational Assistance Center (EAC), CALWorks, Job and Career Center, and the PACE Program.

Counselors develop educational plans for students who have the goal of a certificate program, graduation planning for the associate degree, and/or transfer to the four-year college or university. Along with the academic education plan, students may receive an individual semester-by-semester plan charting how to complete their course of study.

### **SELF-EVALUATION**

In the 2003 District Survey of Student Perception, 62% of students were satisfied with the Counseling Center, compared to 55% in 2000 indicating an improvement in the service provided to students. The survey also asks more specific questions related to counseling services. The table below presents those results from the 2000, and 2003 surveys. The percentages are those students indicating satisfaction (Ref IIB.8 and IIB.9).

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	2003	2000	Difference
Counselor appointment and availability	62%	53%	+9%
Clarity of information	56%	46%	+10%
Accuracy of information	56%	45%	+11%
Staff responsive to your needs	56%	48%	+8%

As far as those areas outside the Counseling Office that have counselors, the table below presents students' satisfaction.

	2003	2000	Difference
EOPS	76%	62%	+14%
CARE	65%	52%	+13%
EAC	61%	61%	0
CalWorks	60%	--	--
Career Center	58%	58%	0

Oxnard College is making an effort to meet the standard for community colleges. It is a difficult task at this time to balance limited staffing and resources to the services needed by the approximately 7,500 students served at the institution. However, in spite of improved student satisfaction, the satisfaction levels indicate room for improvement. Some counselors feel overextended, and student do not always receive the services needed.

The following chart provides a generalized illustration of the problem faced with the counseling hours available for students in the various locations on campus:

Location or Program	No. of Counselors	No. of Hours per week per Counselor	Total Counseling Hours per Week	Student Unduplicated Headcount Fall 2003
Counseling Center	3 FT	35	218	7,473
	1 PT	29		
	4 PT	21		
Fire Technology (Off Campus)	1 FT	35	35	
Transfer Center	1 FT	29	29	
	2 PT	15 - 30		
EOPS	4 FT	35	105	950
EAC	0.8 FT	28	28	330
CalWorks/Job and Career Center	2 FT	35	70	200



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More than 15 years ago, the Counseling staff developed curriculum for semester-long college courses entitled Personal Growth/Leadership. These courses were designed to provide both new and returning students with information and resources vital to college success. They are three-unit, transferable courses and were very successful in the past. These course offerings have been greatly reduced over time and an increased emphasis has been placed upon the success of transfer students. While our transfer rate is important, a large percentage of our student population is in need of additional courses to increase their basic skills. The Student Services division has already included in its current unit plan the request for additional resources to expand the Personal Growth course offerings.

When departmental program and Counseling staff meet and communicate frequently, information provided students is comprehensive and accurate. However, these meetings are infrequent and attendance is not mandatory. Part-time counselors do not attend regular staff meetings due to limited hours and budgetary resources. This unfairly leaves them without the benefit of up-to-date academic information while they carry a large portion of the counseling and advising workload.

Over the past 10 years, the college's upper-level administration in the student services area has been somewhat of a "revolving door." The effect of this continual turnover has created a lack of consistent goals and priorities. Presently, the college's evaluation of how well and in what ways we are accomplishing our mission and purposes is performed in a piecemeal manner.

The college does not have a comprehensive evaluation process that includes all counseling services. Service will improve when we use the Student Service Program Review process, annual evaluations of each manager and staff and the goals for the respective areas of responsibility, and the annual update of unit plans. However, with reviews, the need develops for a systemic means to report improvements.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.13 in Standard IIB.

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

### **DESCRIPTIVE SUMMARY**

The college provides various opportunities for students to participate in cultural diversity programming and awareness. In the past, a full-time classified employee had been assigned to the Student Activities Office to provide monthly awareness programming including Black History Month, Raza Awareness Month, Women's History Month, Asian Awareness Month, and Indigenous People's Month. The Personal Development Leadership Series conducted workshops to teach participants about cultural and gender communication and sensitivity. Furthermore, clubs and student organizations registered at Oxnard College provide another outlet for students to learn about various special populations. These clubs were assisted by the Student Activities Specialist to coordinate and promote all activities as well as provide leadership training for all club officers.

The Educational Assistance Center sponsors programming and Disability Awareness Month to bring to light those challenges faced by people with various disabilities. The EAC encourages personal responsibility and development of physically challenged students. It provides students with the information to empower themselves with the resources provided to them by law.

The International Students Program is marketed and recruits international students from around the world. The International Student Friendship Association is promoted to encourage international student participation in co-curricular and social activities. A special International Student Orientation is held each semester for new students. The program assists the Student Activities Programs in promoting scholarships available to international students.

The college presents a "Scholars' Lectures Series" throughout the academic year that invites speakers from all over the world to discuss a variety of cultural, social, artistic, and political topics.

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### **SELF-EVALUATION**

With the elimination of the Student Activities Specialist position, there is no staff support for the wide range of cultural and educational programming that the Student Activities Office provided. The clubs and organizations no longer receive the level of advisement they need to conduct their normal activities. Furthermore, the operating budget does not allow for extensive programming; therefore, it is always a challenge to find sponsorship for the various activities. An annual operating budget would help to ensure that the necessary literature, policy handbooks, and forms are generated to support the daily activities as well as promote clubs and organizations. Since there is no adequate space on campus for clubs and organizations to hold performances or activities, they are limited in what they can do. The development of the new Performing Arts Center will address these issues.

Overall, staff efforts have been effective in the International Students Program, but limited, because of decreased funding for hourly staffing and the elimination of funding for publicity and recruitment. The International Students Program has already included in its current Unit Plan the request for additional hourly staffing and a publicity budget in order to enhance marketing in specific international markets through display listings in publication guides, revised internet website, and language school presentations.

### **PLANNING AGENDA**

- 2.18            The Student Services Council will utilize the Program Review and Unit Planning processes to advocate for the reestablishment of the Student Activities Office with an annual operating budget and seek alternative solutions in the interim.

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

### **DESCRIPTIVE SUMMARY**

The admissions application for Oxnard College is the same as that issued by all three colleges in the district. The application is developed by the district office in accordance with the State Chancellor's Office requirements (Ref IIB.12).

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The assessment instruments and procedures utilized at Oxnard College are appropriate and in accordance with the intended use as defined and described by AB 3 and Title 5 regulations. Oxnard College has several assessment tools, which determine in what level of Math or English course students should enroll. Oxnard College uses the ASSET Celsa 1, and the Mathematics Diagnostic Test (MDTP), which are on the State Chancellor's approved assessment instruments list. In addition to the English and Math placement test, a placement test has been developed and is used to assess whether students are prepared to enroll in the statistics course. These instruments were last validated in 1999 and are evaluated every six years for disproportional impact, content validity, and to ensure that they minimize cultural and linguistic bias as dictated by the State Chancellor's Office.

### **SELF-EVALUATION**

There has not been a body at the college that regularly evaluates the application. While the application is offered in Spanish in the schedule of classes, it is not currently offered in Spanish on the Internet. The application does not include additional information, such as whether the student is a first-generation college student, which could be helpful in seeking additional funding for the institution. The application does not clearly address the criteria and process for advanced placement high school students seeking admission to Oxnard College.

The format in which the Celsa 1 is offered does not address the needs of students who have a difficult time completing a "bubble" format test. A written or oral component of the test would address the needs of these students. Since 1997, the number of English-speaking students being assessed has more than doubled. However, the number of Spanish-speaking students being assessed has increased by 730%.

### **PLANNING AGENDA**

- 2.19      The Student Services Council will serve as the appropriate body that will review the application and make recommendations for change to the District Services Center.
  
- 2.20      The Office of Admissions and Records will advocate to the district the importance of placing a Spanish-language application online.

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***IIB.3f. 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**

All Oxnard College student records are kept in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA), Title 5 Regulations, California Education Code, Information Practices Act of 1977, Civil Code, California Public Records Act, Government Code, and Board Policy.

The Oxnard College and District Information Technology departments execute data security with diligence according to standardized guidelines. Firewalls, data backup systems, fireproof areas, and secure off-site locations are representative of these guidelines. Student paper records are secured by various methods across the campus utilizing locked file cabinets (some fireproof), locked vaults, secure offices and desks, staff monitoring, with fire extinguishers and sprinklers in some locations. The faculty website has an automatic 30-minute shutoff for security of unattended computer records. The mechanisms in place to protect student records have been very successful. No incidents of privacy violation have been reported. Accountability for employee security access to the district Banner system is the responsibility of the Registrar and is monitored on an ongoing basis. Banner sites have a manual log-off process.

The destruction process for Title 5 non-permanent classified records is systematically secure. Student records identified for destruction are locked in secure recycling bins (only one person has key access), and picked up weekly by a bonded shredding company. Portable shredding machines are located in some offices for immediate disposal of records.

There is an institutional policy complying with FERPA regulations published in each current catalog and schedule of classes. Students may request access to those campus records that personally identify the student. Student consent is not needed for the release of records covered by the Act to outside parties (e.g, campus officials, federal

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educational and auditing officers, and requests in connection with the application or receipt of financial aid). The Act provides that the college may release certain types of directory information, unless the student submits a written request that certain or all such information about them not be released without their consent. These requests are sent to the Admissions and Records office each semester for posting in Banner. All transcripts, certifications, and verification requests require the student's signatures for processing, as well as picture ID, when the requested document is released to the student. Subpoenaed records are released according to FERPA regulations and upon receipt of a VCCCD attorney advisory.

### **SELF-EVALUATION**

The district's commitment to the privacy of student records is reflected by the implementation of institution-assigned identification numbers to replace social security numbers. The assigned identification number appears on printed mailers and notices from the college, and on faculty attendance, drop, and grade rosters. Date of birth PIN numbers expire and are replaced with a personal student PIN number. To further ensure confidentiality, the student provides personal hint questions and answers for Admissions and Records' staff to assist them with phone inquiries. This provides the student with additional security and confidentiality.

During the spring of 2004, the process of identifying record storage needs and researching solutions commenced. It was noted that although students and faculty have access to the web for many services that required paper production and storage previously (applications, attendance, drop, add, census and grade rosters), we would still experience a shortage of space to store documents. Therefore, it was becoming eminent that we find an alternate means of providing secure storage for documents. A document imaging system would serve as a means to house secure documents, eliminate the need for additional storage space, save time, paper and manpower, and also provide technological accessibility for staff by integrating the system with Banner. All of these timesaving measures would increase quality time spent with students seeking support services. The document imaging system would also help decrease the need for file storage.

### **PLANNING AGENDA**

No plan is needed.

## Standard II: Student Learning Programs and Services

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***IIB.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**

The student services programs utilized the Program Review process to systematically evaluate the effectiveness of these programs. The purpose of Program Review is the improvement of programs and the institution as a whole. Through the Program Review process, programs identify measures relevant to the service they provide to students and assess whether students' needs are being met. Student services programs are strongly encouraged to meet with the Director of Institutional Research to develop a plan for the collection of data related to program effectiveness and student success. Beginning in 2003-2004, all programs, including student services, were required to identify student learning outcomes and the means of assessment that will be used to determine students' achievement of these outcomes (Ref IIB.3). In addition, the student services areas all write annual reports of their program accomplishments.

Three different surveys are being used regularly to gather information on the effectiveness of student services programs: the District Survey of Student Perceptions, Matriculation Survey, and the International Student Survey (Ref IIB.8, IIB.9, IIB.13 and IIB.14). The District Survey of Student Perceptions is administered every three years with the last two administrations occurring in spring 2000 and 2003. This survey includes several items related to all the student services units.

The Matriculation Survey is administered at the conclusion of each student orientation session. The focus of this survey is to gather information on students' experiences with the different components of matriculation, which includes Admissions and Records, Counseling, Assessment testing, and the orientation itself. The International Student Program also conducts a survey of inter-national students to assess its services and activities.

### **SELF-EVALUATION**

By the end of the 2003-2004 academic year, all student services programs were reviewed through the Program Review process. In the first two years of the Program Review, it became evident that

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the student services programs were having difficulty seeing how to relate to report guidelines that were written to apply more directly to instructional programs. In response, the Program Review process was modified to create separate, more applicable guidelines for the student services areas in 2003-2004. In addition, having these programs meet with the Director of Instructional Research has helped to improve the quality and comprehensiveness of the uses of data and information in the Program Review.

Two examples of student services programs that have used Program Review for its intended purpose of improvement can be seen in Extended Opportunities Programs and Services (EOPS) and Admissions and Records. Since its review in 2002-2003, EOPS has successfully completed and addressed four of six program objectives that were recommended, including the development of a comprehensive retention program for students who earned less than a 2.0 grade point average. In its 2002-2003 review, Admissions and Records proposed to make a concerted effort to use less paper to complete tasks traditionally requiring a significant number of forms. As a result, a computerized faculty website was established allowing faculty to process adds/drops in their classes, do census reporting, submit grades, and complete positive attendance hours. In addition, students are now able to register, add and drop classes on-line, and have access to a searchable schedule where they can select classes and save them in an area named a shopping cart while they continue to explore.

The District Survey of Student Perception provides the college with valuable information relating to the student services programs. This information is usually shared with the faculty and the administration; however, there is little or no evidence that these data are being used to improve service to the students. In addition, the District Survey of Student Perceptions is very broad and is administered too infrequently to provide enough detailed and timely information that can be used to help programs focus on specific areas of improvement. As far as focused efforts at the campus, aside from the International Students and the Matriculation Surveys, efforts to survey students directly are not consistent throughout all student service areas or throughout students' entire matriculation at the college.

### **PLANNING AGENDA**

- 2.21 The Student Services Council will work with the Office of Institutional Research to review the surveys currently being used by student services program to ensure that needed data are collected and the results are used for improvement.



## **Standard II: Student Learning Programs and Services**

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### SOURCES

- |        |   |
|--------|---|
| IIB.1  | Results from 2004 Employee Survey   |
| IIB.2  | Results from 2000 Employee Survey   |
| IIB.3  | 2004-2005 Oxnard College Program Review Report Guidelines — Student Services      |
| IIB.4  | Oxnard College Unit Planning Process and Instructions                             |
| IIB.5  | Shared Decision Making and Collegial Consultation at Oxnard College               |
| IIB.6  | Oxnard College Office of Institutional Research Website (Oxnard College Intranet) |
| IIB.7  | Program Review Reports 2002-2003  |
| IIB.8  | 2003 District Survey of Student Perceptions                                       |
| IIB.9  | 2000 District Survey of Student Perceptions                                       |
| IIB.10 | Oxnard College Catalog  |
| IIB.11 | Matriculation Plan  |
| IIB.12 | Oxnard College Admissions Application   |
| IIB.13 | Matriculation Survey  |
| IIB.14 | International Student Survey  |

## 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.

### C. LIBRARY AND LEARNING SUPPORT SERVICES

**Faculty Co-Chair: Ana Maria Valle**

**Administration Co-Chair: Steve Hall**



#### **List of Participants**

Tom Stough, Faculty and  
Delois Flowers, Administrator  
(Lead Persons)  
Ray Acosta, Classified Staff  
Sandra Allen, Classified Staff  
José Cornelio, Classified Staff  
Carolyn Dorrance, Faculty  
Carole Frick, Faculty  
Gloria Guevara, Faculty  
Chris Horrock, Faculty  
Harmony Rodriguez, Faculty  
Sherry Williams, Classified Staff  
Colleen Wilson, Classified Staff



## Standard II: Student Learning Programs and Services

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### ***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 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.***

#### **DESCRIPTIVE SUMMARY**

Oxnard College provides library and learning support services at multiple campus locations. The Learning Resource Center (LRC) building houses the Library and Media Center on its first floor, as well as the Learning Center and Tutorial Center on its Mezzanine. Additional learning support locations include:

- Language Laboratory in LS-7  
(recently placed under purview of the Learning Center)
- Mathematics Laboratory in LS-5
- Mathematics Tutorial Room in LS-6
- Mathematics Tutoring Computer Laboratory in LS-6A
- OCTV Editing Laboratory in NH-6
- OCTV Studio in LRC Building
- Office Occupations Preparation Program in NH-1
- Social Science Computer Lab in LS-10
- Social Science Tutorial Room in LS-9

Two of these learning support locations also serve as open computer laboratories for all currently-enrolled students when they are not being used for classes or tutoring. The largest such space is the Mezzanine area of the LRC building with 60 terminals. There is also an open laboratory in LS-10 with 18 terminals. All other laboratory spaces (including hard-science labs) are restricted to currently-enrolled students in those individual programs.

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### **SELF-EVALUATION**

There has been little coordination among divisions on the creation and maintenance of learning support facilities, especially those outside the purview of Library/LRC. A common pattern in the creation of these facilities has emerged. First, faculty and staff identify a learning support need. Grant funding is found to purchase initial equipment. The operation gets off to a good start, but is soon hobbled by staffing issues, as grant funding typically precludes hiring student assistants. The learning support facilities' hours shrink and in some cases are eliminated, adversely affecting student service.

### **PLANNING AGENDA**

- 2.22            The Learning Resources programs will utilize the Unit Planning and Program Review processes to request additional funding and seek alternative solutions in the interim.

***IIC.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**

#### Library

The Library's actual owned holdings are all in paper (books and serials). The Library owns over 32,000 books, 87 serials subscriptions, nine microform subscriptions, one microform viewer/printer and 14 student computer workstations utilizing a wireless network. Leased access to full-text serials is obtained through five databases offering over 3,000 electronic subscriptions. During 2002-2003, faculty and staff conducted 68,751 database searches. There are 190 chairs for student use at tables and carrels.

#### Tutorial Center

The Oxnard College Tutorial Center provides free tutoring services to students in a variety of disciplines. Tutors assist students with study skills, test preparation, and course content. Students in

## Standard II: Student Learning Programs and Services

English, math, social science, technology, and art receive tutoring by peer tutors who have been recommended by subject area. The Writing Skills Center assists students with writing projects across the curriculum. In the Math Skills Center, students receive help in courses from basic math through calculus and physics. Students are guided in problem-solving techniques and assisted in understanding math concepts. Schedules and availability of tutors varies each semester depending on budget availability.

The Tutorial Center seats approximately 55 students. In the Math Center, there are 7 round tables that seat four people each and five individualized study tables that accommodate two students each. There are three areas in the Writing Skills Center that seat a total of 16 people. The Tutorial Center owns three sets of videotapes from the UCLA "Tutor's Guide." Current copies of textbooks and print material are kept as resources in the Tutorial Center for use during tutoring hours.

### Media Center

The Media Center supports the instructional mission of the college by providing and maintaining high-tech and traditional equipment. The following equipment and materials are provided by the Media Center to meet the campus audio/visual demands:

DVD Player	TV/DVD/VCR Combinations
Laptop Computer	Public Address System
VHS/VCR Player	Dual CD/Cassette Tape Player
LCD Multimedia Projector	Cassette Tape Recorder/Player
Video Conference Equipment	Commercial Laminating Machine
VHS Camera	Copier Machine for Transparencies
Big Screen Television	Laser Pointer
Portable Easel	Overhead Projector

The Media Center provides a collection of 191 instructional and general interest titles covering a wide variety of subject areas for the colleges' degree programs and courses. Not all of the titles are housed in the Media Center. As a participant of the Tri-Counties Video/Multimedia Cooperative, new titles are added to the collection annually with input from the college faculty. The materials acquired are maintained at the Ventura County Superintendent of Schools Distribution Center for circulation throughout the tri-county area (Ventura, Santa Barbara, and San Luis Obispo).

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Faculty can go online (<http://alexandria.vcss.k12.ca.us>) to search for titles from the tri-counties collections and contact the Media Center to order. The average classroom usage of the collection during an academic year is 331 requests. In addition to the local collection, faculty has access to numerous other web-sites as audio/visual resources.

### Learning Center

The Learning Center owns the following types and numbers of instructional materials and equipment:

Books	3,428
Audiocassettes	3,346
Filmstrips	631
Videotapes	1,795
Computer Terminals	62
VCR/TV Viewing Stations	12
Audiocassette Players	25
Language Master Workstations	15

There are 149 seating spaces available for student use.

### **SELF-EVALUATION**

#### Library

The print collection lacks the size, breadth, depth, or currency to support instructional and student needs. Most materials were purchased in the 1970s or 1980s and are very dated. Materials budgets have been inadequate during the entire history of the college. In addition, these line items are among the first to be "raided" during difficult financial times. When funds have been available, library faculty have consistently asked for participation by classroom faculty in materials selection, but the response has been minimal.

During the 1990s, the Library's serials collections were supplemented with CD-ROM indexing services. These have gradually been supplanted by full-text leased database services delivered over the World Wide Web, enabling on-site and remote access for students. The leased database collections have helped to address some of the inadequacies of the book collection. However, database funding is entirely dependent upon a dedicated portion of Telecommunications

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and Technology Infrastructure Program (TTIP) funding from the State (CA \$ 36,000 for 2003-2004). At this writing, the TTIP funding formula for 2004-2005 will likely become a block grant that the college may spend as it sees fit. If students lose access to leased databases, the quality of classroom and remote instruction will be negatively impacted, for example, greatly reducing access to journal articles in medicine, psychology, and the physical sciences.

As far as computer equipment, the Library has received an allocation of Instructional Equipment and Library Materials (IELM) funds to replace aging student computer terminals. This equipment was installed in April 2004.

As welcome as the planned Library/LRC renovation will be, none of the Measure "S" funds will be spent on the substance of the Library—its collections. Grant funding opportunities will be sought to enhance the Library's collections.

### Tutorial Center

The Tutorial Center has done a good job in providing individualized instructional assistance to a large number of students in a variety of subjects. However, with the emphasis on increased publicity, the student population utilizing the Center has increased substantially. During peak hours, the noise level increases tremendously in the mezzanine area, which is shared with the Learning Center.

The tutors are trained and in-serviced in current and effective methods of tutoring that have been certified by professional organizations. Students are encouraged to become independent learners and apply the skills and strategies they learn from the tutoring sessions to all of their courses.

### Media Center

The Media Center's funding is inadequate to maintain the college's considerable investment in audio/visual equipment. Dedicated funding solely for the upkeep and maintenance of the campus high-tech equipment is needed, including support staff for the ongoing increase of new programs, increased student enrollment, faculty, and facilities. The collaborative relationships with instructional departments such as Social Sciences, Language Arts, Dental Hygiene, and the PACE Program have been ongoing and productive,



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thus helping to create and maintain a positive learning environment for students.

### Learning Center

The Learning Center is devoted to creating a space for students to supplement their classroom instruction through quiet, individual study. By contrast, the Tutorial Center creates a venue for verbal, one-on-one instruction. These uses are incompatible in the same physical space. Therefore, separate facilities are needed. Additionally, a dedicated classroom is especially needed for class orientations and tour groups, both to ensure class privacy and reduce noise. For several years in a row, the budget allocation was reduced to the point where there was only enough to pay for minimal supplies. There has been no money to buy instructional materials or replace damaged or worn materials.

New learning resource facilities, as well as augmentation of existing ones, will be pursued in the context of the Educational Master Plan and campus planning processes. A complete renovation of the Library/LRC is planned as part of the campus' local Measure "S" bond resources and State bond funding.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.22 in Standard IIC.

- 2.23            The Media Center will work with the Technology Committee to ensure that the college's Technology Plan includes the needs related to the service provided To the campus by the Media Center.

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

### **DESCRIPTIVE SUMMARY**

#### Library

The Library supports the college's educational mission by selecting materials that support and supplement the curriculum. The following are those activities performed by library staff to ensure that the materials in the Library support student learning:

## Standard II: Student Learning Programs and Services

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- The schedule of classes and course catalog are reviewed for relevant objectives;
- A librarian serves on the Curriculum Committee, thereby staying current on any new courses added to the curriculum;
- A list of subjects in which students are not finding what they need to fulfill assignments is kept at the Reference Desk;
- Book acquisition requests are solicited from the faculty every semester;
- The librarians use review media to select titles for the book and periodical collections;
- Titles are searched and reviewed in databases such as Choice's Outstanding Academic Titles, Midwest Library Service, and ProQuest;
- Periodical subscriptions and database usage statistics are reviewed annually to gauge how useful and interesting the represented content is for students;
- All librarians participate in materials selection according to their expertise and interest; and
- The senior librarian and the library technician review selections to ensure that all curriculum areas are supported.

### Tutorial Center

The materials available in the Tutorial Center are constantly reviewed to address curricular changes. The Tutorial Services Specialist evaluates the materials and services each semester. Tutor hiring involves a process of application, faculty recommendation, and earning an A or B grade in the course. During the 1998-1999 academic year, an Advisory Committee (from the academic departments) was formed to provide guidance and direction to the program in order to improve services and modes of delivery. Some faculty hold office hours in the Tutorial Center as part of their load.

Instructors donate new and supplemental texts to the Tutorial Center each semester. Some of these are currently used in classes, and some are for reference purposes.

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### Media Center

The Media Center supports the quality of the instructional program at the college through collaboration with college faculty about multimedia equipment and technical assistant needs in the classroom.

### Learning Center

Through a variety of programmed learning materials covering many disciplines, the Learning Center provides a broad range of services to supplement classroom instruction across the curriculum and encourages individualized independent study. Below is a description of the variety of services and resources available for students, faculty, staff, and members of the community in the Learning Center.

Individualized instructional modules are available in reading (for speed and comprehension), writing, spelling, vocabulary, note-taking, library resources, study skills, essay and objective test-taking, grammar and punctuation brush-up, and research paper writing. These self-instructional modules or mini-courses offer students the opportunity to learn at their own pace. The materials are available, whether offered during the semester for class credit or not, each semester. Multimedia and self-instructional materials are also available to supplement classroom instruction or for independent study.

Videotapes on time management, how to write a research paper, listening and note taking, and other study skill areas are obtainable for student utilization. Workbooks (with and without cassettes) and skill-building computerized instruction are some of the resources available to assist in student learning and supplement classroom instruction. Telecourse videos such as Business Law, History, Economics, Sociological Imagination, Marketing, Anthropology, Biology, and Geology are available for student viewing.

The Learning Center staff assists students with the computers for Webstar registration; grammar review, math review, language acquisition; checking of grades, viewing holds; word processing; accessing online homework, quizzes, and syllabi; online exams, online lab assignments and/or academic research.

### **SELF-EVALUATION**

### Library

The Library has identified a problem with duplicate book ordering which reduces already meager materials selection resources. This problem arises from having a combination paper/online tracking

## Standard II: Student Learning Programs and Services

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system. In addition, classroom faculty only have a paper-based system available for requesting purchase of titles in their subject areas.

### Tutorial Center

Faculty involvement has been key to supporting the Tutorial Center efforts. Continuation of this type of support is essential. Having a strong, centralized tutoring program that serves all academic areas of the campus provides consistency and strength in ensuring quality service to students. Even though Math and English faculty have been involved in supporting the current efforts of tutoring, the participation of faculty from other disciplines would enhance and broaden the availability of services.

### Media Center

The ratio of faculty to equipment/materials is very small. Hence, the first person who comes is the only person who gets served. Additional staff is needed in the Media Center to meet the demands of faculty, staff, and students. Technical support staff is also needed to train faculty on new technology. Increased funding is needed for new technology/materials. New designated space is needed to house equipment, materials, and any additional staffing.

### Learning Center

The materials and equipment available to students in the Learning Center are out-of-date and limited. The Learning Center is understaffed (with only one full-time staff member). There is heavy reliance upon student hourly employees to cover all hours of operation. Currently, the space is limited (i.e., the number of stations is insufficient to meet student needs), but with the renovation of the Learning Resources Center, the space issue should be resolved.

### **PLANNING AGENDA**

- 2.24        The librarians will institute increased outreach to classroom faculty for their assistance with materials and equipment selection, including developing an online book request system.
- 2.25        The Tutorial Center will increase faculty participation by inviting them to the Center, visiting classes, attending departmental meetings, and doing Flex Day presentations.

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***IIC.1b. 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**

The Library has developed a two-hour credit class in information competency titled Internet & Library Research (LIB 100). It was offered and taught once in the spring of 2001, but since then the course has either not been offered or was canceled because it did not meet minimum enrollment requirements.

The librarians' main vehicle for teaching information competency is the library instruction session requested by classroom professors. During 2002-2003, four librarians reached 2,690 students in 112 library instruction sessions. The librarians use a dedicated seating area in the Library with a state-of-the-art data projection system.

As part of these sessions, the classroom instructors may wish to use our Library Database Instruction Exercise (Ref IIC.1) or create their own. All students attending an instruction session receive a copy of our Online Databases handout (Ref IIC.2), which describes our database services and how to access them from home. "Path-finders" (bibliographies) have been created for most of the major subject areas with citations for useful books, articles, and Websites. For classes working on research papers, we also distribute How to Cite From Databases (Ref IIC.3), examples of correct citation styles.

Besides class-based lecturing, the librarians also provide individualized information competency tutoring to students on demand. Through these activities, library faculty seek to increase students' understanding and use of information sources in the classroom and in life.

#### **Tutorial Center**

The Tutorial Center's overall purpose is to provide academic support to any student who will benefit from its services. The Center focuses on assisting students to become independent learners by enhancing their study skills and learning habits. Our tutors' ultimate goal is to impart independent learning skills.

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The use of the resources is promoted through printed material designed to encourage use of the Tutorial Center by staff, faculty, and students. A wide variety of methods is used to make students, faculty, and staff aware of the availability of services. Handouts, flyers, and emails are currently being used as sources of publicity campus-wide.

Tutoring is provided in the following subject areas: mathematics, writing, child development, English, English as a Second Language, Spanish, and study skills. Supplemental Instruction (SI) is also offered for English, English as a Second Language, and Mathematics. SI provides in-class assistance to students plus outside group sessions and drop-by hours in the Tutorial Center. The goal of SI is to reinforce class content while emphasizing study skills to promote independent learning. The Tutorial Center Specialist offers study skills workshops for all students. Scheduling of the workshops includes bilingual presentations to accommodate the large population of Spanish-speaking students in ESL classes.

### Media Center

Although students are served indirectly by the Media Center, its primary clientele is the teaching faculty. Therefore, this standard is not applicable.

### Learning Center

ESL instructors hold orientations in the Learning Center introducing students to alternate ESL sites to supplement classroom instruction. Instructors schedule appointments to show students how to conduct research. With the limited space in the Library, the Learning Center has been incorporated into Library orientations (i.e., students come to the Learning Center to access the Library's databases). Instructors from online classes also conduct orientations in the Learning Center for students needing to access the instructor's website and other sites on the Internet.

### **SELF-EVALUATION**

#### Library

The teaching faculty who have traditionally requested library instruction have been those in letters, humanities, and social sciences. Most library instruction has been concerned with teaching the process of research and documentation as part of creating a term paper, usually in an English 101 class. The expectation is that once students have become sophisticated users and compilers of

## Standard II: Student Learning Programs and Services

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information, they will need the instructional services of librarians less and less.

### Tutorial Center

The Tutorial Center has been able to meet its goal of providing quality services on a consistent basis. This has been accomplished by means of training and the implementation of strategies and methods to personalize our services that provide a friendly non-threatening ambience to students and faculty. The ongoing staff in-services and Supplemental Instruction meetings have been a major avenue for continuous training.

The limited funds available for the Tutorial Center have primarily been utilized to provide tutoring services for students. Budget limitations have hindered the Center's ability to stay current with new and advanced technological materials thereby inhibiting further promotion of the program.

Title V has been funding the SI component for the past two years, but funding from this grant is no longer available and other funds have not been identified.

### Media Center

Not applicable.

### Learning Center

The services offered in the Learning Center are well advertised throughout the campus community. A description of the class services to students and faculty is provided in a one-page brochure. Bookmarks with listings of Study Skills classes and hours of operation are available and distributed at class orientations of the Center. Flyers are available and are distributed to faculty and staff at the beginning of each semester, either in the mailboxes or in the Flex Day orientation packet. English 30 classes are listed in the schedule of classes and flyers are available for each class. A description is listed in the college catalog and the part-time faculty handbook. Class orientations are given and the hours are posted on OCTV. Packets are also made available for students from the high schools during visits. Packets of information are distributed when a faculty member brings his/her class for a tour of the Center. Information is made available on club days and during campus open houses. Flyers are placed on the information rack outside the Financial Aid Office and some are also placed in the Counseling office. We are also distributing information to special programs such as CalWorks and EASEL.

## Standard II: Student Learning Programs and Services

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### **PLANNING AGENDA**

- 2.26 The Learning Resources programs will seek innovative ways to market their services more vigorously in order to increase faculty, staff, and student awareness.

***IIC.1c. 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**

#### Library

Service hours are from 8:00 a.m. to 9:00 p.m. Monday through Thursday and 8:00 a.m. to 5:00 p.m. on Friday. We are also closed on Saturday, Sunday, and academic holidays. Because of building layout, the hours for the Learning Center, Media Center, and Tutorial Center are limited by the hours of the Library. The Library's staff consists of two full-time day librarians, two part-time evening librarians, one full-time library technician, one full-time library assistant, and various student workers.

For Library patrons, remote access to our online database collections is facilitated by the WebSTAR system, also used for enrollment purposes. WebSTAR is on the Internet and is available 24 hours a day, seven days a week.

#### Tutorial Center

Accessibility is a unique characteristic of the program. All Oxnard College students are eligible for services. The program staff and the students it serves come from similar ethnic, language, and socioeconomic backgrounds. The program provides students with a welcoming, non-threatening environment where they are able to interact with peer tutors who assist them with content-based questions, study skills, and test preparation.

The need for the Tutorial Program is evident in the high demand by students. Demand is consistently high throughout the semester with increases during midterms and finals. The demand is usually higher than what the program can supply.



## Standard II: Student Learning Programs and Services

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The Tutorial Center has made an effective effort to provide access to students from a variety of language backgrounds through the ESL Center. The Educational Assistance Center (EAC) regularly refers students with disabilities to receive tutoring at the Center.

### Media Center

The Media Center is currently supervised by one full-time classified employee and four student assistants. The hours are from 8:00 a.m. to 8:30 p.m. Monday through Thursday and 8:00 a.m. to 2:30 p.m. on Friday. The center is closed on Saturdays, Sundays, and holidays. Currently, the Media Center is located in a designated area of the Library. The space is easily accessed and provides student and faculty with adequate services.

### Learning Center

The Learning Center is open Monday through Thursday from 8:00 a.m. to 9:00 p.m., and on Friday from 8:00 a.m. until 5:00 p.m. These hours attempt to make the Center accessible to both day and evening students.

### **SELF-EVALUATION**

#### Library

As with the Tutorial Center and Learning Center, the Library cannot now offer weekend services. Therefore, weekend students are not receiving library support offered to day and weekday evening students. Until the planned Library/LRC renovation is completed, the Tutorial Center and Learning Center will be unable to increase their hours because they are contained within the Library and subject to its hours.

#### Tutorial Center

The Tutorial Center provides services on a daily basis. The schedule is created based on students' needs. In the past, tutoring services on weekends have been non-existent because the availability of tutoring services is also based on the Library's hours of operation. The recent offerings of Saturday tutoring at another location have become an avenue for students taking off-campus courses who normally would not be able to receive services during regular hours due to their schedule.

#### Media Center

The hours of the Media Center are insufficient to meet the needs of faculty teaching on Saturdays.

## Standard II: Student Learning Programs and Services

### Learning Center

Since the number of computers in the Learning Center has been increased, the need for technical assistance required to maintain the laboratory has increased. Weekly student contact hours, FTES, and enrollment history indicate an increase in the use of the Learning Center for the two primary services of English 30 courses and supplemental instructional lab hours. This year, enrollment for television courses increased and the number of students requiring viewing time of videotapes grew steadily causing great demand. Trying to patchwork a schedule using a variety of individuals does not allow for continuity of service. This piecemeal type of scheduling creates untimely completion of projects when the person who is most suited for a project may only work one or two times a week. The Learning Center is open 61 hours, but the lack of sufficient full-time staff members continues to hinder the program.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.22 in Standard IIC.

***IIC.1d. The institution provides effective maintenance and security for its library and other learning support services.***

### **DESCRIPTIVE SUMMARY**

For maintenance and security purposes, all the learning resources programs will be considered as one unit since they are all housed together in the LRC building.

The south side of the LRC building houses administration, Admissions and Records, Counseling, Mailroom, Matriculation and Financial Aid, Transfer Center, and eight classrooms. The north side of the building contains the Library, Media Center and OCTV on the ground floor and the Tutorial and Learning Centers on the mezzanine. Alarmed doors prevent cross-traffic between the two building halves. There is a back stairway from the mezzanine to the hallway in front of the administrators' offices, which is also alarmed and is to be used by employees only. Employees with proper keys can and do move between the Mailroom and the Library. Access to the Library is also available from OCTV through the Library/Media Center workroom. The Library and Learning Resources collections are protected by a theft-detection system, which is maintained under an annual contract.

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Within the Library/Media Center workroom and offices, staff computers are password protected, but the computers themselves are not secured. The Library's computer server sits in a locked closet and is connected to an uninterruptible power supply. Regular backup copies are made of our internal databases by the Information Technology Department.

As with all campus buildings, handling security incidents is the responsibility of the Campus Police. Building maintenance is the responsibility of the Maintenance and Operations Department.

### **SELF-EVALUATION**

Much-needed safeguards and security improvements have been identified especially regarding the unsecured doors leading from the Library/Media Center workroom and Mailroom to the Library. Custodians who work at night often disable door alarms and do not reset them. There has been at least one attempted theft of the Library's ceiling-mounted data projector.

In addition to building security, collection security is a major concern. In the Learning Center, students check out valuable materials by leaving collateral, such as house or car keys. However, there is nothing to prevent students from taking a valuable book or videotape, especially by going down the back stairway.

As the Learning and Tutorial Centers continue to outgrow their limited mezzanine space, students are crowded closer and closer together, resulting in disputes over space and noise.

### **PLANNING AGENDA**

- 2.27            The Library and Learning Resources (LLR) staff will:
- create formal, written security procedures where warranted;
  - investigate installing increased security measures to prevent unauthorized access and protect collection materials; and
  - discuss with Maintenance and Operations' staff how to properly re-secure the Library areas after exiting.

## Standard II: Student Learning Programs and Services

***IIC.1e. 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**

#### **Library**

The Library is an institutional member of the following organizations: Gold Coast Library Network and the Community College Library Consortium. The Gold Coast Library Network (GCLN) provides computerized interlibrary loans to its members throughout this region of California. Public, academic, and private libraries comprise its members (Ref IIC.4). An additional, informal interlibrary loan relationship is maintained with the University of California, Santa Barbara. The Community College Library Consortium provides group purchasing of bibliographic databases for all 108 community colleges in California.

#### **Tutorial Center**

The tutor training program is certified by the College Reading and Learning Association (CRLA) that sets the criteria for programs to meet the requirements for tutor certification.

#### **Media Center**

The Media Center is a member of the Tri-Counties Multimedia Cooperative, which serves educational institutions in Ventura, Santa Barbara, and San Luis Obispo Counties. A central video and film collection is maintained at the Ventura County Superintendent of Schools for loan throughout the service area. The Media Center is also a member of DET/CHE (Directors of Educational Technology/California Higher Education), which offers continuing education, networking opportunities, and conventions to its members.

#### **Learning Center**

Not applicable. There are no institutional memberships.

## Standard II: Student Learning Programs and Services

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### **SELF-EVALUATION**

#### Library

The GCLN membership allows the college to borrow many materials on our students' behalf at no or minimal cost. The initial costs were paid by a grant from the Library of California (LOC), a statewide umbrella cooperative. However, the virtual demise of LOC and its funding means that GCLN members will have to assess dues to keep the interlibrary loan operations going. The Community College Library Consortium (CCLC) membership has saved the college untold dollars in database subscription fees, resulting in much greater information value for students. The Library is in the process of determining whether dues payment to GCLN is in the best interest of the college and its students or if interlibrary loan should be accomplished in other ways.

#### Tutorial Center

The CRLA certification guidelines for tutor training have provided a substantive and current curriculum for the Techniques of Tutoring course, giving the tutors a solid foundation in tutoring techniques that have been proven effective by professionals in the field.

#### Media Center

The Media Center's clientele benefits from cooperative materials purchasing and continuing education of Center staff.

#### Learning Center

Not applicable.

### **PLANNING AGENDA**

No plan is needed.

***IIC.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**

All Library and Learning Resources programs participate in the college's Program Review and Unit Planning processes. All programs have current Unit Plans and have either recently conducted or are

## Standard II: Student Learning Programs and Services

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due to conduct a second Program Review this year (Ref IIC.5). In addition, three of the four areas are included in the District Survey of Student Perceptions. The Media Center is not covered by the survey because it does not directly serve students. Below are descriptions of other methods used by these programs to evaluate themselves.

### Library

There has never been a "customer survey" among students, faculty, or staff to determine their level of satisfaction with Library services.

### Tutorial Center

Improvement, development, accessibility, and quality services for students prevent programs from becoming stagnant. Every semester students have an opportunity to evaluate the tutoring services for the betterment of the program. Tutors are also evaluated on their performance every semester, and the tutors themselves have an opportunity to evaluate the program as a whole (Ref IIC.6).

### Media Center

To ensure quality standards, improve, and provide consistency in services, there must be an ongoing evaluation process to ensure that future equipment and material needs and changes are being met. To this end, every year the Center conducts the Campus Service Satisfaction Survey in an effort to provide efficient, successful, and consistent quality service with an emphasis on equipment, staff promptness and preparation, and operations including technical problems and assistance. In addition, the survey asks faculty for suggestions related to needed services and/or equipment and improvement of the same (Ref IIC.7).

### Learning Center

A concerted effort is made to evaluate services and program effectiveness. Students participate in end-of-semester evaluations that rate the overall services of the Center. Participating faculty members are involved in the evaluation process. They are consulted about courses, their suggestions and recommendations for laboratory materials, as well as types of services. Student evaluations of the Center enable students to contribute suggestions that are reviewed by staff and some faculty members to determine if changes are needed (Ref IIC.8).

## Standard II: Student Learning Programs and Services

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### **SELF-EVALUATION**

Although information from the district survey is available, it is unclear how these programs are using this information.

#### **Library**

The lack of a Library survey requires immediate attention and Library staff has begun working with the Director of Institutional Research to develop such a survey. In the 2003 District Survey of Student Perceptions, 78% of students were satisfied with the Library compared to 71% in 2000, indicating a slight improvement (Ref IIC.9 and IIC.10).

#### **Tutorial Center**

Ongoing student evaluations indicate that students are satisfied with the Tutorial service. Anecdotal comments from students are consistently positive although some students who were not served due to a lack of resources have expressed dissatisfaction. Faculty recommendations are also welcome albeit only a small number of faculty members contribute. The Tutorial Specialist, along with the Tutorial Center staff, carefully considers potential solutions, develops plans of action, and acts on these plans. In the 2003 District Survey, 64% of students were satisfied with the Tutorial Center compared to 59% in 2000, indicating a slight improvement (Ref IIC.9 and IIC.10).

#### **Media Center**

Overall, in regards to the level of service, the faculty rates the service good to excellent.

#### **Learning Center**

The student evaluations have shown that the majority of the respondents value the Learning Center but find it too noisy. In the 2003 District Survey, 70% of students were satisfied with the Learning Center, compared to 68% in 2000 (Ref IIC.9 and IIC.10).

### **PLANNING AGENDA**

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|------|--|
| 2.28 | The Tutorial Center will work with the Office of Institutional Research to create and administer a faculty survey. |
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## **Standard II: Student Learning Programs and Services**

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### SOURCES

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|--------|--|
| IIC.1  | Library Database Instruction Exercise  |
| IIC.2  | Online Databases Handout   |
| IIC.3  | How to Cite From Databases   |
| IIC.4  | Gold Coast Library Network and the Community College Library Consortium Formal Agreement |
| IIC.5  | Learning Resources Program Reviews   |
| IIC.6  | Tutorial Center Surveys  |
| IIC.7  | Media Center Survey  |
| IIC.8  | Learning Center Surveys  |
| IIC.9  | 2003 District Survey of Student Perceptions  |
| IIC.10 | 2000 District Survey of Student Perceptions  |





## 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.

### A. HUMAN RESOURCES

**Faculty Co-Chair: David Magallanes**

**Administration Co-Chairs: Cheryl Shearer and Rene Rodriguez**



#### **List of Participants**

Katharine "Kitty" Merrill, Classified Staff (Lead Person)

Graciela Casillas, Faculty

Harry Culotta, Manager

Julie Lovejoy, Faculty

Liesel Toles Rigsby, Faculty

Tom Stough, Faculty



## Standard III: Resources

### IIIA. 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.*

*IIIA.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**

The Ventura County Community College District (VCCCD) employs individuals in several employee groups. Each group has unique rules and regulations governing selection and employment. Faculty positions, both full-time and part-time, include individuals with classroom and non-classroom assignments (e.g., librarians and counselors). Classified positions include all classified staff positions. The district also employs academic administrators and classified staff managers and supervisors.

#### **Faculty and Academic Administrators**

Full-time faculty members and academic administrators at Oxnard College all have earned master's or doctorate degrees, have established equivalency granted by the governing board, or have appropriate training for their teaching area(s). Of the 90 full-time faculty and nine administrators, 20 have doctorate degrees, 75 have master's degrees, and five have teaching credentials.

All instructors must meet the published Minimum Qualifications for Hire in California Community Colleges, which require a master's degree in the field or the equivalent experience (Ref IIIA.1). The Ventura County Community College District Managers Policy and Operations Manual governs personnel issues for administrators (Ref IIIA.2).

## Standard III: Resources

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Faculty evaluation is a collective bargaining issue. The academic administrators utilize a process of continuous self-evaluation that is a campus process. The district's Human Resources Department monitors the district's formal performance evaluation review process for individual administrators.

### Classified Staff, Confidential and Classified Management Employees

All classified staff employees are covered by the provisions of the new Classified Staff Employees Handbook (Ref IIIA.3) approved by the Board of Trustees in December 2003. The Ventura County Community College District's Merit System and its Personnel Commission were established in 1962 to provide statutory protection to classified staff employees through the Education Code against politically or personally motivated employment, promotion, discipline, or dismissal actions. This system ensures that employees are hired on the basis of merit and fitness.

The Merit System is a personnel system of rules and procedures administered by the Personnel Commission. The Merit System ensures fair and equitable treatment in all personnel management matters without regard to politics, race, color, religion, national origin, sex, marital status, age, or disabling condition and with proper regard for individual privacy and constitutional rights (Education Code §88060 et. seq.) (Ref IIIA.4).

Classified staff position qualifications are stated in "Classified Staff Job Descriptions—Oxnard College" (Ref IIIA.3). The qualifications range from a high school diploma and appropriate work experience to an earned baccalaureate degree. The preparation requirement is dependent on the specific position.

Professional development activities, open to all classified staff, are scheduled each fall and spring to coincide with the faculty Flex Week.

The college's Unit Planning and Program Review processes include a staffing section where departments discuss staffing issues or future needs.

### **SELF-EVALUATION**

The district employs qualified individuals to perform designated duties in all employee groups. Beginning in 2002-2003, designated

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funding for professional development was eliminated by the state. Therefore, there is no funding to reimburse college staff for any professional development activity engaged in outside the college. Professional development activities held during Flex Week are facilitated by college or other district employees who volunteer their time. Attendance at these Flex Week activities is sparse and is usually comprised of part-time faculty and/or classified staff employees.

The college is slowly developing a culture of planning evidenced by the many Unit Plans that have been recently developed. Many departments have used the Program Review process to identify staffing needs and to include these staffing needs in their Unit Plans. As the college's planning process is more fully implemented, time will tell if the staffing needs receive funding as the Unit Plans are used to drive budget development.

### **PLANNING AGENDA**

No plan is needed.

***IIIA.1a. 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 activities, 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**

Early in the fall semester of each academic year, each college and the District Service Center (DSC) project staff needs for the following academic year. The appropriate faculty with their dean develop the academic job descriptions, requirements, and desired

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characteristics. The district uses standard procedures to prescreen applicant files to determine that minimum qualifications are met. Committee members rate each candidate using a numeric system for both the paper screening and oral interviews.

### Faculty

Faculty hiring qualifications are set in Articles 2 and 3 of the Agreement Between Ventura County Community College District and Ventura County Federation of College Teachers AFT (American Federation of Teachers) Local 1828, AFL-CIO, July 1, 2001 through June 30, 2004 (AFT Agreement) (Ref IIIA.5). All faculty hires must meet state-mandated Minimum Qualifications (Education Code §87350-87360 and Title 5 CCR §53400-53430) (Ref IIIA.6, Ref IIIA.7). Generally, accredited bachelor's and master's degrees for those teaching academic disciplines are required. For vocational instructors, occupational experience is substituted for the master's degree, especially for those vocational disciplines where no master's degree is generally available. Faculty hiring qualifications are established by the State disciplines list, with additional local qualifications as established by the college. The district's Human Resources Department requires transcripts as proof of meeting these qualifications.

General faculty job descriptions are contained in the Oxnard College Faculty Handbook 2003-2004 (p. 26-31) (Ref IIIA.8). Specific descriptions for advertised vacancies are published by the district's Human Resources Department in print and on the district's website (Ref IIIA.9).

Faculty selection procedures direct that the college follow specific processes for filling vacant faculty, administration, and staff positions. All hiring procedures and processes are conducted and monitored by the district's Human Resources Department. These procedures produce a standardized position announcement that is the vehicle for the public announcement of the position. Criteria, qualifications, and procedures for selection are clearly and publicly stated in all position announcements. The position announcements include a description of the position, major responsibilities, desired qualifications, minimum qualifications, monthly salary, directions on how to apply, and a formal statement of the selection process. The position announcement is available electronically on the district's website and in hard copy format from the district's Human Resources Department and on the college campus.

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Faculty members are involved in the selection of new faculty. Faculty involvement begins with identifying the need for new faculty, currently through the Academic Senate's Faculty Prioritization Process, and in the future through the Unit Planning process. Faculty members serve on faculty selection committees. At Oxnard College in 2004, fifteen faculty were hired. At least three faculty served on each of the selection committees. At least one faculty from the discipline is required to serve on college faculty selection committees, according to the district's selection process. A district diversity facilitator who monitors and ensures that the selection process is followed by each selection committee.

### Classified Staff

The Personnel Commission prescribes, amends, and interprets the rules and regulations to ensure the efficiency of the classified staff service. It conducts recruitment from all segments of society and determines advancement on the basis of relative ability, knowledge, and skill as well as provides for the selection and retention of classified staff employees upon a basis of merit and fitness. The Personnel Commission maintains a classification plan that groups positions into classes on the basis of duties and responsibilities. A binder of classified staff job descriptions titled "Classified Staff Job Descriptions—Oxnard College" is maintained in the Office of Business Services (Ref IIIA.10).

The district uses the Merit System, a personnel system of rules and procedures administered by the Personnel Commission, to ensure fair and equitable treatment in all classified staff personnel management matters without regard to politics, race, color, religion, national origin, sex, marital status, age, or disabling condition, and with proper regard for individual privacy and constitutional rights.

### Administration

Academic administrators must meet the minimum qualifications as referred to in Minimum Qualifications for Faculty and Administrators in California Community Colleges, as well as any requirements from the institution as reflected in the job announcement.

Selection procedures for academic administrations are similar in structure to the faculty selection procedures with the difference that other academic administrators comprise the majority of the selection committee membership.



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### **SELF-EVALUATION**

Although the selection procedures for all employees tend to be bureaucratic, and limited in flexibility, the general consensus is that the processes for the selection of all employees has worked effectively, resulting in the selection of highly qualified employees. Amending the selection procedures for faculty and academic administrators would involve the participation of all three colleges in the district and in the past, such changes have taken years to accomplish.

### **PLANNING AGENDA**

No plan is needed.

***IIIA.1b. 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**

#### Faculty

Faculty evaluation is set in Article 12 of the AFT Agreement (p. 55-70) (Ref IIIA.5). Tenure-track faculty are evaluated in a process that can take up to four years. Separate sections of Article 12 deal with classroom and non-classroom faculty evaluation. Part-time (non-contract) faculty evaluation is discussed in 12.5A and 12.5B of the AFT Agreement. Evaluations of faculty include student evaluation, self-evaluation, peer evaluation, and administrative evaluation. Faculty are to be evaluated using the same process every three years. Part-time faculty are to be evaluated in the first semester and at least once every six semesters thereafter.

#### Classified Staff

According to Article VI sec. 6.1- 6.6 of the agreement between the Service Employees International Union (SEIU) Local 535 and the district (Ref IIIA.11), all permanent classified staff personnel are evaluated by their immediate supervisor on a yearly basis. Such evaluation shall be set forth on the "Classified Employee Performance Evaluation" found in the SEIU Agreement (Ref IIIA.11).

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### Administration

Administrators are evaluated by their immediate supervisor on an annual basis per the Managers Policy and Operations Manual, p. 15, p. 31-37 (Ref IIIA.2). This document specifies the criteria by which administrators are to be evaluated.

### **SELF-EVALUATION**

Some concern has been expressed that faculty evaluations are not performed consistently. There are some faculty, both full-time and part-time, who have not been evaluated in accordance with the guidelines contained in the collective bargaining agreement. For example, some faculty have not been evaluated in over five years. However, the college administration is planning on reviewing and revising the campus process of identifying which faculty are due for an evaluation.

There is a general consensus among faculty that the tenure review process, as practiced at Oxnard College, has improved. Tenure committees have taken an active and interested role in assisting new faculty to improve and grow in their teaching abilities and in their campus involvement in governance activities. Although Title 5 and the AFT Agreement clearly outline the four possible recommendations by the Tenure Committee, one of which is to grant tenure, the Board of Trustees has routinely ignored recommendations by the committees to grant tenure, instead requiring new faculty to serve a full four years of employment even when no areas of improvement are identified. In addition, the peer evaluation process is non-confidential; faculty know who has made which comments about them. Therefore, faculty may be hesitant to be critical in their evaluations, especially of faculty in their own departments.

Evaluations of classified staff and academic administrators have been consistent. Classified staff and academic administrators appear to be satisfied with their evaluation process. However, faculty and classified staff have expressed concern about their lack of participation in the evaluations of their immediate supervisors and in the evaluation of the executive management. Some feel that all faculty and staff reporting to the administrator being evaluated should be given the opportunity to provide feedback and that everyone in the campus community should be able to provide feedback in the evaluations of the college president, executive vice president, and vice president.

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### **PLANNING AGENDA**

- 3.1 The College Council of Instruction will develop a plan to ensure that all faculty members are evaluated in accordance with contractual requirements.

***IIIA.1c. 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 evaluation in the district is a collective bargaining issue. The evaluation process as outlined in Article 12 of the AFT Agreement does not include reference to the effectiveness in producing progress toward the achievement of student learning outcomes. Article 12.3 of the AFT Agreement states that faculty evaluations will be comprised of a committee appraisal, student appraisal, self-appraisal, and a site visitation. None of these forms references student learning outcomes. Additionally, the student appraisal "shall not be maintained as part of the evaluation materials in the personnel file except at the faculty member's request" (Ref IIIA.5, Article 12.3.B).

### **SELF-EVALUATION**

Unless the district and the AFT jointly agree that the evaluation process will be revised to include criteria regarding producing progress towards student learning outcomes, the process will not be amended. The district and the AFT are currently in negotiations and faculty evaluation is not on the table for discussion.

### **PLANNING AGENDA**

No plan is needed.

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***IIIA.1d. The institution upholds a written code of professional ethics for all of its personnel.***

### **DESCRIPTIVE SUMMARY**

The faculty has adopted the Statement on Professional Ethics of the American Association of University Professors. This statement is published in the Faculty Handbook (Ref IIIA.8, pg. 23).

In the new Classified Staff Employees Handbook, there is no mention of a code of ethics.

Administrators adhere to a statement of ethics from the Association of California Community College Administrators (ACCCA) (Ref IIIA.2, pgs. 2-3).

### **SELF-EVALUATION**

The faculty and management groups meet this standard. Current and past classified staff senate presidents are not aware of there ever having been an adopted code of ethics that is specific to this employee group. However, the Professional Development Committee has recommended that the classified staff senate research and develop a code of ethics to be ratified by their membership.

### **PLANNING AGENDA**

No plan is needed.

***IIIA.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**

As of fall 2003, Oxnard College had 90 full-time faculty, 218 part-time faculty, 118 full-time classified staff, 14 part-time classified staff, and 11 administrators. According to the district's Human Resources

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Department, in 2003, four classified staff members were "bumped" from their positions by more senior employees who had been laid off due to the state budget crisis. In addition, eight classified staff positions were eliminated at the college: one person was laid off, two people were demoted, and six people were laterally reassigned. Other positions were reduced from 12-month assignments to 11 or 10-month. From July through December 2003, the classified staff work schedule was reduced from 40 to 37.5 hours per week (or an equivalent percentage for part-time employees) for budgetary reasons.

In fall 2003, 417 full-time faculty were employed district-wide. California Education Code §87482.6 and Title 5, California Code of Regulations, §51025 require that the district should have employed a minimum of 428.2 full-time faculty to be proportionate with increases in credit FTES growth funds (Ref IIIA.13 and IIIA.14). Failure to do so can result in a funding reduction of \$57,535 for each full-time faculty member below the minimum.

Under procedures established by the Board of Governors of the California Community Colleges, the district requested a deferral of 5.0 full-time faculty, and the Board of Governors approved the request in January 2004. However, the district was still 6.2 faculty below the employment obligation and was subjected to a \$356,717 funding reduction.

Grant-funded positions, both classified staff and academic, have on occasion reverted to non-grant status. As of October 2003, 31 classified staff positions were funded by grants, contracts, or categorical allocations.

### **SELF-EVALUATION**

The district's failure to meet the full-time faculty employment obligation under Title 5, California Code of Regulations, §51025 has impacted the ability of Oxnard College to offer a number of classes in some disciplines due to the scarcity of qualified faculty. According to the department chairs in Letters, Math, Sciences, and Business, class offerings are negatively impacted by the lack of available faculty. In Math, four to six classes per semester typically are not offered due to a lack of qualified faculty (full- and part-time). In Letters, two classes were canceled in fall 2003 due to lack of faculty, and two others had no faculty available at the time of the first class meeting. In the Sciences, class offerings are limited both by funding

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and the difficulty of finding qualified faculty, particularly in geography, geology, marine studies, and biology. In Business, some faculty have had to obtain exemptions to the 60% rule in order to staff classes. In addition, some disciplines have no full-time faculty members.

Budget reductions have forced cutbacks that have also left the campus with an insufficient number of classified staff. Many offices have reduced their hours due to a lack of coverage. Other offices have had to eliminate certain services to students due to staff shortages.

The 2004 Employee Survey indicates that only 20.3% of employees feel Oxnard College has sufficient staffing to do the work of the college; 63.3% are dissatisfied with the staffing. Additionally, 80.5% of employees feel that insufficient staff is a problem or a barrier impacting their jobs (Ref IIIA.15).

Although the college recently hired more faculty, thus far there has been no comparable increase among the classified staff. The general perception is that with more faculty, there will be more courses, more students, and therefore more work for an already overworked classified staff; furthermore, there appear to be no plans to hire more classified staff. Thus, the number of dissatisfied employees is very likely to rise. The 2004 Employee Survey indicated that 64.5% of employees felt that the college did not maintain a sufficient number of support staff. Only 14.9% agreed that the college maintained a sufficient staff.

The 2004 Employee Survey also indicated that 18.2% of employees agreed that the college maintained a sufficient number of faculty with 56.8% in disagreement. It must be noted, however, that this survey was administered before the announcement that Oxnard College would be hiring fifteen faculty members.

The same survey indicated that 61.2% of the employees agreed that the college maintained a sufficient number of administrators with only 14.9% indicating that the college did not have sufficient administrators.

### **PLANNING AGENDA**

- 3.2 Individual areas of the college will use the Program Review and Unit Planning processes to advocate for additional human resources and seek alternative solutions in the interim.

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***IIIA.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 responsible officer to audit practices and ensure federal and state regulations are followed. Revisions to district personnel processes are developed through the district's shared governance process.

#### Faculty/Classified Staff

Personnel policies and procedures applicable to faculty and classified staff are clearly outlined in their collective bargaining agreements (Ref IIIA.5 and IIIA.11). Each employee receives a copy of the appropriate contract upon employment in accordance with the Board Policy Manual and the Education Code (Ref IIIA.12). In addition, each full-time faculty member receives a copy of the current Faculty Handbook (Ref IIIA.8). Full-time faculty handbooks are available at the college's Office of Student Learning and are usually distributed early in the Fall Semester of each academic year. Inquiries may be addressed to Human Resources staff at the district office and/or to the employee's manager. An orientation session for part-time faculty is offered every semester by the college at which personnel and payroll procedures are explained.

#### Administrators

Personnel policies and procedures applicable to academic and classified administrators are outlined in the district's Manager's Policy and Operations Manual (Ref IIIA.2). Position descriptions for academic administrators are contained on p. 7-20 of the Oxnard College Faculty Handbook 2003-2004 (Ref IIIA.8).

### **SELF-EVALUATION**

The Part-time Faculty Handbook is out-of-date. Many employment policies and resources available to faculty are explained each semester in a Part-time Faculty Orientation workshop held during Flex Week. This workshop is well received and well attended by part-time faculty at Oxnard College. This year, due to the high number of new full-time faculty hires, a New Faculty Orientation workshop will also be held during Flex Week.

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The 2004 Employee Survey indicates that 25.8% of employees are satisfied with the orientation for new employees while 40.1% are dissatisfied. Unfortunately, the survey does not include enough detailed information to explain the reasons for the dissatisfaction (Ref IIIA.15).

### **PLANNING AGENDA**

Refer to Planning Agenda 2.11 in Standard IIA.7a.

***IIIA.3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.***

### **DESCRIPTIVE SUMMARY**

The district has established specific guidelines concerning hiring with an emphasis on fairness in the Board Policy Manual, Section E (Ref IIIA.12). Among the issues covered are disabilities, academic freedom, unlawful discrimination, retaliation, and affirmative action. These rules can also be found in the Personnel Commission Agreement (Ref IIIA.16). In addition to the information found in collective bargaining agreements, employees may review the guidelines in the Board Policy Manual, Board Policy 7120 and the Classified Employee's Handbook (Ref IIIA.12 and IIIA.3).

### **SELF-EVALUATION**

Although the selection procedures for all employees tend to be bureaucratic and limited in flexibility, the general consensus is that the processes for the selection of all employees has worked effectively, resulting in the selection of highly qualified employees. Amending the selection procedures for faculty and academic administrators would involve the participation of all three colleges in the district, and, in the past, such changes have taken years to be accomplished. The district's use of diversity facilitators assists selection committees in academic hiring and helps ensure that the selection processes are followed and that all candidates are treated fairly.

### **PLANNING AGENDA**

No plan is needed.



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***IIIA.3b. 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**

The district limits personnel record access to members of the district's management team requiring such use, only after authorization from the appropriate college president, and the Chancellor or Vice Chancellor of Human Resources. Any employee or his/her authorized representative may request access to individual files. There are guidelines in place that seek to assure the employees' confidentiality. Clear guidelines for placing and withdrawing information from the personnel files are available for all employees to review in the contracts given to each employee (Ref IIIA.12). All personnel files are maintained at the District Service Center (DSC).

### **SELF-EVALUATION**

Employee records are maintained in two locations. The district office houses the official and legal records of every contract staff person in the district. The college division office maintains only those records necessary for easy access to facilitate more immediate use.

At Oxnard College, timekeeping records are maintained at the DSC in a secure location. Yearly program records, evaluations, correspondence, hiring and contract, sabbatical leaves, and retirement information are among the documents kept in faculty and staff files on the campus.

Through a request and supervision process, staff is allowed to review materials placed in their records. All other requests to review a staff person's file must be for just reason and approved by Human Resources. No records are allowed to leave the review area designated unless so ordered by an administrator.

Employee records are securely maintained. The process for review is clearly stated and adhered to by staff at the college and the DSC.

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### **PLANNING AGENDA**

No plan is needed.

***IIIA.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

### **DESCRIPTIVE SUMMARY**

As outlined in Section E of the Board Policy Manual, the district informs all current and prospective employees of its staff diversity goals. The composition of the selection committee is also taken into account. As stated in the Board Policy Manual, "At each level, nominating entities and selection committee members have the responsibility to ensure that minority, disabled, or women members are included on all selection committees" (Ref IIIA.12, pg. 8). A diversity facilitator monitors the college's compliance with the district's staff diversity procedures on all hiring.

### **SELF-EVALUATION**

The college and the district have demonstrated a commitment to addressing issues of equity and diversity through its hiring processes. Due to severely limited hiring in the past years, any changes in the diversity among employees have been driven by recent retirements and other employment separations. However, the college remains committed to maintaining a diverse staff, reflective of the student and general population.

The college and district have developed policies and procedures to ensure equitable treatment of all staff and students. All complaints and grievances related to discrimination, harassment, and other personnel issues are taken seriously and investigated. Notwithstanding this statement, the 2004 Employee Survey indicated that 18.9% of employees had personally experienced discrimination within the district in the last few years. Ten percent said they had personally experienced age discrimination and 8.5% had experienced gender discrimination. Although the survey did not provide further information on these numbers, it behooves the college and the district to investigate this situation and develop processes to ensure that these numbers decrease (Ref IIIA.15).

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### **PLANNING AGENDA**

No plan is needed.

***IIIA.4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.***

### **DESCRIPTIVE SUMMARY**

The college offers opportunities to support its diverse staff. Through the Scholars' Lecture Series, the Black Educators Association (BEA), and Hispanic Association of Colleges and Universities (HACU), employees are given opportunities to participate in events both on and off campus.

The Information Technology (IT) Department at the District Service Center (DSC) offers training opportunities to district staff in Banner and to cover a variety of software applications.

The Board Policy Manual (BPM) E.10.C.1 provides for nine faculty (three from each college) to attend the Great Teachers Seminar at the district's expense.

During the years of 1999-2001, the district was very involved in providing employees with professional development opportunities through the Futures Forum strategic planning initiative. Many classified staff, faculty, and administrators took advantage of these opportunities.

The Professional Development Committee (PDC) was dormant during the spring 2003 semester following the elimination of State funding for professional development activities. The PDC was reactivated during the 2003-2004 academic year to create Flex Day programs using available in-house resources.

### **SELF-EVALUATION**

College employees continue to take advantage of training provided by IT. The Futures Forum strategic planning initiative was disbanded in 2001 after the dismissal of the then chancellor and the retirement of the faculty chair of that initiative. Many college

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employees who participated in Futures Forum lament the loss of camaraderie in working with peers across the district and in the opportunities to learn a variety of techniques in problem solving, group dynamics, group facilitation, and teaching and learning techniques that can be applied in a non-instructional environment. Unfortunately, there does not appear to be an effort in the near future in bringing the four sites (three colleges and DSC) together to work with one another on mutual projects.

Until the budget situation is relieved, the college will continue to be challenged to develop professional opportunities on campus. This challenge is one of the charges of the reactivated Professional Development Committee.

### **PLANNING AGENDA**

No plan is needed.

***IIIA.4b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

### **DESCRIPTIVE SUMMARY**

The mission statement of Oxnard College calls on the college to "embrace its diverse community by providing excellent and unique educational programs in a collaborative, nurturing, safe environment that promotes success and lifelong learning." The mission statement, therefore, recognizes the value of a diverse community. Oxnard College, just as importantly, values a diverse workforce to serve its diverse community.

In the past, data on employment diversity were disseminated at irregular intervals, but now the data are maintained by the district Office of Institutional Research and were distributed district-wide in 2003-2004. The college's Office of Institutional Research is given these data for additional analyses as needed by the college. These data have been posted to the college's Office of Institutional Research Intranet website.

### **SELF-EVALUATION**

The fall 2003 demographics of Oxnard College's entire workforce are presented below along with the demographics of the student population:

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<b>Ethnicity</b>	<b>All Oxnard College Employees</b>	<b>Full-Time Faculty</b>	<b>Part-Time Faculty</b>	<b>Full-Time Classified</b>	<b>Admin.</b>	<b>Students</b>
African American/ Black	5.3%	6.7%	4.6%	4.2%	18.2%	4.7%
Asian/Filipino/ Pacific Islander	5.1%	5.6%	2.3%	40.2%	0.0%	9.7%
Latino	27.5%	34.4%	17.4%	35.6%	45.5%	60.9%
Native American	1.6%	2.2%	1.4%	0.8%	0.0%	0.7%
White	55.0%	46.7%	67.0%	44.9%	36.4%	20.4%
Other	1.3%	1.1%	1.8%	0.8%	0.0%	0.5%
Unknown	4.2%	3.3%	5.5%	3.4%	0.0%	3.2%
<b>Gender</b>						
Female	52.3%	52.2%	45.0%	64.4%	36.4%	58.0%
Male	47.7%	47.8%	55.0%	35.6%	63.6%	40.9%

Females are under-represented among administrators (36.4%) and part-time faculty (45%) and over-represented among classified staff (64.4%). While Latinos comprise 60.9% of the student population, they represent only 27.5% of all employees, with the lowest proportion being among part-time faculty (17.4%). Contrarily, the proportion of white employees is significantly higher (55%) than that seen among students (20.4%) with the highest proportion being among part-time faculty (67%). African Americans appear to be over-represented among administrators at 18.2%; however, it should be noted that this percentage represents two people out of eleven.

Unfortunately, reliable employee demographic data are not available at the college level prior to 2002. However, these data are available at the district level from the fall of 1998 to the fall of 2003. These data show that the district has progressed toward a more diverse workforce. A comparison of these two snapshots displays the following workforce composition (excluding other or unknown categories):

	<b>Fall 1998</b>	<b>Fall 2003</b>	<b>Difference</b>
African American/ Black	3.0%	3.2%	+0.2%
Asian/Filipino/ Pacific Islander	4.7%	5.2%	+0.5%
Latino	16.9%	16.6%	-0.3%
Native American	0.8%	1.1%	+0.3%
White	74.6%	67.2%	-7.4%

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The table below presents 2003 data and illustrates how Oxnard College has a significantly more diverse workforce than the district as a whole, with larger proportions of Latinos, African Americans, and Native Americans.

	VCCCD	Oxnard College	Difference
African American/Black	3.2%	5.3%	+2.1%
Asian/Filipino/Pacific Islander	5.2%	5.1%	-0.1%
Latino	16.6%	27.5%	+10.9%
Native American	1.1%	1.6%	+0.5%
White	67.2%	55.0%	-12.2%

### **PLANNING AGENDA**

No plan is needed.

***IIIA.4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.***

### **DESCRIPTIVE SUMMARY**

Oxnard College, as part of the Ventura County Community College District, adheres to the governing board policies in Section E (Personnel Philosophies and Policies) that describe in various ways the district's treatment of its administration, faculty, and staff. Specific policies address subjects such as personnel management (Policy E.10.A.), employee development and training (Policy E.10.C.), employee recognition (Policy E.10.D), conflict of interest (Policy E.10.G.), and recognition of collective bargaining agreements (Policy E.11). In addition, Board Policy E.17 describes in detail the policies, definitions, rules, regulations, and procedures for persons to file and process complaints of unlawful discrimination or unlawful sexual harassment within the district, whether such harassment or discrimination involves administration, faculty, staff, or students. Board Policy E.20 describes in the same degree of detail workplace security and safety, as well as protection from workplace violence (Ref IIIA.12).

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In addition to being available at the campus sites, the Board Policy Manual is posted on the district's website. If faculty and classified staff feel that board policies have been violated, they have the right to file grievances by following the procedures set forth in their respective collective bargaining agreements (Ref IIIA.5 and IIIA.11). The Management and Operations Policy Manual address the appropriate procedures for managers to follow when employees file grievances (Ref IIIA.2).

The college advocates integrity in the treatment of employees and students through the publication of brochures on sexual harassment and discrimination, and by posting a copy of federal and state employment regulations in the employee break rooms in the Learning Resource Center and in the Maintenance and Operations building.

Oxnard College further demonstrates this integrity by encouraging shared decision making that includes all of the college constituencies. All employees are encouraged to serve on college committees. Those committees defined by the campus as shared governance committees mandate a composition that includes representation by all groups.

Board Policy also addresses the treatment of students. Policy F.01 assures student representation in shared governance structures. Policy F.15 authorizes student government organizations. Policy F.18 sets forth students' rights and responsibilities. Policy F.19 protects the privacy of students' records. Policy F.20 sets forth a student code of conduct, and Policy F.21 establishes procedures for student grievances. Finally, Board Policy F.23 requires prompt attention to students who are victims of sexual assault (Ref IIIA.12).

Students' rights and the procedures to follow in the event of discrimination and harassment are published in the college catalog, the schedule of classes, and through brochures and posters located in various campus offices (Ref IIIA.17).

### **SELF-EVALUATION**

The district's policies against discrimination and harassment are followed at Oxnard College. A specific person has been assigned

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as an intake facilitator to be the first official point of contact in situations when an individual, whether an employee or student, alleges discrimination or harassment.

As a recent example of equitable treatment, during the recent budget crisis, each employee group district-wide was asked to take a share of the budget cuts based on the belief that no one group should assume the entire burden. Classified staff employees reduced their work schedule from 40 to 37.5 hours per week in order to reduce the number of layoffs. Many part-time instructors' positions were reduced or eliminated. Full-time instructors' facilitatorship and department chair compensation was reduced. All managers in the district contributed to their health insurance premiums, but due to Oxnard College's more dire need, the managers here also contributed one week's pay to help with the college's deficit.

Some classified staff employees feel the potential for equity in shared decision making is sometimes undercut by the nature of classified staff positions. While contractually they are permitted to serve on committees and are not required to make up the time, they must still complete their assigned tasks in less time since overtime is not being funded. Consequently, some classified staff members feel they must serve the college on their own time. On the other hand, full-time faculty assignments include a specific release time allowance for that service that is factored into their workload.

### **PLANNING AGENDA**

No plan is needed.

***IIIA.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.***

### **DESCRIPTIVE SUMMARY**

Group activities for staff development are offered at both the college and district level (Board Policy E.10) for faculty, classified staff employees, and administrators. Individual development and training opportunities are available to faculty through a variety of avenues such as sabbaticals, teacher exchanges, industry exchange, leaves without pay, Great Teacher's Seminars, etc. Oxnard College



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also offers professional development activities for classified staff and faculty during the week before each semester on the self-assigned flex days. Oxnard College has a mandatory Flex Day at the beginning of each academic year when an effort is made to assemble all personnel for training and information dissemination.

The institution recognizes the inherent professionalism of faculty in specific disciplines to identify their individual development needs. All personnel have the opportunity to attend individual conferences and trainings. The district's Human Resources Department also provides training in various subjects for all classified staff, faculty, and managers. The most recent offerings were Microsoft Excel, Word, and PowerPoint training offered in the summer of 2003.

The college's Professional Development Committee (PDC) supports and advances appropriate professional development activities for faculty, classified staff, and administration as delineated in AB1725 and Title 5. With the loss of state funding for professional development activities, the committee's only responsibilities will involve self-assigned flex activities and assisting with the Mandatory Flex Day.

### **SELF-EVALUATION**

Oxnard College has offered activities during the self-assigned flex-days in past years. However, in 2003-2004 due to the lack of funding from the state, the professional development position, a 20% faculty load reassignment, previously charged with chairing the committee and allocating professional development funds was eliminated. The secondary responsibilities of that assignment, to develop the Flex Week activities, were not reassigned. The PDC was only minimally involved in the development of the activity schedule for Flex Week 2003.

Due to an absence of funding from the state, the Professional Development Committee has been unable to fund individual travel expenses for conferences. Contractually-guaranteed faculty travel funds were conceded as part of the faculty's contribution to the budget deficits. The PDC has revised its charge and now focuses on working as a committee to offer professional development activities for the college.

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### **PLANNING AGENDA**

- 3.3 The PDC will work through the collegial consultation process with management to develop and fund professional development opportunities that meet the needs of employees at the college.

***IIIA.5a. The institution plans professional development activities to meet the needs of its personnel.***

### **DESCRIPTIVE SUMMARY**

As stated above, the Professional Development Committee (PDC) plans and publishes specific group professional development activities on self-assigned flex days as well as the Mandatory Flex Day (Ref IIIA.16). The PDC sent an email to all classified staff and faculty to assess areas of interest for planning workshops in January; however, there was no response. Activities were, therefore, planned based on ideas generated by the PDC.

### **SELF-EVALUATION**

In the past, the PDC did not regularly identify the needs of personnel at Oxnard College and therefore did not use this information to plan professional development activities. There continues to be no systematic institutionalized means for assessing employees' professional development needs.

The 2004 Employee Survey indicates that only 20.3% of employees are satisfied with opportunities for professional development while 49.5% indicate dissatisfaction (Ref IIIA.15).

### **PLANNING AGENDA**

Refer to Planning Agenda 3.3 in Standard IIIA.5.

***IIIA.5b. 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 PDC prepares and submits plans and reports of professional development activities funded through the state chancellor's office.

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The PDC maintains records of professional development activities, funding history, and reports related to those activities (Ref IIIA.18). The PDC also collects and maintains written reports of institutional-supported professional development activities. When there was state support, the district's Human Resources Department annually collected information on professional development activities, reviewed the information with the Professional Development Committee chairpersons at the three colleges, and submitted an annual report to the state.

### **SELF-EVALUATION**

To date, a survey has not been developed in order to assess the effectiveness of the professional development activities offered at the college. Faculty members who received funds for individualized professional development activities were required to submit a written report to the Professional Development Committee describing the activity and how it benefited them. However, these written reports have not been used as part of a systematic evaluation of the activities.

### **PLANNING AGENDA**

- 3.4            The Professional Development Committee will work with the Office of Institutional Research to develop an evaluation survey that will be distributed at each staff development activity in order to determine the effectiveness of activities.

***IIIA.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 human resources to support the needs of Oxnard College occurs through the Program Review and Unit Planning processes. The Program Review process helps to assess the effectiveness of human resources throughout the institution. During Program Review, programs indicate and provide evidence to support claims that its staff resources are inappropriate. The recommendations for additional human resources are then incorporated into the program's Unit Plan (Ref IIIA.19, A.20, and A.21).

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In addition, faculty, classified staff, and management each have a different process for making staffing decisions. The academic senate reviews and prioritizes the need for full-time faculty through requests by the different departments. The college administrators evaluate the need for full- and part-time classified staff employees. The college president evaluates the need for management personnel. The president of Oxnard College, with the advice and counsel of the President's Executive Team, makes the final decisions regarding these requests for human resources.

### **SELF-EVALUATION**

Oxnard College does not fully meet this standard. While the human resources planning is intended to be integrated as part of the institution's Overall Planning Process, the actual determination has occurred outside the process. In addition, there is limited evidence to suggest that the institution systematically assesses the effective use of human resources in a formal process and uses the results of the evaluation as the basis for improvement.

Specifically, the process to prioritize faculty hiring used by the academic senate has not been incorporated into the Overall Planning Process and has had no formal link to Program Review or Unit Planning. The resulting prioritized list has been sent directly to the president with no consideration from any of the shared governance committees including the Planning and Consultation Council, which has been identified as the college's planning committee.

However, after the faculty hiring process conducted in 2003-2004, the president has indicated that she will take information from Program Reviews and Unit Plans into consideration when making decisions regarding faculty and classified staff positions. It has also been suggested to the academic senate that it examine its prioritization process to determine how to incorporate information from Program Review and Unit Planning into the process.

State budget problems have kept the Planning and Consultation Council from recommending new human resources. Moreover, the Planning and Consultation Council did not provide recommendations for recent institutional downsizing due to severe time constraints and a very short timeline given for this task by the district. Downsizing decisions were made by the college president, in consultation with an ad hoc group composed of members from management, classified staff and faculty, and the Financial

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Resources Committee. However, when layoff decisions were being made, the faculty and classified staff representatives withdrew from the discussion.

### **PLANNING AGENDA**

- 3.5 All units at the college will utilize the Program Review and Unit Planning processes to assess the effective use of human resources and to use the results of that evaluation as the basis for improvement.

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### SOURCES

- IIIA.1 California Community Colleges Chancellor's Office  
Minimum Qualifications for Hire  
([http://www.cccco.edu/divisions/hr/f\\_sdev/min\\_qual/min\\_qual.pdf](http://www.cccco.edu/divisions/hr/f_sdev/min_qual/min_qual.pdf)).
- IIIA.2 Ventura County Community College District Managers  
Policy and Operations Manual
- IIIA.3 Classified Staff Employees Handbook
- IIIA.4 Education Code §§88060 et seq.
- IIIA.5 Agreement Between Ventura County Community  
College District and Ventura County Federation of  
College Teachers AFT Local 1828, AFL-CIO, July 1, 2001  
through June 30, 2004
- IIIA.6 Education Code §§87350-87360
- IIIA.7 Title 5 CCR §§53400-53430
- IIIA.8 Oxnard College Faculty Handbook
- IIIA.9 Ventura County Community College District Website  
(<http://vcccd.net>)
- IIIA.10 Classified Staff Job Descriptions – Oxnard College  
Binder
- IIIA.11 Agreement Between Service Employees International  
Union 535 and the Ventura County Community  
College District
- IIIA.12 Ventura County Community College District Governing  
Board Policy (Board Policy Manual)
- IIIA.13 Education Code §87482.6
- IIIA.14 Title 5 CCR §51025
- IIIA.15 Results from 2004 Employee Survey
- IIIA.16 Personnel Commission Agreement
- IIIA.17 Oxnard College Catalog

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### SOURCES (continued)

- |         |   |
|---------|---|
| IIIA.18 | Shared Decision Making and Collegial Consultation at Oxnard College                                     |
| IIIA.19 | Oxnard College Overall Planning Process   |
| IIIA.20 | Oxnard College Unit Planning Process and Instructions   |
| IIIA.21 | 2004-2005 Oxnard College Program Review Report Guidelines — Instructional and Student Services Programs |

## 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.

### B. PHYSICAL RESOURCES

**Faculty Co-Chair: David Magallanes**

**Administration Co-Chairs: Cheryl Shearer and Rene Rodriguez**



#### **List of Participants**

Patrick Easley, Faculty and  
Michael Sullivan, Student (Lead Persons)  
Todd Adams, Classified Staff  
Hank Bouma, Faculty  
Gina Brenner, Classified Staff  
Patricia Gage, Classified Supervisor  
Mary Jones, Faculty  
Kimberly Karkos, Faculty  
Rene Rodriguez, Administrator  
Felicia Torres, Classified Supervisor





## Standard III: Resources

### **IIIB. 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.***

***IIIB.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**

The Oxnard College Campus is constructed on a 118-acre site and contains more than 200,000 assignable square feet of instructional support service facilities. Included in this inventory are the following permanent structures:

- Automotive Technology shops
- Child Development Center
- Community Student Service Center
- Dental Hygiene complex
- Food Services building
- Learning Resources Center
- Letters and Sciences complex
- Liberal Arts Complex
- Maintenance and Operations building
- McNish Art Gallery
- North Hall
- Occupational Education complex
- Physical Education complex
- Physical Education/Shower Locker building
- Student Services building
- South Hall

The newest building constructed on campus is the Community Student Services Center (CSSC), which houses the Human Services Agency, the Economic Development Division, Contract Education, the Center for International Trade, EOPS/CARE, Associated Student Government, Student Committee Offices, the Student Activity Center, and Counseling Offices.

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In March 2002, the voters of Ventura County approved a \$356 million bond for the Ventura County Community College District to improve its facilities. Oxnard College's portion of this bond is \$110 million and is to be used to finish building out the Oxnard College campus site that was stopped abruptly after the passage of Proposition 13 in 1978. These funds are planned to renovate, construct, and/or equip the following:

- Athletic fields and track
- Child Care Center (expansion/renovation)
- Classroom building
- Library and Learning Resources Center (renovation)
- Performing Arts Center
- Student Services Building
- Infrastructure

In addition, funds will be used to expand and improve the college's infrastructure for technology, utilities, and parking.

Federal, state, and local agencies have specific safety standards that Oxnard College must abide by—mandated air quality levels in the buildings, inspection of safety vessels, and operation and inspection of automatic devices, and storage of hazardous material. Facilities safety standards are regulated by CalOSHA (California Occupational Safety and Health Act) on such things as machinery tools, work place conditions, and ladders. Building fire sprinklers and fire alarms are designed to meet National Fire Protection Association recommendations and Uniform Building Code standards. State agencies regulate lighting, fire escape procedures, exit doors, and fire extinguisher inspection. Federally-mandated regulations through the Americans with Disabilities Act are applied to Oxnard College facilities. There is also a risk management office that develops district-wide safety standards and procedures.

The Five-Year Facilities Plan has the capacity/load ratios, which are based on the projected enrollments provided by the California State Department of Finance. The statistics in the plan evidence the comparison of available square footage compared to the utilization. This plan is updated every year by the Maintenance and Operations Department and the Vice President of Business Services (Ref IIIB.1).

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The mechanism currently is what may be called "progressive mechanism flow." For example, if we were looking at a lab situation and the question was if the computers were up to date, and the software were up to date, it is currently part of the responsibility of the faculty member to bring this information to their department chair; he/she, in turn, report this to his/her respective dean; the dean is the key to the administration. The administration is charged with making sure that when the budgets are drafted that there is money for the things that are most needed. The deans then report the needs to the Executive Vice President and then to the Vice President of Business Services.

The institution uses the same criteria and processes off campus for determining the safety and sufficiency of facilities as it does on campus. Off-campus sites are as safe and sufficient as the main campus.

College faculty use the facilities evaluation process to identify needed improvements. For example, the Risk Management Department makes an evaluation and works with the insurance underwriters to make a recommendation. Maintenance and Operations will attempt to satisfy this recommendation. A professor makes an evaluation on classroom needs or the faculty may identify an Americans with Disabilities Act (ADA) requirement. Maintenance and Operations will work to make the campus more compliant based on the professor's evaluation. The college employs similar processes to assure the safety and sufficiency of its equipment.

For distance learning, the Information Technology Department maintains and repairs equipment including computers, servers, Internet access, and all related equipment to provide students with access to distance education and to facilitate faculty's delivery of distance education. Equipment such as computers, servers, and related equipment are purchased by the college through various funding services such as IELM, grants, bonds, and government funds. Courses are televised through the college's television station, which is manned and maintained by college faculty, staff, and students. Equipment for the station is acquired through the various funds including grants and donations. Adopt-A-Computer program provides students with access to donated computer equipment. This donated equipment is evaluated, repaired, and sold to students through the college's Adopt-A-Computer program, thus providing students with access to distance education from a home environment.

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Our Five-Year Facilities Construction Plan utilizes capacity/load ratios to identify and evaluate current and future physical resource needs. There are also several shared governance committees in the position of commenting on how well the institution is meeting its facilities needs: Campus Use, Development and Safety Committee; Financial Resources Committee; Planning and Consultation Council; College Council of Instruction; Deans' Council; Technology Committee; and President's Council. Unfortunately, the voice that is often missing is that of the students due to problems getting student representatives to serve on committees and attend all meetings.

### **SELF-EVALUATION**

According to the 2003 District Survey of Student Perceptions, 65% of students were satisfied with the classroom facilities and equipment compared to 66% in the 2000 survey. These figures reflect that there is room for improvement in the college's facilities (Ref IIIB.2 and IIIB.3).

In the district Employee Survey of the Work Environment, it asks whether employees are satisfied with their on-the-job safety and personal security. On a 5-point scale, the average rating in 2000 was 3.46, but in 2004 this number dropped to 3.22, indicating a decreased feeling of safety at the college, but it should be noted that this rating still represents a sense of satisfaction and not dissatisfaction. The survey also asks what impact having insufficient or lack of equipment has on their job. In 2000, 29.7% indicated this lack of equipment to be a major problem and in 2004, this number decreased slightly to 26.4%. Lastly, a new question was added in 2004 asking if employees believe the college has sufficient facilities and equipment. The average rating was 2.28, which indicates a clear dissatisfaction with the college's current facilities and equipment (Ref IIIB.4 and IIIB.5).

The Maintenance and Operations Department is insufficiently equipped to handle the needs of the campus. The Maintenance and Operations Department has been understaffed by approximately eight staff members since 1982 due to previous retirements, resignations, layoffs of staff, and the lack of funding for replacements. Instead of routine maintenance, staff waits until a problem occurs, which may result in a health hazard or unsafe conditions. Having certain mechanized machinery, such as tractors, man lift, and a

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trencher would help to get work done with less risk of an accident occurring. Since the Department is understaffed, remaining personnel have experienced increased workloads to make up the short-fall in staff. More workmen's compensation cases may occur as a result.

The college does not have a distance education platform at this time and merely supports equipment that is used by students and faculty to access delivery platforms provided by other entities—university server, personal website, and/or textbook publisher.

### **PLANNING AGENDA**

- 3.6 Maintenance and Operations will use the Unit Planning process to address the need for increased staffing and seek alternative solutions to the present understaffing in the interim.

***IIIB.1a. 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 programs and services.***

### **DESCRIPTIVE SUMMARY**

Oxnard College reviews and analyzes the needs of programs and services when planning its buildings through the use of Unit Plans, Educational Master Plan, Strategic Plan, Facilities Master Plan, and Program Reviews (Ref IIIB.6, IIIB.7, IIIB.8, IIIB.9). The college takes into consideration all budgeting encumbrances, dialogue and collaboration among all entities on the campus, information and technology needs, overall community needs, and institutional research.

Through the review of Unit Plans, Educational Master Plan, Facilities Master Plan, and Program Review, the college is able to understand on an individual basis the physical resources needed for each department and division, which in turn serves students. Budgeting encumbrances allow an overall view of the available financial resources needed in each department for future purchases. Statistical results derived from the Office of Institutional Research and factual reporting from campus and district facilities personnel assist the college in evaluating campus-wide information and technology

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needs as well as the overall community needs. This feedback gives the college an opportunity to know if it is providing sufficient support to the surrounding service area. The collaboration among these entities on the campus facilitates dialogue throughout the college.

As part of a shared governance process, the Campus Use, Development and Safety (CUDS) Committee works collaboratively to discuss physical resources affecting the campus and makes recommendations to remedy any problems that affect the overall operation and maintenance of those facilities as well as the safety of students and staff at Oxnard College. The CUDS Committee membership represents all constituency groups. One of the main goals of the committee is to promote informed and constructive dialogue for the effective development of a safe work environment. In order to accomplish this goal, the CUDS Committee reviews, recommends, and/or approves space utilization, remodeling of existing facilities, and safety issues. An expected outcome is an increased utilization of strategic, educational, and facilities master plans, where appropriate, to campus use and development (Ref IIIB.10).

When determining equipment replacement for program and service needs, Oxnard College reviews federal, state, and county code regulations while abiding by district purchasing policies. In meeting the needs of its programs and services, the institution evaluates the effectiveness of the facilities and equipment by gathering information from various sources. These sources would include data collected from student learning and success, program reviews, student retention, and fiscal data reporting.

The college also ensures that the institution is effectively using its physical resources by monitoring enrollment trends and evaluating facilities and equipment for efficient usage. The college also reuses salvageable equipment in order to keep advanced technology costs at a minimum while planning for future growth in technology.

### **SELF-EVALUATION**

Physical resources at Oxnard College are effectively used most of the time. A few good examples of creative resource use on a regular basis are: (1) hosting the Foundation Community Market on weekends in the parking lots to generate revenues for Oxnard

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College; (2) initiating a use agreement with a local nursery to use land next to the baseball field and track for a fee; and (3) offering fee and non-fee based classes on Saturdays in unoccupied classrooms.

Some areas where Oxnard College does not effectively use its physical resources or does not have adequate resources to use include poor capacity load ratios of student-to-classroom and faculty-to-office relationships, lack of paved and lighted parking spaces during peak school hours, and utilization of worn or obsolete equipment because there is no new funding to repair or replace the old items.

In the student-to-classroom ratio analysis, Oxnard College was over capacity by 49% in 2003-2004. This means Oxnard College was not reimbursed funding for 49% of its classroom usage. In the faculty-to-office ratio analysis, Oxnard College was under capacity by 27% in 2003-2004. Oxnard College could have received funding for up to 27% more faculty offices in 2003-2004.

Oxnard College currently has 1,096 paved parking spaces for students and staff. Of these 1,096 total spaces, 58 are designated for handicap access and two are designated for carpoolers. Each evening the classrooms and buildings are locked and remain locked after the last evening class. Concern has been expressed that there is inadequate lighting around the campus and that there are no emergency phones. Minimally adequate lighting exists in all of these parking lots, but additional lighting would be a positive improvement. At present, plans are in place to install emergency telephones in the parking lots for the near future. During peak rush periods, there are two large unpaved, unlighted parking lots on campus to accommodate overflow parking. At present, these unpaved lots have been closed due to safety concerns but may be reopened if the need returns.

The following list represents where the paved parking spaces currently are located:

Auto Tech lot	55
CSSC lot	105
Dental Hygiene lot	17
Media Center lot	4
Parking lot A	354
Parking lot B	71
Parking lot C	94



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Parking lot D	93
Parking lot E	233
Parking lot F	40
PE & Child Care lots	26
South LA Bldg lot	4

Even though there is never enough money to buy new hardware, mechanical equipment, furniture, or fixtures, Oxnard College manages well with the resources it currently has. Much of the equipment used on campus right now is worn, torn, or obsolete. While many departments would like to order new and updated equipment regularly, priority funding is normally routed to equipment that is in violation of safety or regulatory standards. Some areas are able to access funding from outside sources, such as grants, to meet their equipment needs, but most do not qualify for specialized funding sources.

Oxnard College is building a new parking lot on the north end of campus with projections for completion by fall 2004. This parking lot will add 1,000 more parking spaces to the campus landscape. State-of-the-art lighting, beautification landscaping, and blue light security telephones are being planned as part of this new construction.

The need for additional faculty offices is included in the new classroom buildings being built and funded through Measure S. This funding could also facilitate replacement of worn and obsolete equipment.

### **PLANNING AGENDA**

No plan is needed.

***IIIB.1b. 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 has multiple off-site campus facilities. These include Santa Clara High School (a private high school), the Channel Islands Marina, and the old Camarillo Airport site. In addition, college classes are offered at all the public local high schools in the Oxnard-Camarillo area including Adolfo Camarillo, Oxnard, Port Hueneme, Channel Islands, Rio Mesa, Pacifica, and Frontier.

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The Oxnard College Maintenance and Operations Department maintains the main campus to be accessible and secure, with safety being the top priority. The Oxnard College campus has its own police department that monitors the campus with coverage both during the day and in the evening. The Campus Police have a Memorandum of Understanding (MOU) with the California State University at Channel Islands police dispatch so that all emergency calls are immediately sent to the Oxnard College police.

Once a year, the District Risk Manager, along with representatives from Keenan and Associates (the district's joint powers insurance agent), conduct an in-depth campus-wide evaluation, specifically looking for any safety hazards. Their recommendations are given to the Maintenance and Operations Department or any other responsible party for immediate correction.

The Maintenance and Operations Department, as well as staff, students, and faculty, physically assess each of the sites for safety, lighting, and cleanliness. Any concerns are reported to Maintenance and Operations and discussed at the Campus Use, Development and Safety Committee meetings. The Campus Use, Development, and Safety Committee reviews all safety issues on the campus and makes recommendations for corrections. The members of the committee are responsible for ongoing site inspections in the areas where they work.

At the various off-campus sites, the access, security, and safety are monitored by the staff at each facility where the programs and/or classes are held. The lease agreements the college has with the facilities carefully stipulate the importance of access, safety, and security.

A description of the existing access at the college is as follows:

- Four major roadways that enter and exit the campus;
- Five major paved parking lots;
- Two large unpaved parking lots;
- All paved parking lots have several handicap spaces available;

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- Parking lots have several paved walkways that lead to campus;
- Classrooms and offices have several separate walkways that lead to each room;
- Auto Technology building has its own entrance and parking lot with handicap access, and walkway access to the classrooms;
- Seven parking spots for motorcycles;
- Two separate parking spots for carpool vehicles;
- Fifteen staff parking spots;
- Five parking spots allow thirty minute parking;
- Six parking spots allow twenty minute parking;
- Each walkway that leads to campus has handicap walkways with smooth curbs;
- The interior and exterior roads on campus allow for emergency vehicle access;
- Two parking spaces are available for maintenance vehicles; and
- One parking spot is reserved for the president.

### **SELF-EVALUATION**

Unfortunately, Maintenance and Operations is not able to handle all the concerns in a timely fashion due to insufficient staffing. Requests that are not deemed to be an emergency or do not pose an immediate threat to safety often go unfulfilled for weeks or, in some cases, months.

The concern regarding insufficient outside lighting and lack of emergency phones has been discussed at the Campus Use, Development and Safety meetings. Recommendations regarding lighting have been made to the president and the Maintenance and Operations Department. Some of the concerns have been addressed with emergency portable lights, but there are still some areas that need additional lighting. However, the funds designated from Measure S for infrastructure should help address this problem in the future.

The Dean of Economic Development and Off Campus Programs and PACE coordinator monitor the off-campus sites on a routine basis and the PACE coordinator maintains a physical presence. There is an ongoing dialogue with the students at each site to ensure that the site is accessible and acceptable. The dean and the coordinator have ongoing communication with the owners of the facility to ensure the lease agreements are acceptable to all concerned. Any

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issues or concerns are addressed in a timely fashion. Outreach to the high schools by the counselors further solidifies the communication with the high schools. Although each site is different, each meets the needs of its student population.

The Campus Use, Development, and Safety Committee adopted a recommendation in December 2003 that smoking on campus be restricted to designated areas only (Ref IIIB.11). These areas will be clearly identified and information will be distributed to all students and staff. This change will help provide a much healthier environment on campus.

When asked in the Employee Survey to rate their satisfaction with their working conditions, employees were neutral in 2000 with an average rating of 3.00 on a 5-point scale and the rating only increased slightly to 3.08 in 2004 indicating that conditions have neither improved nor worsened (Ref IIIB.4 and IIIB.5).

### **PLANNING AGENDA**

No plan is needed.

***IIIB.2. To assure the feasibility of 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**

Oxnard College reviews its facilities needs on an annual basis through its Unit Planning process. Requests for increased space or repair of existing facilities is considered in this process. The needs for increased space identified through the Unit Planning process are then included in the Five-Year Construction Plan that is submitted to the state each year.

The Campus Use, Development, and Safety (CUDS) Committee is a standing college committee with shared governance representation and chaired by the Vice President of College Services. The Committee's charge is primarily centered on duties related to existing campus facilities and maximization of those facilities. Standards for the committee include appropriateness of use, structural changes necessary to maximize use, access issues, etc. After deliberation, the Committee makes recommendations to the president.

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The Committee meets monthly and deliberates regularly based on requests from multiple sources (departments, offices, etc.). With the limited physical facilities on campus, the requests usually are address-ing changes in use of existing facilities. Recent agenda items with the Committee have included assignment of space in the Community Student Services Center (CSSC) (specifically the Student Services space for EOPS, Counseling, Associated Students, relocation of the Police Department to the space evacuated by EOPS, remodeling of the NH-6 classroom to accommodate Multi-Media and Kellogg grant needs, remodeling of OCTV in the LRC, American Disabilities Act (ADA) mandated upgrades throughout the campus, repair and remodeling of restrooms in North Hall, etc.).

Criteria used by the Committee with input from the Maintenance and Operations staff includes privacy/confidentiality issues, sufficient working space, central location to related offices, ADA and parking access, communications and computer access, and file space.

The Executive Vice President of Student Learning working with the Deans' Council also addresses use of instructional facilities/ classrooms. This level of review primarily ensures that regardless of specific Division designation of specific classrooms for scheduling purposes, that large (50+ students) classes are assigned to designated "large lecture rooms." Lab classes are assigned to available space with appropriate configurations.

Faculty office space assignments is the purview of the academic senate which follows parameters set several years ago assigning office space by discipline area and seniority.

Recommendations of priorities and funding for the scheduled maintenance of existing buildings at Oxnard College are presented to the president after the Director of Maintenance and Operations and the Vice President of Business Services complete an annual evaluation. The three colleges and the district then meet to discuss priorities for the three colleges and how state funding for scheduled maintenance will be distributed among the colleges.

Recommendations for priorities and funding for equipment college-wide are primarily accomplished through the Unit Planning process. Departments/Offices identify their needs per budget year, which are then prioritized at Division and Deans' Council levels. In recent

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years, the only funding available for equipment has been through categorical funding (VTEA and other grants) and State Instructional Equipment and Library Materials (IELM) funding. General Funds have not been available for the purchase or upgrade of equipment.

Through the multiple processes described above, major needs are identified and prioritized for available funding resources. Currently identified needs include:

- Parking—the campus has insufficient parking space relying on dirt lots with temporary lighting at night;
- Lighting and other safety-related issues on campus;
- Continued need for ADA access throughout the campus;
- Renovation of sidewalks and public areas;
- Continued maintenance of landscaping;
- Monitoring and the removal of asbestos and other hazardous materials;
- Improvement of the HVAC systems through the Siemens Performance Contract (which also addresses lighting improvements); and
- Development of "smart" classrooms requiring new IT cabling providing high speed Internet access.

Some of these needs are currently being addressed through 2004 Schedule Maintenance funding. Others are being addressed as infrastructure needs to be addressed through the Oxnard College Bond Project.

As a result of the passage of the Bond Measure S in March 2002, a separate process was created for development of the Facilities Master Plan for the build-out of the college by 2018, when it will have a projected enrollment of 16,959 students (Ref IIIB.12). A college-wide steering committee, the Facility Planning Steering Committee, was formed in 2003 with membership from throughout the college to address the necessary planning related to Measure S activity. Construction priorities were identified, discussed, and finalized. Facility planning consultants (JCM Group) as well as architectural consultants (A/C Martin) held multiple college-wide facilities forums as well as individual task force meetings through which current facilities were analyzed, proposed facilities were conceptualized, and plans were drawn for a new Master Plan. Each identified facility (Classroom building, Student Services building, Performing Arts facility, Fire Technology and Public Safety facility at the Camarillo Airport) formed task forces, which were involved in

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architect selection and will be involved in facility design in the coming year.

### **SELF-EVALUATION**

The varied district-wide processes evaluating and prioritizing scheduled maintenance and identifying maintenance needs for the campus is collegial and appears to work in a manner satisfactory to all three colleges.

In recent times, funding has been the biggest issue limiting response to some equipment and facility needs. However, additional funds became available for scheduled maintenance projects beginning in 2002-2003 with the passage of Measure S in 2002. That year, a total of eight projects were scheduled at a total cost of \$689,853, of which \$212,956 was state funded, and \$476,897 was funded through Bond Measure S. For 2003-2004, a total of \$355,475 has been scheduled, of which \$58,333 will be state funded and the remaining \$215,907 will be funded through Bond Measure S. Prior to that, and subsequent to the last accreditation visit, Oxnard College performed the following scheduled maintenance: for 1999-2000, 2000-2001, and 2001-2002. The Siemens energy upgrade project, completed in the summer of 2003, provided better ventilation, lighting, air conditioning, fire alarm system upgrades, and energy management. Major equipment purchased included a lawn mower, truck, and tractor.

Equipment needs are primarily addressed through IELM funding from the State or categorical grants with specific allowability standards. General funds for equipment are inadequate, and therefore, needs are left unfilled at times. However, equipment that is funded and purchased is effectively utilized.

The issue of the separateness of the Campus Use, Development and Safety Committee process and the Facilities Planning Steering Committee (FPSC) process established for the implementation of the Measure S Bond, has not surfaced at this time. The CUDS Committee's responsibilities fall primarily to the existing facilities' utilization while the FPSC responsibilities are clearly defined related to the Bond projects and future construction. With a great deal of "cross-over" participation by representatives on both committees, the two processes appear to be functioning properly. The issue may be when the Bond projects are completed and the transition occurs of movement from new construction to existing facilities on campus with the continued focus being on effective and feasible use of the resources.

## Standard III: Resources

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### **PLANNING AGENDA**

No plan is needed.

***IIIB.2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

### **DESCRIPTIVE SUMMARY**

Long range capital planning culminated in 2003 – 2004 with a Facilities Master Plan, developed by A/C Martin architects and guided by the Facilities Planning Steering Committee, which will help build Oxnard College out to an institution with 16,959 students by the year 2018. Guiding principles included "completing the college" in areas where facilities were missing, such as in the lack of an auditorium or performing arts center, planning for growth by including additional classroom, laboratory and office space, a one-stop student services center to improve service to students, and renovating the Library Learning Resource Center, the Child Development Center, the Bookstore, and the Gym facilities and athletic fields. Total cost of ownership has been given careful consideration in deciding whether to construct new buildings or renovate the existing structures.

### **SELF-EVALUATION**

The process of long-range capital planning has been shepherded by the Facilities Planning Steering Committee (FPSC) under the leadership and guidance of the college president, the A/C Martin master planners, and the JCM Group of construction consultants. Although attendance to the FPSC meetings varied from time to time, because efforts were made to hold meetings at times when most staff and faculty could be present, attendance generally included members from all constituencies on campus except students. We believe the college is currently meeting this standard.

Two examples of how the consideration of total cost of ownership resulted in changes to long-term capital plans are found with the Child Development Center and the Bookstore. The Child Development Center was originally slated for a new building, but after a careful review of the present site by consultants and college staff, it was decided that more could be gained by remodeling and



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renovation of the present site. The Bookstore went through a similar evolution, and rather than locating the Bookstore at a new location in a new building, it has been decided to renovate and expand the Bookstore at its present site.

### **PLANNING AGENDA**

No plan is needed.

***IIIB.2b. 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**

Physical resource planning begins at the department or program level with the identification of physical resource needs in Program Review. Departments and programs plan for their physical resource needs through the Unit Planning process. Unit planning resource needs then get integrated with institutional planning for resources in the institutional educational and facilities master plans.

The institution prioritizes needs for equipment purchases through the Unit Planning process. Facilities and equipment requests in the Unit Plans are prioritized at the department level followed by prioritization at the divisional level and culminating with prioritization at the level of the Executive Vice President and Vice President. These two prioritized lists are considered by the Planning and Consultation Council and Financial Resources Committee. Facility and equipment requests are forwarded to Campus Use, Development, and Safety Committee for its consideration and recommendation to the Planning and Consultation Council. The Planning and Consultation Council then makes its recommendation to the president for consideration in the final budget (Ref IIIB.6).

The effectiveness of the physical resource needs is determined through a collaborative process between management, faculty, and students to facilitate the accomplishment of program plans and objectives that are identified in the Unit Planning process. The capability of programs to accomplish their goals and objectives illustrates the effectiveness of physical resource requirements.

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The Campus Use, Development, and Safety Committee makes recommendations to senior executive administrators regarding physical resource needs. College management has continually encouraged participation of staff at all levels of the planning process.

### **SELF-EVALUATION**

Evidence that the institution bases its physical resource decisions on program and service needs are the buildings that have been recently constructed as well as buildings that are in the planning stages for construction. Many of these facilities had been previously identified in the Unit Planning of departments and programs. With the current bond funding, projected physical resource requirements will be met.

The college has ensured that physical resource needs are identified through the Overall Planning Process (Ref IIIB.13). The evidence lies in the departments and programs that use the Unit Planning and Program Review processes to identify and evaluate physical resource needs.

### **PLANNING AGENDA**

No plan is needed.

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### SOURCES

- |         |   |
|---------|---|
| IIIB.1  | Five-Year Construction Plan   |
| IIIB.2  | 2003 District Survey of Student Perceptions   |
| IIIB.3  | 2000 District Survey of Student Perceptions   |
| IIIB.4  | Results from 2004 Employee Survey   |
| IIIB.5  | Results from 2000 Employee Survey   |
| IIIB.6  | Oxnard College Unit Planning Process and Instructions                               |
| IIIB.7  | Oxnard College Educational Master Plan  |
| IIIB.8  | Oxnard College Strategic Plan 2000-2003   |
| IIIB.9  | Program Review Report Guidelines from 2003-2004                                     |
| IIIB.10 | Shared Decision Making and Collegial Consultation at Oxnard College                 |
| IIIB.11 | Oxnard College Campus Use, Development, and Safety Committee minutes, December 2003 |
| IIIB.12 | Oxnard College Facilities Master Plan   |
| IIIB.13 | Oxnard College Overall Planning Process   |

## 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.

### C. TECHNOLOGY RESOURCES

**Faculty Co-Chair: David Magallanes**

**Administration Co-Chairs: Cheryl Shearer and Rene Rodriguez**



#### List of Participants

Debra Cronin, Classified Staff (Lead Person)

Rick Carnahan, Classified Staff

David Donaldson, Classified Staff

Diane Eberhardy, Faculty

John Norbutas, Faculty

Rene Rodriguez, Administrator



## Standard III: Resources

### ***IIIC. 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.***

***IIIC.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**

Four years ago only 64% of the campus was wired for network/internet access. Approximately 40% of faculty had personal computer systems in their offices. Technology support for hardware, software, and network connectivity was provided by the District Information Technology (IT) Department. The District Service Center is located approximately seven miles from the Oxnard College campus. It would often take up to 24 hours before a District IT staff member could respond to a request for service.

In 1999, the institution hired a Computer Specialist to provide Information Technology (IT) support for administrative areas, faculty, and staff only. The Computer Specialist assisted the instructional areas by providing support to computer labs that did not have designated lab technicians. Technology continued to be pushed onto the campus, increasing the need for additional technology support. In 2001, a Computer Communications Technician (full-time), and a Computer Maintenance Technician (60%) were hired.

In order to provide responsive and effective support, IT services were centralized in 2003. The IT Department now provides support to the entire campus and off-site facilities for instructional computer labs, faculty, staff, and administration. This support includes system administration, desktop support, network administration, telecommunication support, college-wide communications, and budget administration.

Many mechanisms have been implemented to support the previously-mentioned efforts. These mechanisms include the following:

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- Campus intranet site—an internal campus repository that houses campus committee meeting minutes, Office of Institutional Research website, Accreditation Self-Study, Program Review and Unit Planning information, Master Planning documentation, etc.;
- Campus Backup server—this system allows individuals to backup and share data via the campus network;
- Application server—this system allows the IT Department capability of pushing/pulling applications (e.g., office automation products, anti-virus, etc., to the end user's desktop); and
- Remote Help Desk System—allows IT staff to troubleshoot user problems remotely via the campus network more readily and responsively.

Currently, requests for technology are submitted through a process for prioritization. It is required that technology requests are identified in Unit Plans. Hardware and software requests are reviewed by the Computer Specialist for compatibility and feasibility. Research for technology needs may be done through individual departments or through assistance from IT. Decisions concerning facilities are a collaborative effort through the Maintenance and Operations Department, District Information Technology Department, and Campus IT Department.

District IT provides direction and support on district-wide technology initiatives. These efforts are coordinated by the Vice Chancellor of Information Technology.

### **SELF-EVALUATION**

The knowledge and skill set of the IT Department is extensive and varied. However, the number of personnel is inadequate and is currently stretched to the limit. As a result, units and departments are not being supported in a timely manner, which in turn delays services to students.

There is no formal process for evaluating how well technology is meeting the needs of programs and services. However, the IT Department is continually researching methods that will facilitate and enhance support to these entities. The 2004 Employee Survey indicates that 51.8% of employees are satisfied with the technology

## Standard III: Resources

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available. This result is an improvement over the 39.4% that were satisfied in the 2000 survey. Technology is defined in the survey as computers, e-mail, and voicemail. Unfortunately, the survey provides no further information to guide the college's Technology Committee or IT Department to evaluate why only slightly more than half of the employees are satisfied with available technology (Ref IIIC.1 and IIIC.2).

Decisions about technology services, facilities, hardware and software have not been nor currently are directed by a formal Technology Plan. Without a Technology Plan in place, technology that is implemented at the campus is not always done in the most efficient manner. Departments/units often initiate technology efforts without knowledge or consideration of other campus initiatives. Further, the shared governance Technology Committee has concerns about its lack of involvement before the implementation of new technology, hardware, and software.

### **PLANNING AGENDA**

- 3.7           The college's Information Technology Department will utilize the Unit Planning process to seek the funding to meet current needs as well as anticipated future growth of technology and seek alternative solutions in the interim.
- 3.8           The Technology Committee with support from the Vice President of Business Services, will develop a technology plan that is integrated into the college's Overall Planning Process; addresses distance education needs at the college; and includes an upgrading/replacement schedule for computers and other technology.
- 3.9           The Vice President of Business Services and the IT Department will address concerns of communication with the Technology Committee on technology implementation.
- 3.10          The Technology Committee will work with the Office of Institutional Research to create and administer a survey to assess how well technology needs are being met.



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***IIIC.1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.***

### **DESCRIPTIVE SUMMARY**

Decisions on technology services originate at several levels of the organization. The college sets priorities for hardware and software through the Unit Planning process. Curriculum development frequently drives new technology, particularly in the disciplines of Computer Information Systems, Engineering Technology, and Multimedia among others. Distance Education issues cross many disciplines and require technological advances. Student computer access needs are identified through either the Learning Resource Center for open student labs or by individual disciplines desiring computer supported lab access for students. Administrative software needs usually become identified on a district-wide basis at the District IT Department, but are implemented by the Campus IT Department. The technology and software supported by the District IT Department include SCT Banner administrative software, Lotus Notes (e-mail), and Internet access through the Corporation for Educational Network Initiatives in California (CENIC), a not-for-profit corporation serving California State University (CSU), Stanford University, University of California (UC), California Community Colleges, and K-12 school systems.

With a recent Title V Strengthening Institutions grant, distance education was identified as one of the major activities. This provided the support for instruction on the distance education methodology as well as IT support for web access and Internet services. At present, there are 15 online courses in seven different disciplines.

The District IT Department is responsible for providing SCT Banner upgrades approximately every 18 months in addition to nightly backups of data. The e-mail system, Lotus Notes, is maintained and upgraded regularly. Again, nightly backups are performed. Internet access through CENIC is maintained at the CENIC site and is maintained satisfactorily. This service is contracted throughout the State with all 108 community colleges with Community College system oversight.

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### **SELF-EVALUATION**

As stated earlier, only slightly more than half of employees at the college reported on the 2004 employee survey that they were satisfied with the technology available; therefore, the indication is that the technology needs of the campus are not adequately being met throughout the college (Ref IIIC.1). A Technology Plan is needed to address replacement and upgrade of both hardware and software. The chief concern is that without a Technology Plan, future technology needs may go unaddressed and unmet.

Concerns also exist regarding the expansion of distance learning with existing services and support mechanisms. It has been recommended that a Technology Committee task force on Distance Education be formed to identify and address the projected needs for support of distance education.

While provisions are generally in place in the area of technology reliability, privacy, and security, disaster recovery remains a concern. Neither sufficient equipment nor a disaster plan exists in the event of a disaster to ensure system continuation.

### **PLANNING AGENDA**

Refer to Planning Agenda 3.8 in Standard IIIC.1.

- 3.11        The college's IT Department will work with the district's IT Department to address the resolution of the college's vulnerability regarding disaster recovery of systems.

***IIIC.1b. The institution provides quality training in the effective application of its information technology to students and personnel.***

### **DESCRIPTIVE SUMMARY**

Oxnard College provides a variety of information technology-related courses throughout day and evening hours as part of its regular curriculum. When available and appropriate, students are referred to training as part of a regular college course. For example, the spring 2004 semester class schedule listed 55 sections of Computer Information Systems (CIS), 15 sections of Engineering Technology (ENGT), and 8 sections of Assistive Computer Technology (ACT) courses.

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A Title V grant provided the opportunity for the development of a Distance Education program for the campus. Training was provided to faculty on how to develop online courses. Approximately sixteen hours was provided to each faculty member interested in developing online courses. In addition, several hours of training have been provided to faculty on the use of the district-wide management information system (SCT Banner) to learn how to download class rosters, post grades, etc.

When the need for classified staff and faculty training is large enough, short-term, noncredit classes are provided on campus by the district IT Department. Recent offerings on campus included Introduction to PCs, Lotus Notes, SCT Banner, and several modules each of Microsoft Word, Excel, Access, and PowerPoint.

Specialized training, for example, courses in Network Security for the Information Technology Department staff, has been supported through off-campus training. The knowledge gained through network security courses has resulted in the implementation of security measures that have mitigated the college's exposure to security vulnerabilities (e.g., viruses, worms, etc.).

### **SELF-EVALUATION**

While training needs have been generally met, this remains truer of classified staff than of faculty. Faculty who are committed to expanding their use of technology in the classroom are wanting more specialized technology training to support that effort. The Technology Committee has discussed the desirability of establishing a Faculty Technology Resource Center where faculty would receive support and instruction on the use of technology (web page design, distance education, use of data projection systems or smart board, etc.).

The 2004 Employee Survey indicates that 56.2% of employees agree that technology resources and support staff and services enhance the operations and effectiveness of the college (Ref IIIC.1). The Technology Committee is concerned that only slightly more than half expressed a positive response in the survey regarding technology resources, and the Committee has also received anecdotal reports that faculty would find a faculty resource center with technology training useful.

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### **PLANNING AGENDA**

- 3.12 The Technology Committee and the college's IT Department will pursue the feasibility of a Faculty Technology Resource Center that includes training workshops for faculty.

***IIIC.1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.***

### **DESCRIPTIVE SUMMARY**

Technology needs are addressed in the Unit Planning and Program Review processes (Ref IIIC.3 and IIIC.4). The results from these processes should be integrated with a college-wide technology plan to assist in identifying institutional priorities for resource allocation and support.

The college's Information Technology (IT) Department maintains an inventory database of campus computer equipment. Computer systems are periodically audited via a software program that extracts the hardware and software configuration of each system. This information is uploaded to the inventory database and provides reporting capabilities to assist in assessing equipment. The inventory reports assist the IT Department in making recommendations for the replacement and/or upgrade of equipment.

The State Chancellor's Tech II Plan provided planning for the acquisition and replacement of institutional computer equipment in 2001. Due to current state budget constraints, funding for this plan has ceased. Currently, the campus is in a mode of maintenance. Small funding resources have been identified for repair and replacement parts of computer equipment. Again, due to the current budget situation, no funding has been identified for the complete replacement/upgrade of systems that are older than three or four years.

The institution has a number of maintenance agreements in place for various technology components. These agreements provide release updates for network operating systems, anti-virus software, office automation software, third-party software support, technical support for library circulation and cataloguing system, bookstore inventory system, and campus firewall.

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### **SELF-EVALUATION**

Resources for the acquisition and use of technology are limited. The college's Information Technology Department with its limited staff has made a best effort to maintain equipment and ensure that technology resources are operational and available to students, faculty, and staff at all times. It thus far has not been cost effective to repair equipment versus purchase new equipment, particularly when the cost of the time spent in the acquisition of parts, technical support in the actual repair or upgrade of equipment, and the disruption of service is considered. Most of these repairs and/or upgrades to existing equipment generally extend the life of the equipment no more than one additional year. The end result is that most departments have unmet needs because the IT Department has limited resources and personnel.

Unfortunately, technology needs have not consistently been addressed through the Program Review and Unit Planning processes thus far as designed primarily due to the lack of a full implementation of the Overall Planning Process. In addition, a technology plan has yet to be developed. It was the intent of the Technology Committee to devote their efforts this year in developing a plan but instead was called upon to prepare the report for this accreditation standard.

The college must enhance the utilization of the Unit Planning process in developing a systematic and widely-communicated methodology for identifying the needs for technology and allocating resources to meet the needs identified. The college has been successful at resource development through grant writing and will continue to benefit from plans to institutionalize projects. The college needs to establish a proactive approach to life-cycle funding for technology.

The faculty have expressed concern that decisions involving technology equipment, software, and security have been made without input from users, particularly faculty. The college follows the practice set forth by the district IT Department where users are not given administrative rights to their computers and therefore are not able to install software and/or software updates on their computers. Procedures call for users to contact the IT Department for installation of new software because the IT staff has the technical expertise to troubleshoot new software and determine compatibility issues with existing software.

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In the past, when software installed by the user has resulted in a variety of problems, the IT Department has been able to resolve the problem. The faculty object to the practice of removing software from a machine without notifying the faculty member first. There have been a few instances when during routine maintenance, the IT Department has removed software installed by the user from a machine causing disruptions to faculty's teaching preparation and other work.

Unfortunately, information security procedures are sometimes viewed as poorly selected and bothersome rules. On the contrary, these procedures are in place to protect important assets and support the overall work of the college. While the faculty understand the importance of security and the reasons for the limitations that exist, the fact remains that some faculty's ability to use computer technology as a tool in the classroom or as a tool in preparing teaching materials is being hindered. Some faculty at Oxnard College feel that the faculty at the other two campuses in the district have more control over the technology they use, and Oxnard College faculty would like to obtain similar control here. However, at least one instance demonstrates the benefit of having these procedures in place at Oxnard College. In the fall of 2003, the District Service Center and both Moorpark College and Ventura College were affected by the "welchia" worm. The downtime experienced by these sites varied from four days to three weeks. Due to the security measures in place at Oxnard College, users here experienced no downtime.

In addition, many faculty feel strongly that the institution does not systematically plan, acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs. Most users are unclear as to who makes the decisions on what technology is purchased or reallocated and how it is determined who will receive new software or equipment.

### **PLANNING AGENDA**

Refer to Planning Agendas 3.8 and 3.10 in Standard IIIC.1.

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***IIIC.1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.***

### **DESCRIPTIVE SUMMARY**

The distribution and utilization of technology includes desktop computers and requisite peripherals for all full-time faculty, both instructional and non-instructional, classified staff and management, along with instructional computers in 12 classroom laboratories. Also included are smart classrooms in the Technology, Letters and Science, Language Arts, and Occupational Education Buildings, and in the large classroom of the new Community Student Service Center. Portable data projectors and laptops are available for checkout from the Media Center for those rooms that are currently not outfitted with this equipment. The Physical Education Department has its own portable data projector for its use, as do the Business and Computer Information Systems Departments. All classrooms are wired for Internet accessibility. The Title V grant has provided funding for the development of online instruction and maintenance support.

The district provides online registration through WebSTAR where students can pay fees, add or drop classes, and view grades. WebSTAR also provides online access for faculty to input student grades, download class rosters, drop students for non-attendance, and access student directory information.

The IT Department consists of a Computer Specialist, a Computer Communications Technician, and a Computer Maintenance Technician (60% position). Responsibility for support of all computer technology on campus has been centralized in the IT Department over time. The IT Department is now responsible for maintenance and support of 37 servers, 760 computers, 12 classroom laboratories, the campus network infrastructure, the campus website, Internet and Intranet services, as well as all online services provided to students and faculty.

The Maintenance and Operations Department incorporates the use of technology in its various departments including the use of computerized environmental control for Heating, Ventilation, and Air Conditioning (HVAC) and equipment for grounds, custodial, and maintenance crews.

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### **SELF-EVALUATION**

Faculty desktop computers are more than three years old now and will require replacement. Soon, most of the computers used by classified staff and managers will be approximately two to three years old, but many are older and are in need of immediate replacement. State Telecommunications & Technology Infrastructure Program (TTIP) funds have been used in the past to upgrade computers, but these funds are in jeopardy for the future. No other funds have currently been identified to upgrade systems that are greater than three years old. There is equal concern about the currency of the equipment in the existing smart classrooms.

### **PLANNING AGENDA**

- 3.13            The Technology Committee will seek updating the definition of the smart classroom to ensure technology currency.

Refer to Planning Agenda 3.8 in Standard IIIC.1.

***IIIC.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**

Currently, technology planning at Oxnard College is charged to three groups. First the Technology Committee reviews, recommends, and evaluates technology at the campus level. Second, the Information Technology Department, implements computer upgrades, maintains several networks and the security of the networks, handles all trouble calls to the IT help desk, and supports all computer labs at the campus. Lastly, the District Information Technology Department is responsible for implementing upgrades to the administrative software and district e-mail software.



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### **SELF-EVALUATION**

In 2003, there was a campus survey concerning computer usage on campus for faculty and staff (Ref IIIC.5). This survey has shown that the continuing growth of information technology throughout the campus has reached a critical juncture. The campus must develop a technology plan that will provide a roadmap for the future in order to meet the needs of faculty, staff, and students and at the same time provide appropriate support and security.

Decisions concerning technology on the campus are hampered by the fact that divisions and departments operate primarily in isolation, which caused limited communication among different areas of the college on the possible shared needs and concerns related to technology. Departments/units often initiate technology efforts without the knowledge or consideration of other campus initiatives. Currently, there has been little technology planning integrated with institutional planning. Requests for hardware and software are reviewed on an individual basis by the Oxnard College IT Department for compatibility and to ensure support is available for any new acquisitions. The Technology Committee is not being fully utilized as the forum for technology requirements for the campus. Often, the Technology Committee is informed after the fact instead of being part of the decision-making process as indicated in the planning process.

The Technology Committee along with the IT Department at Oxnard College have been working on developing a Technology Plan but have yet to submit a draft to the campus community for review. As a result, decisions about technology services, facilities, hardware and software are not being directed by a formal technology plan. Without a technology plan in place, technology is not always implemented in the most effective manner. The District IT Department currently has not updated their Technology Plan since 1997.

### **PLANNING AGENDA**

Refer to Planning Agenda 3.8 in Standard IIIC.1.

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### SOURCES

- IIIC.1 Results from 2004 Employee Survey
- IIIC.2 Results from 2000 Employee Survey
- IIIC.3 Oxnard College Unit Planning Process and Instructions
- IIIC.4 Oxnard College Program Review Process
- IIIC.5 2003 Oxnard College Computer Usage Survey



## 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.

### D. FINANCIAL RESOURCES

**Faculty Co-Chair: David Magallanes**

**Administration Co-Chairs: Cheryl Shearer and Rene Rodriguez**



#### List of Participants

Lucia Haro, Classified Staff (Lead Person)

Thomas Barth, Faculty

Gina Brenner, Classified Staff

Darla Cooper, Administrator

Harry Culotta, Manager

Carolyn Dorrance, Faculty

Nancy Gregg, Classified Staff

David Magallanes, Faculty

Rene Rodriguez, Administrator

Cheryl Shearer, Administrator

Ralph Smith, Faculty

Marco Valencia, Student



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### **IIID. 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 resources planning is integrated with institutional planning.***

#### **DESCRIPTIVE SUMMARY**

The financial resources of Oxnard College, a member institution of the Ventura County Community College District, are distributed among a number of funds, each of which is a separate fiscal and accounting entity and is designed to account for different categories of activities that contribute to Oxnard College's mission, strategic goals, and overall operations.

The General Fund finances three categories of activities as described below:

General Fund-Unrestricted is the primary operating fund of Oxnard College. It represents revenues and expenditures that support the instructional programs, instructional support services, student services, maintenance and operations, and business and institutional services, all of which are instrumental to successful fulfillment of the mission. The overall level of appropriation to the college is determined by a district-wide allocation process.

General Fund-Restricted represents revenues and expenditures largely comprised of categorical programs, grants, or contracts that must be utilized in accordance with directives provided either by federal or state law or the public or private funding agency. The Health Services Fund is an important subdivision of this fund that supports student health services at Oxnard College. The Parking Services Fund, although budgeted and controlled at the district level, is an essential component of this fund that supports campus police services at Oxnard College.

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General Fund-Designated represents revenues and expenditures associated with entrepreneurial projects or outreach activities providing important public services, such as Community Services, Civic Center, and Contract Education, which augment or enhance instructional programs at the college.

The Special Revenue Fund is used to account for revenues and expenditures from specific sources that are legally restricted. The Child Development Fund comprises this fund category at Oxnard College. The Capital Projects Fund is used to account for revenues and expenditures associated with: the acquisition, construction, or renovation of major capital facilities; scheduled maintenance projects; hazardous substance removal projects; and projects funded from redevelopment agency revenues, from the sale of general obligation bonds (such as Measure S), and from foreign student surcharges. The Proprietary Fund is used to account for business enterprise activities where the intent is that the activities be self-supporting either through sales or other user charges. Bookstore and Cafeteria Funds comprise this fund category at Oxnard College. The Fiduciary Funds are used to account for a variety of resources held by the district or college in a trustee capacity and having a fiduciary responsibility to the individuals, organizations, or governmental agencies that provide the resources. These funds consist of the following:

Financial Aid Fund, although budgeted and controlled at the district level, is an important fund that supports Oxnard College's receipt, award, and disbursement of federal and state student financial assistance to enable students to take advantage of the educational opportunities available to them.

Associated Students Fund is used to account for revenues and expenditures generated and utilized by the Associated Student Government at Oxnard College.

Student Representation Fee Fund is used to account for revenues raised from a student-approved assessment at registration and expenditures for student advocacy made possible by this fee.

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Student Center Fee Fund is used to account for revenues raised from a student-approved assessment at registration to construct, equip, and maintain the new student center.

Trust and Agency Funds consist of student clubs, scholarships and loans, co-curricular activities, and other similar activities.

As noted above, the General Fund-Unrestricted is the primary operating fund of Oxnard College. For this reason, the level of its resources is of paramount importance to nurturing and sustaining the college's programs and services to students. The primary focus of this report, therefore, is on the General Fund-Unrestricted.

The General Fund—Unrestricted adopted budgets for Oxnard College over the last five years and the percentage changes from each preceding year are as follows:

Fiscal Year	Amount	% Change
1999-2000	\$17,378,688	+ 7.8%
2000-2001	\$19,655,451	+13.1%
2001-2002	\$21,409,301	+ 8.9%
2002-2003	\$22,278,946	+ 4.1%
2003-2004	\$20,014,027	- 10.2%

### **SELF-EVALUATION**

Since the last institutional self-study in 1999, the financial resources available within the General Fund—Unrestricted for educational improvement and enhancement of programs and services have not improved. Funds distributed to Oxnard College continue to be extremely limited under very difficult fiscal times for the State of California, thus making it difficult to develop new programs or long-term planning other than capital building plans such as Measure S provides. The uncertainty of state funding and minimal amount of discretionary expenses provide very little opportunity for educational improvements at Oxnard College. The current fiscal year budget reflects a 10% decrease from the prior year's budget, is less than the 2001-2002 budget allocation and scarcely more than the 2000-2001 budget.

The Budget Allocation Model, which was adopted by the board in 1997 for use in budget development, was shown not to fairly



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distribute resources at the three colleges and district office and was not used to allocate resources in fiscal year 2003-2004. The Board of Trustees acted on April 23, 2003, to set aside the adopted allocation model at the recommendation of district-wide, shared governance discussions. A district-wide group was also charged with searching for an equitable, stabilizing budget model. Past experience at Oxnard College is that in "good" budgeting cycles, due to the allocation model, Oxnard College struggles to provide minimum services. In lean years, Oxnard College then must make decisions on eliminating staff or cutting back on minimal services to be able to balance the budget. The allocation model does not help Oxnard during "good" budget years and is devastating during the lean years. One recent example of this devastation is how budget reductions were allocated in the district when the State budget crisis occurred in the fall of 2002. The Budget Allocation Model was used to determine each college's portion of the cuts. Oxnard College started 2002-2003 with a budget of \$22,278,946, which was cut by \$768,000, for a final budget of \$21,510,946. The budget for 2003-2004 was further reduced to \$20,014,027, for another reduction of \$1,496,919. When these two reduction figures are combined, it represents \$2,264,919, or a 10.2% total reduction from 2002-2003 to 2003-2004. While the other two colleges cut larger amounts, the amount they cut represents a significantly smaller proportion of their total budget.

Although budget resources have been limited and will continue to be unstable, the college has made adjustments in expenditures and re-allocated resources in support of educational programs by seeking additional program funding and reducing non-essential expenses. For example, the college terminated lease agreements for off-campus locations at three local high schools and the Cisco Academy, previously located in the city of Camarillo, is now housed on the main campus. In addition, the development of additional financial resources from external grants, contracts, initiatives, and programs has raised the available campus total to \$10,142,076, in contrast to the 1999 contract and grant amount of \$2,734,671.

In the 2004 Employee Survey, employees are asked what impact a lack of resources for materials and supplies and an insufficient budget has on their job (Ref. IIID.1 and IIID.2), and 88.1% of the employees indicated that insufficient budget is a problem or a barrier impacting their jobs. Additionally, 58.2% indicated that an insufficient budget was the most significant problem or barrier impacting their job.

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When the State budget crisis began in the fall of 2002, the college was not prepared, and due to limited resources, was severely negatively impacted. As a result:

- fall and spring course offerings were reduced 10%;
- employees were laid off;
- some long-term employees were reassigned;
- classified work week was reduced resulting in loss of income;
- some student services were cut back;
- some positions were eliminated;
- some faculty had their salary reduced;
- some managers took a cut in pay; and
- the largest hit was that one summer session was eliminated, and the remaining session was significantly reduced.

### **PLANNING AGENDA**

- 3.14 The Vice President of Business Services will work with the Financial Resources Committee to systematically analyze the district allocation model to determine whether adequate resources are being provided to satisfactorily support the college's educational programs.
- 3.15 The Office of Resource Development will perform a targeted search for outside funding and grants that can facilitate the realization of goals and further project development.

***IIID.1. The institution relies upon its mission and goals as the foundation for financial planning.***

### **DESCRIPTIVE SUMMARY**

The mission statement declares "Oxnard College embraces its diverse community by providing excellent and unique educational

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collaborative, nurturing, safe environment that promotes student success and lifelong learning" (Ref IIID.3). As such, it defines the purpose of the institution and its commitment to students and community. The mission drives both long-term and short-term institutional goals. The goals of Oxnard College influence the development of the Educational and Facilities Master Plans, which in turn drive and support all college financial and academic planning activities (Ref IIID.4).

Three-year unit plans are developed at the unit level by both instructional and non-instructional programs, and priorities are determined at the departmental and divisional levels. Items delineated in the Unit Plans must demonstrate how they support Oxnard College's goals. The Financial Resources Committee (FRC) and the Planning and Consultation Council (PCC) review Unit Plans during the budget development cycle (Ref IIID.5).

### **SELF-EVALUATION**

There is ample evidence that Oxnard College relies on its mission and goals as the foundation for its fiscal planning and the establishment of its financial priorities. The mission emphasizes the core values of diversity and commonality, promotion of individual talents, excellence, valuing vision, creativity, risk-taking, innovation, integrity and civility, all conducted in the spirit of honesty and congruence in planning and decision making. Dedication to the mission has resulted in a collaborative learning and consensus working environment characterized by initiatives to secure sufficient financial resources to enable the college vision to become a reality.

The college planning process has not been completely implemented. The FRC continues to be an information-sharing body rather than a recommending body in matters relating to financial resources. During the budget crisis last year, the FRC was temporarily expanded to include any interested college employee and a variety of recommendations were made by this committee to the college president to assist in the various decisions regarding the budget. However, once the budget decisions were made, the FRC returned to its role of an information-sharing body. Currently, Program Review and Unit Plans do not drive the budget and few, if any, budget decisions are made based on data and information obtained from these two planning processes. Oxnard College continues to develop its budget by "rolling over" the previous year's budget and then making adjustments.

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### **PLANNING AGENDA**

No plan is needed.

***IIID.1a. Financial planning is integrated with and supports all institutional planning.***

### **DESCRIPTIVE SUMMARY**

Financial planning is integrated with the college Mission, Strategic Plan, Unit Plans, the Educational and Facilities Master Plan, and Program Review. The college's Overall Planning Process is designed to set priorities and plan institutional improvements. The resource allocation process provides the means for setting priorities for institutional improvements through the use of a planning and budget process (Ref IIID.4).

The Educational Master Plan requires a synthesis of the mission and vision of the college based on sound enrollment projections and demographics about the community to be served. Extensive data support from the Office of Institutional Research provide a realistic statistical assessment of how the college could develop its programs and facilities (Ref IIID.6). The Strategic Plan links to the Educational Master Plan and the annual budgeting process.

Programs, divisions, and areas of the college have implemented the integrated strategic and annual planning process. Using goals and directives, managers and staff develop Unit Plans that prioritize budget, staffing, technology, and space needs. The unit planning and budget allocation processes consist of the following six steps:

1. Unit Plans are reviewed to determine priorities at each successive level of the department and division. Divisional Units Plans are reviewed separately for the areas reporting to the Executive Vice President of Student Learning and the Vice President of Business Services and priorities are set at this level. These two prioritized lists are then forwarded to Planning and Consultation Council and Financial Resources Committee.

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2. Faculty hiring requests are sent to the academic senate for prioritization. This prioritized list is sent directly to the president for consideration and to PCC and FRC for informational purposes.
3. The FRC reviews the Student Learning and Business Services funding priorities and forwards its findings to the PCC.
4. The PCC forwards facilities priorities to the Campus Use, Development and Safety Committee, and technology priorities to the Technology Committee. Those working bodies formulate recommendations and forward them back to the PCC.
5. PCC reviews the prioritized lists and all recommendations from the shared governance committees, formulates its recommendations as one prioritized list for the institution, and forwards this prioritized list to the president.
6. The President's Executive Team develops the annual budget in accordance with the college's Mission, Strategic Plan, Educational and Facilities Master Plans, and PCC recommendations.

Once the budget is developed, the next step is the implementation of the budget and Unit Plans. The Unit Plans are evaluated on an annual basis, where programs evaluate their activities during the prior year and determine whether the goals for that year were met. Each year, the plans are updated to extend by one year in order to constantly maintain a three-year plan (Ref IIID.5).

By including students, faculty, staff, and administrators, the planning process ensures broad and effective participation by all segments of the college community. Priorities and recommendations developed in this Overall Planning Process serve to guide the college's decisions and resources allocations.

### **SELF-EVALUATION**

Although the college has an Overall Planning Process, the demands of state mandates, negotiated contractual agreements, plus the ongoing increases for fixed costs make it difficult to expand and

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fund new programs and developments without increased appropriation. These costs include full-time faculty and staff obligations with salary and benefit costs, workers' compensation, insurance premiums and utility rate increases, retirements, facility/ maintenance costs, equipment leases and lease/purchases, all of which are given highest priority.

The college has a history of being reactive instead of proactive in planning. A contributing factor has been the lack of continuity in leadership in recent years. In addition, a lack of understanding of the purpose of planning and the college's planning procedures has contributed to the absence of an institutional commitment to planning.

The college continues to lack full implementation of its planning process. Today, planning does not drive the budget and in fact, budget development tends to be a process that is independent of other planning. The faculty prioritization and the IELM Block Grant distributions are two additional examples of processes independent of the college's planning processes that are used to make budgeting decisions.

### **PLANNING AGENDA**

- 3.16            The Planning and Consultation Council will develop a plan to educate faculty, staff, and administrators about the important role of planning at the institution.

***IIID.1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.***

### **DESCRIPTIVE SUMMARY**

Institutional planning involves three entities: faculty and staff at the Unit Planning level, the members of the Financial Resources Committee (FRC) at the level where Unit Planning priorities are considered for potential funding, and the Planning Consultation Council (PCC) where planning priorities are further addressed for college-wide priority status.

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Faculty and staff at the Unit Planning level have access to departmental/unit budget resources through their administrative offices. In the Student Learning side of the college, deans routinely share departmental budgets, expenditures, and anticipated commitments with each instructional department for that department. Some divisions also apprise faculty at their annual division meetings of the general state of that division's budget and priorities. The FRC committee members receive information about the overall budget and proposed budget reductions from the Vice President of Business Services on a monthly basis. The same information is frequently shared with members of the Planning and Consultation Council.

With the recent budget reductions, the priorities established for the Oxnard College budget primarily focus on fixed costs: full-time salaries, benefits, overhead costs (utilities, leases, rents, etc.) and maintenance of FTES through hourly faculty salary budgets. The Unit Planning process serves to establish specific priorities at the Student Learning as well as the Business Services levels for potential funding. Planning priorities are first assessed for general fund availability. In addition, other categorical funds are considered as potential sources, where appropriate.

### **SELF-EVALUATION**

The Financial Resources Committee (FRC) has expressed interest in expanding its role beyond addressing budget summaries and budget reductions as they affect the total budget to a more analytical approach reviewing specific budgets and more thoroughly understanding the full budget, the pattern of expenditures, and the historical understanding of spending and costs.

One particular categorical funding source focused on student learning priorities is the Instructional Equipment and Library Materials (IELM) block grant from the State. The College Council of Instruction comprised of student learning deans, department chairs, and program coordinators has prioritized these funds in the past. The FRC has proposed that it review this process when considering planning priorities and available resources. As we progress in our planning processes, refinement of the responsibilities and resources made available to the FRC, as well as the PCC, need to be addressed and analyzed.

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### **PLANNING AGENDA**

- 3.17 Financial Resources Committee will analyze its role in the planning process and identify the appropriate documentation regarding budget and fund availability to be shared with its members.

***IIID.1c. 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**

Long-range financial priorities are foremost in financial planning, primarily in maintaining the needed faculty and other staff, to meet the educational needs of students. Each year, during the budget planning process, all past obligations are reviewed as identified in the budget for inclusion in the budget, and new obligations are reviewed and approved before including them in the budget. The current process of establishing long-range and short-range financial planning begins with the Unit Plans in each division. These Unit Plans serve as the foundation for establishing short-term and long-term funding priorities. New obligations are a reflection of these Unit Plans, except for any unforeseen emergencies that arise during the school year. Oxnard College is part of the Ventura County Community College District, and as a district, we meet to make certain that the long-range obligations of each college and the district will be met. The District Committee of Administrative Services serves as the primary financial planning body to help determine how funds will be distributed to each site to meet its long-range and short-term obligations.

The college assures financial stability in the long-term through careful review of its past obligations and through review of new obligations based on divisional Unit Plans before inclusion in the budget. All new obligations are reviewed by the Executive Vice President, the Vice President of Business Services, and approved by the president. The college, primarily through Business Services, does clearly identify and plans for payment of liabilities and future obligations.



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The following procedures demonstrate long-term fiscal and financial administration of policies and appropriate processes to assess priorities:

- Oxnard College participates in the regular district-wide annual financial and compliance audit;
- The Office of Business Services, staff at the District Service Center, and individual deans monitor grants and contracts;
- In addition, the Ventura County Community College District Board of Trustees monitors the General Fund; and
- The Office of Business Services reviews expenditure requests for all instructional and operational activities to verify that sufficient funds are available, both short term and long term. Expenditures are reviewed monthly. In addition, key personnel have computer access that allows them to monitor financial processes and permits ability to accept or deny payment depending on any special needs.

Financial planning through budget development is an annual rather than a long-range planning effort. However, when making short-range financial plans, the college considers its long-range financial priorities to assure financial stability. The college clearly identifies and plans for payment of all liabilities.

Highest priority is budgeted for fixed costs and negotiated contractual obligations. Long-range capital projects such as the development of new facilities from the Bond Measure S initiatives are dedicated set-aside funds and not involved in the yearly budgeting process. The District's Board of Trustees has a 5% general fund budgeting policy to provide for financial stability and unforeseen contingencies. Oxnard College is dedicated to fiscal stability of both long- and short-range liabilities.

### **SELF-EVALUATION**

While the processes are in place to identify long-range liabilities and future obligations both at the college as well as collectively at the District Service Center, the budget development process is conducted one year at a time. Care is taken throughout the district to accurately track long-range financial priorities to assure financial

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stability for consideration in the budget process for each year's budget. While there is no problem perceived with the tracking of long-range priorities, the problems created with a single-year budget development process are beyond the college's control. Therefore, there are no plans for improvement assigned in this standard.

### **PLANNING AGENDA**

No plan is needed.

***IIID.1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget.***

### **DESCRIPTIVE SUMMARY**

Oxnard College under the umbrella of the Ventura County Community College District uses as a foundation for fiscal management, the guidelines outlined in Title 5 §58311 Principles for Sound Fiscal Management (Ref IIID.7). Additionally, VCCCD Board Policy Manual Section D.11 Budget (Ref IIID.8) outlines specifically the process of both budget development and budget management. Briefly encapsulated, D.11 requires the chancellor to present to the Board of Trustees a budget indicating anticipated expenditures and estimated revenues for the next fiscal year. The current budget process for the California Community Colleges makes it impossible to establish a firm budget total, due to changing conditions. It is the VCCCD board's intent, however, to have the budget as accurate as possible throughout the year. To accomplish this, budget amendments and budget transfers are used when necessary. The tentative budget and final adopted budget are prepared in accordance with state law.

The budget development process involves coordination between the District Council of Administrative Services (DCAS) and the Oxnard College Financial Resources Committee (FRC). Each committee makes budgetary recommendations to the chancellor and president of Oxnard College, respectively. The Oxnard College budget is developed annually in accordance with the current District Allocation Model and the college's Overall Planning Process.

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The governing board exercises control over the operation of the district and Oxnard College. Governing board finance responsibilities include: approving the annual budget; reviewing and approving expenditures; approving matters of capital outlay; establishing procedures for accounting of receipts; and disbursements of funds under the supervision of the district (Ref IIID.8) (Ventura County Community College District Board Policy Manual Section A 2.2.5).

Although Oxnard College adheres to the fiscal guidelines and policies described above, a more informal process is also in place at the division level. Primary responsibility lies with each dean. The role of each divisional dean varies depending on the assigned division or area. The following is a general overview of a dean's budget responsibilities:

1. Approves and generates expenditures related to: supply and equipment requisitions; mileage reimbursement forms; conference and travel forms; timesheets for student and academic hourly; and other comparable expenditure requests.
2. Scheduling of part-time faculty is one of the most important budget activities of instructional deans. Close monitoring ensures that the "hourly budget" does not run into the red or too much into the black.
3. Deans in divisions where grants and/or external contracts are in place are required to monitor expenditures closely to ensure compliance with sponsoring agencies is maintained.
4. Before approving expenditures the dean must ensure that a budget account number has been assigned and that a budget appropriation is available.

Around March of each year, as part of the budget planning process, each dean reviews the current year's budget and makes reductions or proposes increases in line items. The changes are typically a summation of feedback received from faculty and staff in the division over the course of the fiscal year. This budget is then presented to the Vice President of Business Services.

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### **SELF-EVALUATION**

The process for budget development is in place at the District Service Center from which Oxnard College is allocated operational funds. Although the college does not currently have a uniform written process specific to budget development, it does have an established informal process for financial planning and budget development that adheres to the Principles for Sound Fiscal Management and VCCCD Board Policy D.11 (Ref IIID.8).

### **PLANNING AGENDA**

No plan is needed.

***IIID.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.***

### **DESCRIPTIVE SUMMARY**

At the technical fiscal management level, the use and dissemination of financial resources is heavily regulated through the use of our SCT Banner automated financial management system, which requires constant and mandatory review by a variety of fiscal and managerial staff, both at the college level and the district level.

All college expenditures, including purchasing of supplies, hiring of personnel, posting of fringe benefits, capital outlay, and engagement of outside professionals, must be approved through a sequenced series of authorized signatures. Review of appropriateness is achieved at each level. Inappropriate expenditures, particularly in the case of insufficient funds, are not approved nor forwarded to the next level of review and are instead returned to the originator of the request.

In addition, each college program is assigned a budget organization number that is used to identify and regulate expenditures by specific area. All budget managers have immediate access to their year-to-date budget and are able to monitor expenditures on a daily basis. Proposed requisitions and other forms of planned expenditures are and can be checked against actual balances to prevent charges against accounts with insufficient funds.

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At an organizational and operational level, Program Review, Unit Planning, and institutional effectiveness play a key role in the review and expenditure of funds. One of the areas where these practices are most evident is the area of expenditures for hourly instruction. The Deans' Council, with the guidance of the president's office and the district's management and leadership team, prioritizes, plans, and adjusts its number of course offerings in a manner designed to prevent deficit expenditures.

### **SELF-EVALUATION**

Currently the institution assures the financial integrity of the institution and responsible use of financial resources with an organized system that has an appropriate planning process. Although the process is now working, in the past, programs such as tutoring overspent on their under-funded programs because of the high demand and need for student support services.

### **PLANNING AGENDA**

No plan is needed.

***IIID.2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.***

### **DESCRIPTIVE SUMMARY**

The Oxnard College budget includes several categories in the budget that indicate financial support for student programs and services. A full range of instructional and non-instructional faculty are employed at Oxnard College. There is budget support for instruction in all academic disciplines, a variety of vocational programs, and for faculty offering basic student services such as counseling and library reference services. However, a large proportion of faculty is employed as part-time hourly.

Most allocations for classified staff, supplies, and equipment are designated for divisional use or for a few specific programs that

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must be given funds to function in accordance with legal or technical requirements. Among these programs receiving designated budget allocations are various disciplines such as athletics, automotive technology, biology, dental hygiene, fire technology, multimedia, music, theater arts, and physical sciences. Non-instructional services such as counseling, library, learning resources, and tutoring receive allocations to provide service to the entire campus.

The annual financial and compliance audit, required by Education Code §84040, is prepared by a contracted external audit firm and culminates in a published report that is reviewed and accepted at a public meeting by the governing board of the Ventura County Community College District (Ref IIID.9). One important objective of the audit is to determine whether the financial statements present fairly, in all material respects, the financial position of the district, as well as year-to-year changes in financial position, in accordance with generally accepted accounting principals. Development of the financial statements requires that management make estimates, assumptions, and judgments that affect the composition of the financial statements. If the auditors express the opinion that the financial statements do fairly present the financial position, as well as year-to-year changes in financial position, of the district, then readers of the audit report have one indicator that financial management of the organization has been responsibly exercised.

Other indicators within the audit report that reinforce this same conclusion include:

- The absence of a qualified opinion of the financial statements;
- The absence of reportable conditions, material weaknesses, or instances of non-compliance with respect to the general-purpose financial statements;
- The absence of adjustments to the CCFS-311, Annual Financial, and Budget Report; and
- The absence of non-compliance or questioned costs relating to federal or state categorical or grant-funded programs. To the extent that the auditors have made recommendations to strengthen internal control or to improve financial procedures, the institution has implemented the recommendations if they are feasible, reasonable, and cost effective.

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To the extent that the auditors have made recommendations to strengthen internal control or to improve financial procedures, the institution has implemented the recommendations if they are feasible, reasonable, and cost effective.

### **SELF-EVALUATION**

All financial documents reflect an accurate distribution of funds at the district level through the recommendations of the District Council on Administrative Services, and at the college level through the Financial Resources Committee, to support student learning programs and services. Furthermore, in recent years, the external audits have not resulted in reportable findings, questioned costs, or negative reviews. However, review of the Oxnard College General Fund-Unrestricted budget has revealed the following concerns regarding the sufficiency or appropriateness of allocations for instructional programs.

1. Too great a reliance is made on part-time hourly thus reducing opportunities for students to interface with faculty and counselors and receive essential support for their learning success.
2. Many programs and disciplines do not receive any direct allocation of funds to support instruction, reducing the opportunity for planning or keeping instruction current. Some program needs go unnoticed when it is assumed they will benefit from allocations made to central services such as publications, the media center, and so forth. Funds for instructional equipment and supplies are minimal, including funds for computer equipment and supplies. Funds for new software might only come from categorical sources such as IELM. There is no budget allocation to maintain most of the instructional labs.
3. There is a disparity between funds budgeted and funds expended in areas such as tutorial services. This indicates that the institution is under-funding an essential service. In addition, there is no designated allocation for library books in the General Fund-Unrestricted.
4. Funds allocated for instructional assistants are sparse and targeted for a few programs.

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The budget concerns as they relate to Student Services and Learning Resources primarily focus on lack of staffing to replace retirements, resignations, or layoffs. Impacted departments include: Counseling; Re-entry Center; Admissions and Records; Student Activities; Library; Media Center; Learning Center; and outreach activities. Staffing limitations have also impacted access to these same services with reduced hours of operation.

Similarly, the Business Services departments including Student Business Office, Evening Programs, Maintenance and Operations, and Mailroom/Switchboard have been unable to maintain adequate support levels and have suffered unmitigated staffing reductions.

It must be acknowledged that insufficient state appropriations to the community colleges, over which Oxnard College has virtually no control, have heightened the perception of inappropriate resource allocation.

### **PLANNING AGENDA**

- 3.18           The Executive Vice President and Vice President of Business Services will work to allocate funds to programs and services that have consistently been under-funded and have required subsequent budget augmentations in order to provide minimal levels of service.

***IIID.2b. Appropriate financial information is provided throughout the institution.***

### **DESCRIPTIVE SUMMARY**

The Financial Resources Committee (FRC), a shared governance committee, meets monthly to receive and report on fiscal issues related to budget, planning, and implementation of fiscal policy. Reporting includes fiscal services budget updates, financial solvency, financial planning, audit results, yearly budgetary recommendations, solutions and adoptions made by the Committee (Ref IIID.10).

Members of the Financial Resources Committee report back to their respective areas to distribute financial information to their constituents and bring back to the Committee any relevant feedback



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Data presented and distributed to the Financial Resources Committee in report form are sent to all administrative areas for posting to the college constituency – faculty, staff, and students. Updates are made available to all employee groups through occasional presidential e-mails and presidential college budget forums.

SCT Banner, the district-wide software that interconnects all facets of the college operation, provides real-time accountability of financial information for management evaluation and fiscal services reporting. Available to all employee levels, Banner is an accessible tool, put in place to strengthen, promote, and fulfill the educational mission of Oxnard College. Some of the reporting available through SCT Banner include revenue and expenditure data, FTES data, faculty assignment data, budget data, requisition and purchase order data, grade reporting data, transcript data, depreciation of assets data, human resources data, payroll data, survey and research data, and much, much more.

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; the deans work with the Executive Vice President and Vice President in how those needs could be addressed through budget development; and the Executive Vice President and Vice President work with the president to create and resolve final budgetary decisions. SCT Banner has proven itself a valuable tool for budget managers in the day-to-day management of Oxnard College.

Individually, all employee groups at Oxnard College have accessibility to the appropriate financial information at any time. SCT Banner, Oxnard College and District Fiscal Services, state and federal bulletins, campus e-mail, departmental Unit Plans, administration, Program Review reports and organized forums are just some of the ways financial information is and can be accessed.

### **SELF-EVALUATION**

The college has established many efficient resources and processes to make available appropriate financial information throughout the

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and accordingly, have access to the overall cash balances of all three colleges combined. The District Services Center monitors the cash flow of these funds and, should the need arise, can arrange for short-term interfund borrowing. The capital projects funds and the fiduciary funds of Oxnard College are treated similarly with respect to cash flow.

To the extent that fewer resources may trigger cash flow difficulty, the district retains the responsibility for cash flow forecasting. Although the state's budget crisis has resulted in a \$1.5 million reduction in Oxnard College's 2003-2004 budget as compared with 2002-2003, cash flow per se is unaffected. As previously noted, the district performs cash flow forecasting for the college district as a whole and arranges for short-term borrowing as appropriate through the use of Tax and Revenue Anticipation Notes (TRANs) or Certificates of Participation (COP).

The governing board adopted the 2003-2004 General Fund—Unrestricted budget for the district with a 3.1% reserve. The board's goal is to maintain a minimum of a 5% reserve. However, since the California Community College system is undergoing the worst economic crisis in its history due to the State of California's budget crisis, the governing board has dipped into reserves to keep the colleges and district functioning to maintain FTES at its funded cap or to meet unforeseen emergencies. When reserves have dropped to a level that has placed the district on the State Chancellor's Office "watch list," as is presently the case, the governing board has taken action to increase reserves to a more prudent level with the intent of re-establishing the 5% reserve in the 2004-2005 budget. Oxnard College has contributed to the board's objective of improving the reserve level by implementing budget and expenditure reductions during 2003-2004 and by contributing interfund resources.

The district is self-insured through a risk-management joint power authority, the State-Wide Association of Community Colleges (SWACC). This organization provides the district with a combination of self-insured, pooled, and fully insured coverage for general liability, automobile liability, property, student professional liability, and workers' compensation. The district employs a risk manager who is responsible not only for administering all claims and settlements, but also coordinating the district-wide safety program and assisting the colleges, including Oxnard College, in implementing the legally-mandated Standardized Emergency Management System (SEMS).

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institution. It is the individual responsibility of each employee to access the available information. It is often the case that when information is not being obtained, the seeker may not be skilled enough to know where to find the information or motivated enough to seek out the information. Classified staff, part-time faculty, and students are the most affected by insufficient dissemination of information partly due to more limited access to computers on campus. Presidential college budget forums served as a valuable resource for disseminating financial information during the ongoing statewide budget crises, but not all staff have been available to attend at the times the forums have been scheduled.

### **PLANNING AGENDA**

- 3.19 All information presented at the college forums will be disseminated through e-mail to all users and posted on the college's Intranet website.

***IIID.2c. 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**

Oxnard College does not maintain a General Fund reserve *per se*. All reserves are maintained and accounted for at the district level. The General Fund of Oxnard College is a subdivision of the General Fund of the Ventura County Community College District. The annual cash flow forecast is developed by the District Services Center for the college district as a whole. To the extent that General Fund cash balances are insufficient to satisfy the district's financial obligations at certain times of the year, the district's practice is to borrow short-term through the issuance of Tax and Revenue Anticipation Notes (TRANs) secured by local property tax receipts. All TRANs borrowings are fully repaid within 12 to 15 months of issuance. This practice assures that cash balances are sufficient throughout the year to meet the financial obligations of all colleges in the district, including Oxnard College.

The proprietary funds of Oxnard College, consisting of the Bookstore fund and the Cafeteria fund, are subdivisions of the Bookstore and Cafeteria Funds of the Ventura County Community College District

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### **SELF-EVALUATION**

Oxnard College generally meets this standard, albeit more successfully in some years than others. The governing board of the district and the Oxnard College administration have implemented financial practices that include cash flow forecasting, short-term borrowing, managing the level of reserves, and managing risk to ensure a reasonable degree of financial stability in most fiscal years. However, these strategies do not provide absolute assurance that the district and Oxnard College will not face adverse financial challenges when the State of California is in fiscal crisis.

### **PLANNING AGENDA**

No plan is needed.

***IIID.2d. The institutional practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.***

### **DESCRIPTIVE SUMMARY**

The Office of Business Services staff and the Vice President of Business Services regularly review requests from all the college programs and expenditure reports for all college divisions on a monthly basis to review how dollars are being spent and to determine whether or not there are sufficient funds available for purchases needed for ongoing instructional and operational activities.

Division offices have computer access to run reports for their own areas of responsibility. The deans of the divisions can monitor their programs and have online approval capability to accept or deny intended purchases. The approved purchases are routed to Business Services Office for final approvals before being forwarded to District Service Center for processing. There are various levels of approval limits according to the dollar amount assigned to each management group. This gives each group the opportunity to review and accept or deny any purchase as it follows the approval route from originator to final processing by the Purchasing Department. Upon review of

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the expenditure reports, there may be a need to reclassify funds from one account to another. This re-classification is to correctly identify the type of expenditure and will require a budget transfer in order to complete the purchase. As the year progresses, all accounts are monitored through various budget and expenditure reports, for any available savings that can be better utilized in other areas. All managers regularly review reports and hold meetings to discuss budget status and are held responsible for their divisional budget operation.

For the Bookstore and Cafeteria funds, the Director of Business Services and Evening Operations, under the supervision of the Vice President of Business Services and in partnership with the supervisors of each area, develops the annual budget. Together they project the level of sales for the following year, establish targets for gross profit margin, and estimate the operating expenses. These funds are included in the budget formally adopted by the VCCCD governing board. Thereafter, comparative year-to-date revenues and expenses are reviewed quarterly to determine if gross profit margin targets are likely to be met. In the Bookstore, inventories are reviewed periodically to determine what adjustments are necessary and whether shrinkage is evident. At fiscal year end, the Bookstore conducts a comprehensive physical inventory and makes final closing adjustments. As part of the annual audit required by Education Code §84040, the external auditors review financial statements, internal controls, operational and financial oversight procedures and, if warranted, develop recommendations for improvement (Ref IIID.9).

Oxnard College operates an increasing number of categorical-, grant-, and contract-funded programs sponsored by federal, state, county, and local public and private agencies. These include, for example, the federal Title IV student financial assistance programs and the federal Title V HSI (Hispanic Serving Institutions) Strengthening Institutions program. All externally-funded programs are administered not only in accordance with the contractual terms and conditions of their awards, but also with governing board policies and district procedures. Oxnard College and the district office both review prospective funding awards before they are submitted to the governing board for acceptance and revision to the budget. The district office vigorously enforces reporting requirements. All reports prepared by Oxnard College are reviewed, approved, and transmitted by the district office to the respective funding agencies.

## Standard III: Resources

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For the Oxnard College Foundation, the Business Manager/ Controller and Community Development, and Institutional Advancement Specialist, under the supervision of the Oxnard College president, develop the Foundation's annual budget. Together they project the level of revenues from Community Market operations and from scholarship and endowment contributions, and then they estimate the expenses for Community Market and Foundation operations, philanthropic activities, and scholarship awards. The Foundation Board of Directors then formally adopts the budget and approves monthly budget reports, budget transfers, budget amendments and expenditures throughout the year. As part of the annual audit required by Education Code §84040.3 (Ref IIID.9), the external auditors review financial statements, internal controls, and operational procedures and, if warranted, develop recommendations for improvement (Ref IIID.9).

As required by law, the Ventura County Community College District deposits most General Fund and most other cash receipts in the County Treasury. The County Treasurer operates a co-mingled portfolio that is invested conservatively in accordance with the County's investment policy. A report disclosing all investments and their results is presented quarterly to the governing board for acceptance as required by Government Code §53646 (Ref IIID.11). The external auditors review these investment practices during the annual audit.

Contracted district auditors regularly audit the institution. An important purpose of the audit is to determine whether the financial statements fairly present the financial position of the Ventura County Community College District and its organizational units, including Oxnard College. Another purpose is to determine whether internal controls over financial reporting are in place and whether the organization has complied with provisions of laws, regulations, contracts, and grants. The extent to which the auditors are satisfied with the results of their reviews reflects on the integrity of institutional fiscal management.

### **SELF-EVALUATION**

Oxnard College and the Ventura County Community College District have multiple levels of oversight, and the mechanisms presently in place appear to be working effectively.

### **PLANNING AGENDA**

No plan is needed.

## Standard III: Resources

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***IIID.2e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.***

### **DESCRIPTIVE SUMMARY**

All financial resources inclusive of the general, auxiliary and categorical funds as well as programs funded by grants, contracts, initiatives, and other available resources, reflect the integrity of the college's stated mission and goals. The need to pursue additional money to support programs and initiatives is reflected in the following abstracted mission and goal statements: "Oxnard College embraces its diverse community by providing excellent and unique education programs...that promote student success and lifelong learning" and Strategic Goal #2 states the need to... "obtain additional financial and human resources to strengthen the institution" (Ref IIID.3).

In order to reflect the intent and integrity of proposed projects, both the college and the district office review the prospective program awards before submission to the Board of Trustees for acceptance or revision.

The responsibility for coordination, administration, and compliance for grants initiatives and specialty programs is overseen by assigned program managers, directors, and deans with the assistance of the Vice President of Business Services. All specially-funded programs are subject to external audit and compliance standards by the governing agency.

The Oxnard College Foundation is an auxiliary organization of the Ventura County Community College District that has an independent 501(C)3 designation assigned to tax-free non-profit foundations. Its mission is "...to provide support to campus development, student scholarships, educational programs, and other college needs in order to promote the progressive and continuing advancement of Oxnard College, to further educational excellence and enable the college to serve as an exemplary multi-cultural community resource." It is currently engaged in a five-year campaign to build a \$500,000 endowment fund to provide students scholarships. The foundation is subject to a yearly outside audit report.

## Standard III: Resources

As a function of the annual district audit, the external auditors prepare schedules of expenditures of Federal and State categorical and grant-funded programs. In addition, the auditors disclose any reportable conditions, material weaknesses, and/or instances of non-compliance with program requirements. In recent years, there have been no negative findings by external auditors.

The development of additional avenues for funds from external grants, contracts, initiatives and programs has raised the available campus total to \$10,142,076 in contrast to the 1999 contract and grant amount of \$2,734,671.

### **SELF-EVALUATION**

The absence of reportable negative conditions, material weaknesses, and/or deficits in program requirements reflects the compliance integrity of institutional management.

### **PLANNING AGENDA**

No plan is needed.

***IIID.2f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provision to maintain the integrity of the institution.***

### **DESCRIPTIVE SUMMARY**

Oxnard College has a number of contractual agreements with external organizations that are in accordance with Governing Board Policy D.20 (Ref IIID.8) and are also consistent with Oxnard College goals. Contractual agreements currently in effect and on file are described below:

- American Medical Response – Affiliation agreement for certification services for students who have completed emergency medical technician instruction and training; contributes to the goals of student success and meeting needs of the community.
- Archdiocese of Los Angeles / Santa Clara High School – Lease agreement for use of high school classrooms for college classes; contributes to the goals of student success and providing facilities.



## Standard III: Resources

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- California Strawberry Festival – Use agreement for college parking facilities during annual event and for cost-sharing of college marquee acquisition; contributes to the goals of improving the public image and meeting needs of the community.
- City of Oxnard – Lease agreement for indoor and outdoor physical education facilities by city departments and employees; contributes to the goals of improving the public image and providing facilities.
- City of Port Hueneme – Contract for technical television broadcasting services for City Council meetings; contributes to the goals of providing technology to meet community needs and obtaining additional financial resources to improve the institution.
- Community College Foundation – Contract for Referee and Lane Technician auto emissions control training for students as well as work experience for Welfare-to-Work participants; contributes to the goal of student success.
- County of Ventura – Workforce Investment Act (WIA) contract for educational services for at-risk youth, leading to skills attainment, workforce readiness, and employment; contributes to the goals of student success and obtaining financial resources.
- County of Ventura – EASEL contract for instructional support services for CalWORKs clients to improve basic skills, prepare for job searches, and obtain work experience; contributes to the goal of student success.
- County of Ventura – Multi-year lease agreement for office space in permanent and temporary facilities; contributes to the goals of providing facilities to meet community needs and obtaining additional financial resources to improve the institution.
- Federal Communications Commission (FCC) – Radio station license to broadcast digitally via satellite uplink to locations in the USA, Canada, and Mexico; contributes to the goal of providing technology to meet community needs.

## Standard III: Resources

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- Foreign Language School Language Centers – Lease agreement for modular office building and use of computer and listening labs for international students; contributes to the goal of student success.
- Gallo's Nursery – License agreement for twelve acres of undeveloped property for company operations and college landscaping services and materials; contributes to the goal of improving the public image.
- Infranext/ATT Wireless – Use of college property for placement of antenna for cellular communication transmission and reception; contributes to the goals of providing technology to meet community needs and obtaining additional financial resources to improve the institution.
- Oxnard Union High School District – Contract for skills training and vocational learning experience for selected students; contributes to the goal of student success.
- Pepsi Bottling Group – Non-exclusive food service beverage vending agreement; contributes to the goal of obtaining additional financial resources to improve the institution.
- R & R Vending –Exclusive food service confection vending agreement; contributes to the goal of obtaining additional financial resources to improve the institution.
- Univ. of Texas at San Antonio – Contract for NASA-funded Summer Session instructional program ("Proyecto Access") in mathematics and science for intermediate-school-age youth; contributes to the goal of meeting the needs of the community.
- Ventura County Fire Protection District – Lease of college property at Camarillo Airport for instructional programs and vocational training of fire protection students; contributes to the goals of student success and obtaining facilities.

## Standard III: Resources

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- WFI Telecom/Cingular Wireless – Use of college property for placement of antenna for the transmission and reception of radio communication signals; contributes to the goals of providing technology to meet community needs and obtaining additional financial resources to improve the institution.

All contracts are reviewed at the college level, and most are also reviewed at the district level, and if necessary, revised to enable the college and district to maintain appropriate control. By mutual agreement, most contracts have a provision for termination by either party with advance written notice.

The district provides legal, administrative, and staff support when it comes to reviewing new contracts or contracts that come up for renewal or revision. With this support, Oxnard College, through its Business Services Department, is able to build in the requisite language into contracts to provide Oxnard College and the district the necessary control over these contracts.

### **SELF-EVALUATION**

Contractual agreements with external organizations are generally responsive to Oxnard College goals, although not all contracts entered into prior to 2002-2003 appear to have been in Oxnard College's best interest. From 2002-2003 forward there has been greater emphasis on management review of proposed agreements at both the college and district levels. This review has helped to ensure not only that statutory requirements and governing board policies are being followed, but also that the proposed agreements are in congruence with Oxnard College goals and in the college's best interest.

### **PLANNING AGENDA**

No plan is needed.

***IIID.2g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.***

### **DESCRIPTIVE SUMMARY**

At both the college and district level, the evaluation of processes occurs on a continual basis in that when problems arise, feedback

## Standard III: Resources

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is sought from those affected, and improvements are made. The District Council of Administrative Services (DCAS) regularly reviews financial management processes for the district. The Office of Business Services and the Financial Resources Committee review the college's financial management processes.

At the district level, the District Council of Administrative Services (DCAS) makes recommendations to the Chancellor's Cabinet related to budget policy, development, and implementation, including but not limited to, the district's allocation model and business policies and procedures. Evaluation occurs on a continual basis at monthly meeting of DCAS where problems are brought to light and addressed (Ref IIID.12).

In terms of operational procedures related to the financial management of the college, the Office of Business Services evaluates the effectiveness of these processes on a continual basis, responds when problems arise, and asks those involved to provide feedback and suggestions for how the process can be improved to address said problems. The Financial Resources Committee (FRC) reviews processes related to financial management planning for appropriateness to ensure that the college is optimizing the funding, allocation, and utilization of all college resources (Ref IIID.10).

As previously noted, Ventura County Community College District must undergo an annual financial and compliance audit in accordance with Education Code §84040. All funds of the district and its organizational units, including Oxnard College, are included in the audit engagement. The auditors review the fairness of the financial statement presentation, internal controls and financial practices, and compliance with laws, regulations, and board policies. The governing board reviews the published audit report at a public meeting scheduled in November or December, and copies of the audit are made available to constituencies within the district, the general public, and various local, state, and federal agencies.

### **SELF-EVALUATION**

The evaluation of financial management processes at the district and college level has resulted in improved processes. One example of the District Council of Administrative Services (DCAS) evaluating financial management processes was when they reviewed resource allocation through the budget allocation model. Based on their evaluation, the decision was made to suspend the current model for the 2003-2004 fiscal year and distribute funds based on the proportion each location received of the 2002-2003 budget.

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Changes have been made to improve processes related to financial management operations at the college that resulted directly from the ongoing review of the Office of Business Services. Below are three examples of these changes:

- The process used to budget for part-time hourly was predicting cost inaccurately because it applied the cost for a 3-unit class to the number of sections offered, not taking into account that the college offers many classes both above and below three units. After reviewing this process, a change was made to base the budgeting on actual teaching hours scheduled.
- Student hourly and professional experts were being authorized on an annual basis. While this process was convenient for employees, it caused problems in trying to develop an accurate budget because employees often were not employed for the entire year. After reviewing the process, a change was made to require re-authorization every semester.
- The financial reports that came with the Banner program were found to lack information that would be useful in day-to-day financial management. In response, the Vice President of Business Services created new reports that would contain this information.

One instance where the evaluation of a financial management planning process at the college led to an improved process was in 2002-2003, when Oxnard College was faced with a financial crisis that resulted in having to make severe budget cuts. The process used to make the first phase of budget cuts involved a shared governance approach where representatives from both the academic and classified senates met with managers to discuss where and how to cut the budget.

The Financial Resources Committee (FRC) decided to investigate and learned that the process was met with dissatisfaction from participants and non-participants alike. The Financial Resources Committee also took issue with not being involved in the process when the committee's charge states that the committee be involved in the re-allocation of resources at the college (Ref IIID.13).

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As a result of its evaluation, the Financial Resources Committee (FRC) recommended changing the process to be more in line with the articulated role of that committee in budget allocation, while also addressing some of the complaints about the original process. The Financial Resources Committee forwarded its recommendation to the Planning and Consultation Council (PCC), which in turn made a recommendation to the president that the Financial Resources Committee be directly involved in the process. The process was changed to include the Financial Resources Committee in the decision-making process used to make the next phase of budget reductions (Ref IIID.14).

### **PLANNING AGENDA**

No plan is needed.

***IIID.2h. The institutional practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.***

### **DESCRIPTIVE SUMMARY**

The Office of Business Services staff and the Vice President of Business Services regularly review requests from all the college programs and expenditure reports for all college divisions. On a monthly basis, they review how dollars are being spent and determine whether or not there are sufficient funds available for purchases needed for ongoing instructional and operational activities.

Division offices have computer access to run reports for their own areas of responsibility. The deans of the divisions can monitor their programs and have online approval capability to accept or deny intended purchases. The approved purchases are routed to Business Services Office for final approvals before being forwarded to the District Service Center for processing. There are various levels of approval limits according to the dollar amount assigned to each management group. This gives each group the opportunity to review and accept or deny any purchase as it follows the approval route from originator to final processing by the Purchasing Department. Upon review of the expenditure reports, there may be a need

## Standard III: Resources

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to reclassify funds from one account to another. This reclassification is to correctly identify the type of expenditure and will require a budget transfer in order to complete the purchase. As the year progresses, all accounts are monitored through various budget and expenditure reports, for any available savings that can be better utilized in other areas. All managers regularly review reports and hold meetings to discuss budget status and are held responsible for their divisional budget operation.

For the Bookstore and Cafeteria funds, the Director of Business Services and Evening Operations, under the supervision of the Vice President of Business Services and in partnership with the supervisors of each area, develops the annual budget by projecting the level of sales for the following year, establishing targets for gross profit margin, and estimating the operating expenses. These funds are included in the budget formally adopted by the VCCCD governing board. Thereafter, comparative year-to-date revenues and expenses are reviewed quarterly to determine if gross profit margin targets are likely to be met. In the Bookstore, inventories are reviewed periodically to determine what adjustments are necessary and whether shrinkage is evident. At fiscal year end, the Bookstore conducts a comprehensive physical inventory and makes final closing adjustments. As part of the annual audit required by Education Code §84040, the external auditors review financial statements, internal controls, operational and financial oversight procedures and, if warranted, develop recommendations for improvement (Ref IIID.9).

Oxnard College operates an increasing number of categorical-, grant-, and contract-funded programs sponsored by federal, state, county, and local public and private agencies. These include, for example, the federal Title IV student financial assistance programs and the federal Title V HSI (Hispanic Serving Institutions) Strengthening Institutions program. All externally-funded programs are administered not only in accordance with the contractual terms and conditions of their awards, but also with governing board policies and district procedures. Oxnard College and the district office both review prospective funding awards before they are submitted to the governing board for acceptance and revision to the budget. The district office vigorously enforces reporting requirements. All reports prepared by Oxnard College are reviewed, approved, and transmitted by the district office to the respective funding agencies.

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For the Oxnard College Foundation, the Business Manager/ Controller and Community Development and Institutional Advancement Specialist, under the supervision of the Oxnard College president, develop the Foundation's annual budget. Together they project the level of revenues from Community Market operations and from scholarship and endowment contributions. Then, they estimate the expenses for Community Market and Foundation operations, philanthropic activities, and scholarship awards. The Foundation Board of Directors then formally adopts the budget and approves monthly budget reports, budget transfers, budget amendments and expenditures throughout the year. As part of the annual audit required by Education Code §84040.3 (Ref IIID.9), the external auditors review financial statements, internal controls, and operational procedures and, if warranted, develop recommendations for improvement.

As required by law, the Ventura County Community College District deposits most General Fund and most other cash receipts in the County Treasury. The County Treasurer operates a co-mingled portfolio that is invested conservatively in accordance with the County's investment policy. A report disclosing all investments and their results is presented quarterly to the governing board for acceptance as required by Government Code §53646 (Ref IIID.11). The external auditors review these investment practices during the annual audit.

Contracted district auditors regularly audit the institution. An important purpose of the audit is to determine whether the financial statements fairly present the financial position of the Ventura County Community College District and its organizational units, including Oxnard College. Another purpose is to determine whether internal controls over financial reporting are in place and whether the organization has complied with provisions of laws, regulations, contracts, and grants. The extent to which the auditors are satisfied with the results of their reviews reflects on the integrity of institutional fiscal management.

### **SELF-EVALUATION**

Oxnard College and the Ventura County Community College District have multiple levels of oversight, and the mechanisms presently in place appear to be working effectively.

### **PLANNING AGENDA**

No plan is needed.



## Standard III: Resources

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***IIID.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**

The college assesses the effective use of financial resources in categorically funded programs, such as EOPS, EAC, Financial Aid, Matriculation, CalWorks, and Vocational Technical Education Act (VTEA). These programs have state and federal compliance guidelines to show how they are successfully meeting their goals and objectives. Federally-funded grants, such as Title V, Talent Search, and Upward Bound have similar review criteria that must be met and reported.

All categorically funded grants and programs are mandated to report on their utilization of funds and attainment of their goals and objectives. Additionally, enterprise accounts, such as, the college Bookstore, Cafeteria, Student Health Center and Child Development Center are also reviewed and assessed by Business Services personnel at both the college and district level. Regarding general fund accounts, administrators and managers assess their respective budgets on a regular basis to utilize non-personnel line items effectively. Restricted instructional and equipment funds, such as IELM and lottery funds, are assessed at the departmental level for maximum utilization. Finally, trust and agency accounts are used by departments to generate revenue for specific departmental, programmatic, or student initiatives and are assessed by the appropriate sponsor and supervisor.

### **SELF-EVALUATION**

One example of when college resources were examined to determine effective use is Information Technology. After a review of information technology (IT) needs for the 2003-2004 fiscal year, senior management augmented the IT budget to support the college's instructional and administrative needs and to ensure continuation of student success initiatives and enhance quality of service to our students.

The Financial Resources Committee (FRC) has not been fully utilized to assist the college in the assessment of financial resources. Due to extremely short timelines placed upon the college during recent budgetary cuts and the ongoing challenge of doing more with less, the college did not have the opportunity to utilize the FRC to assess the effective use of financial resources.

## Standard III: Resources

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### **PLANNING AGENDA**

Refer to Planning Agenda 3.17 in Standard IIID.1b.

## Standard III: Resources

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### SOURCES

- |         |  |
|---------|--|
| IIID.1  | Results from 2004 Employee Survey  |
| IIID.2  | Results from 2000 Employee Survey  |
| IIID.3  | Oxnard College Mission, Vision, and Goals  |
| IIID.4  | Oxnard College Overall Planning Process  |
| IIID.5  | Oxnard College Unit Planning Process and Instructions                                  |
| IIID.6  | Oxnard College Educational Master Plan   |
| IIID.7  | Title 5 CCR §58311   |
| IIID.8  | Ventura County Community College District Governing Board Policy (Board Policy Manual) |
| IIID.9  | Education Code §84040  |
| IIID.10 | Shared Decision Making and Collegial Consultation at Oxnard College                    |
| IIID.11 | Government Code §53646   |
| IIID.12 | Descriptions of District Councils  |
| IIID.13 | 2002-2003 Financial Resources Committee minutes  |
| IIID.14 | 2002-2003 Planning and Consultation Council minutes                                    |

## 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.

**Faculty Co-Chair: Mary Jones**

**Administration Co-Chair: Ramiro Sanchez**



### **List of Participants**

Conni Bittinger, Classified Staff

Will Deits, Manager

Carmen Guerrero, Faculty

Alan Hayashi, Faculty

Lydia Ledesma-Reese, President

Connie Nikirk, Classified Staff

Cristobal Ortega, Student

Sandy Pack, Confidential Staff



## Standard IV: Leadership and Governance

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### ***IVA. 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.***

#### **DESCRIPTIVE SUMMARY**

The institution recognizes that ethical behavior and effective leadership are synonymous with the institution's core values, as outlined in the college's mission statement, which addresses ethics directly and recognizes ethical behavior as a cornerstone of institutional values. The institution believes that ethical behavior is essential to the successful achievement of defined goals and effective leadership.

Ethical behavior is a benchmark standard that the institution believes improves our ability to learn from our past mistakes and effect changes, which result in a higher standard of educational performance.

Oxnard College embraces the principles of collegial consultation and shared decision making and that decision making is not limited to top level managers and staff. Embedded in this principle is the importance that the involvement of students, faculty, staff, and administrators is critical and that their contributions to the college are valuable.

As outlined in Standard IB.2, college-wide discussions have taken place among key constituency groups regarding the relevance of the mission statement. In 1999, a series of workshops and retreats were held, facilitated by the Dean of Planning, to review the mission, establish a vision statement, and to generate strategic goals. As a result of these activities, the college's mission statement was revised, a vision statement was developed and six strategic goals were identified. These statements and goals were posted in all college offices, conference rooms, the library, and other student meeting places.

The college has used these statements and goals in its Program Review and Unit Plan documents.

## Standard IV: Leadership and Governance

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### **SELF-EVALUATION**

The turnover of leadership immediately after the formulation of the mission and vision statements and establishment of institutional goals, particularly the resignation of the Dean of Planning, a position that was not replaced, resulted in planning losing its place as a priority for the college. The next step in the process, the establishment of measurable objectives for the goals, did not occur.

Recently, college leadership has indicated its commitment to revising the Strategic Plan, but the planning process to do so has yet to be fully implemented.

### **PLANNING AGENDA**

No plan is needed.

***IVA.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**

Oxnard College's administration consults with and welcomes the advice and judgment of faculty, staff, and students on college issues. Individuals can bring forward ideas for institutional improvement through Unit Planning and Program Review. The college operates on a system of representation as outlined in the Shared Decision Making and Collegial Consultation document (Ref IVA.1). Both employees and students can bring their ideas and concerns to their representative on the appropriate committee. Most committees have representatives from each department, and faculty can bring their ideas to these representatives. Other committees have representatives from the academic senate to whom faculty can bring their ideas. Each committee has representatives from the classified staff to whom other staff can bring their ideas. All committees have a student representative appointed to whom students can bring their ideas.

## Standard IV: Leadership and Governance

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Oxnard College is dedicated to excellence and ideals of honesty, integrity, and the value placed on ethical behavior as documented in the college's mission statement. It is fundamental to our system that these ideals of behavior translate to improved outcomes for our students.

Oxnard College has a diverse range of goals involving all aspects of student life, campus experience, diversity of ideas, community relations, and ultimate success in the realization of stated goals. In order to achieve our stated goals, the institution has devoted a significant number of resources both in terms of financial and personal commitment on the part of involved faculty, staff, and administrators. The goals demonstrate that the college is fully aware of those areas where the most improvement is needed and intends to focus its attention on addressing these areas. The goals communicate a commitment of the institution to fulfill its potential.

The Planning and Consultation Council disseminates information about the goals and values of this institution to the college community. As we progress through all the stages of planning, these goals and values are critical. We evaluate how effectively the goals and institutional values are achieved through the systematic review of collected data.

The District Employee Survey of Work Environment in 2000 and 2004 asked if employees feel that their work contributes to the success of the college, the district, and the students. In the 2000 Survey, on a scale of 1 to 5 with 5 being "very positive," all employee groups averaged above 4 in all three categories except that classified staff had a score of 3.51 on how their work contributes to the success of the district. However, when employees were asked if they felt satisfied with the shared governance process, the overall score was 2.56, with full-time faculty with the lowest score being 2.18 and classified with the highest score of 2.76. The 2004 Employee Survey indicates that 50.3% of staff are satisfied with the opportunity for involvement at Oxnard College; 16.3% are dissatisfied (Ref IVA.2 and IVA.3).

Data on institutional performance is available to faculty, staff, and administrators on the Office of Institutional Research Intranet website. The information contained in the profile includes:



## Standard IV: Leadership and Governance

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- Student demographics
- Student enrollment, FTES, FTEF, and WSCH/FTEF
- Degrees and certificates awarded
- Number of students transferring to four-year universities
- Course success and retention rates
- Persistence rates
- Courses and sections offered
- High School Partnership Program
- Recent high school graduates
- Partnership for Excellence indicators
- Faculty and staff demographics

Institutional research is a tool to gather data related to whether or not the institution is effectively meeting student needs.

### **SELF-EVALUATION**

Oxnard College has numerous shared governance committees with representation from all constituent members with significant and dedicated effort on the part of the committee members. Although a student trustee sits on our governing board and the student government president is active, the college traditionally provided the opportunity, but lacks full student participation on some shared governance committees due to conflicts with students' class and work schedules. The Dean of Student Services is working with the current Associated Student Government (ASG) officers to seek solutions to increase student participation in shared governance committees.

Our Student Activities Specialist position was eliminated in 2003 due to budget difficulties. This loss has resulted in some students feeling they no longer have adequate representation or a feeling of ownership of the campus. Some of the responsibilities such as the graduation ceremony and scholarship awards banquet have been assigned to other classified and academic staff.

Previously, most faculty and staff were unaware of the institution's goals and values and where to find them. They are now posted in strategic locations throughout the campus, placed on the college's Internet and Intranet websites, were announced in an all users e-mail, and will be included in the 2004-2005 catalog and schedules of classes. Although it is unclear how many people are aware of the goals and values, they are currently clearly articulated and available

## Standard IV: Leadership and Governance

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on the Intranet. People that are involved in shared governance committees, Unit Planning, and Program Review are the most aware of the goals and values, but the goals and values are probably not understood on a universal level and have not been discussed widely at the college since the last campus-wide retreat in 1999-2000. The Planning and Consultation Council (PCC) has been discussing ways to further educate faculty and staff regarding the college's goals and values.

Some staff are very clear in describing their role in helping the institution achieve its goals, especially in those areas where they have direct contact with students. Most staff that are more directly involved in institution and student services could easily draw a link between their job and instruction or student services; however, it may be more difficult for them to relate to administrative goals. The 2004 Employee Survey indicates that 67.4% of staff agreed strongly that their work contributes to the overall success of the college or work site (Ref IVA.2 and IVA.3).

Results from the Employee Survey from 2000 indicate that most employees do not feel that they are involved in decisions that affect the college or the district. All scores were between 2.12 and 2.86 on a scale of 1 to 5 with 5 being "very positive," and 3 being "neutral." However, all groups scored 3.0 or above and an overall average of 3.2 in that they felt involved in decisions that affect their work. The 2004 Employee Survey indicates that 27.8% of staff were satisfied with the shared governance process at Oxnard College; however, 29.5% of staff were dissatisfied (Ref IVA.2 and IVA.3).

### **PLANNING AGENDA**

No plan is needed.

***IVA.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.***

### **DESCRIPTIVE SUMMARY**

Oxnard College managers and faculty do have a significant voice and responsibility in developing concise institutional policies, planning processes, and budget issues. Oxnard College embraces the principles of collegial consultation and shared decision making

## Standard IV: Leadership and Governance

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embodied in AB 1725 and Title V. As a reflection of that commitment, the college strives to include all campus constituencies – students, classified staff, faculty and administration – in the consultation and decision discourses.

Shared governance, or shared decision making, is not limited to top level managers and staff. Embedded in the principle of shared decision making is the importance of all students, staff, faculty, and administrators, and the value their contributions have to Oxnard College. Shared Decision Making and Collegial Consultation at Oxnard College is the document that has been approved by all constituent groups at the college and is the document that guides the college in all matters pertaining to governance and decision-making matters. A review activity is part of this process (Ref IVA.1). While the Board of Trustees of the Ventura County Community College District has adopted a policy regarding shared decision making and collegial consultation for the district, this internal Oxnard College policy seeks to extend that policy to the college level (Ref IVA.4).

Oxnard College's seven shared governance committees include: Program Review Committee; Campus Use, Development and Safety Committee; Curriculum Committee; Student Services Council; Technology Committee; Financial Resources Committee; and Professional Development Committee. Each one of these committees has a representative on the Planning and Consultation Council (PCC), which serves as the main entity for shared decision making at the college and reports directly to the president.

Below are detailed descriptions of the Planning and Consultation Council and the seven shared governance committees, along with the constituent groups that also appoint representatives to PCC.

The **Planning and Consultation Council** (PCC) serves as the main entity for shared decision making at the college. PCC reports directly to the college president and makes recommendations to her on all matters related to planning and shared decision making. In making these recommendations, PCC receives recommendations and other information from the constituency groups and shared governance committees.

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The **Campus Use, Development and Safety (CUDS) Committee** is the primary committee charged with monitoring campus-wide issues relating to campus uses, development, and safety and making recommendations to remedy any problems arising from these issues that affect the operations and maintenance of facilities and the safety of students and staff. Its members' primary responsibilities are to regularly walk the campus in order to provide written notice of safety concerns and attend committee meetings on a monthly basis.

The **Curriculum Committee** recommends new and revised curriculum to the governing board of the district and provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies. It is the members' responsibility to ensure that the curriculum is academically sound, comprehensive, and responsive to the evolving needs of the academic, business, and social community.

The **Financial Resources Committee (FRC)** makes recommendations to optimize the funding, allocation, and utilization of all resources. Its members are to gather and disseminate information regarding the budget, ensure that budget decisions are linked to a shared governance process, and attend meetings.

The **Professional Development Committee (PDC)** supports and advances appropriate professional development activities of faculty, staff, and administration. The members solicit and screen applications for funding for all staff for professional development activities, plan Flex Day activities, and submit plans and reports to the State Chancellor's Office. Due to the current limitation of professional development funds from the state, this portion of the committee is currently dormant. The committee continues to plan and coordinate flex day/week activities for the campus.

The **Program Review Committee (PRC)** exists to oversee the Program Review process and makes recommendations to improve, continue, or eliminate programs. Its members' primary responsibilities are to read all Program Review reports and provide feedback to the programs at scheduled meetings.

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The **Student Services Council** (SSC) reviews and revises the processes and procedures within the student services division. Its members' responsibilities are to become familiar with all areas of student services, voice concerns emanating from their own programs and departments, and provide insight into new and updated activities for student services.

The **Technology Committee** exists to meet the instructional, communication, computing, and research needs of the students, faculty, and staff. The mission of the committee is to focus on the technology environment at the college and take a proactive leadership role on technology issues.

The **academic senate** designates faculty representatives to shared governance committees, hiring committees, and other committees and task forces of the college as needed. All full-time and part-time faculty are members of the academic senate, and each department selects its voting senators, both full-time and part-time representatives, annually.

The Oxnard College **administration** includes all academic and classified managers. The administration has two groups that meet regularly, the President's and Deans' Councils.

The **President's Council** provides the president of Oxnard College with the leadership and administrative support necessary to achieve her/his goals to serve the students and staff. In addition, the Council will serve as a forum where members can facilitate, recommend, and implement decisions that ensure quality instructional and student services support to all members of the college community.

The **Deans' Council** provides the Executive Vice President of Oxnard College with the leadership and administrative support necessary to achieve her/his goals to serve the students and staff in the Student Learning Division. In addition, the Deans' Council will serve as a forum where members can facilitate, recommend, and implement decisions that ensure quality instructional and student services support to all members of the college community.

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Oxnard College promotes, supports, and encourages **classified staff** participation in campus committees, and provides classified staff with opportunities to participate in the formulation and development of policies and procedures.

The **Associated Student Government** has an appointed representative on all shared governance committees.

### **SELF-EVALUATION**

The college has examples of decision making that have incorporated student learning outcomes. There is general agreement that the curriculum approval and Program Review processes are effective and that constituent participation is good.

Concern has been expressed that while Program Review has resulted in focused recommendations and advice to include these recommendations in programs' Unit Plans, there is no mechanism to verify whether the recommendations have been included in the Unit Plans. However, even though the link has not been implemented as designed, the college is slowly proceeding in the direction of full implementation of the planning process that does include the link from Program Review to Unit Plans to budgeting.

Concern has been expressed that the Planning and Consultation Council, the primary recommending body to the college president, is not effective. Too often meetings of this Council are canceled and during the 2003-2004, the Council's primary business has been to act as the college's Steering Committee for the Accreditation Self-Study. As a result, the council has suffered a lack of constituent participation.

Concern has been expressed that while the stated purpose of the Financial Resources Committee (FRC) is to "make recommendations . . . to optimize the funding, allocation and utilization of all Oxnard College resources," this Committee has primarily been an "information sharing" entity and not a recommending body. Faculty have expressed dismay that FRC does not actively participate in budget development, and this fact has led to a limited participation by faculty and staff.

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In prior years, the Professional Development Committee limited its activities to reviewing and approving proposals from faculty and staff for staff development funds. Since the elimination of staff development funding at the state level, the Professional Development Committee has accepted that its only responsibility is to develop self-assigned flex activities and assist with the Mandatory Flex Day. However, during 2003-2004, the committee primarily worked on their self-study assignment, Standard IIIA: Human Resources.

The Student Services Council was dormant for a number of years but has recently begun to meet again. Not having a functional Council resulted in the duplication of services, poor communication among units, no continuity in leadership, and no collective advocacy for student services at the college. The lack of advocacy was particularly evident in that many faculty and staff felt that adequate resources have not been allocated to counseling. For example, in an era of counseling and advisement, information being accessible to students and counselors online, it has been difficult for counselors whose computer hardware has not been updated to have access to this information in a timely manner when their counseling appointments are only thirty minutes. Many counselors have slow-speed processors and find that accessing or finding needed information takes too much time during brief counseling appointments.

The Technology Committee has not been effective in carrying out its charge to "take a proactive leadership role on technology issues." Many faculty perceive that the college's and district's Information Technology Departments make decisions regarding technology use and then inform all users about these decisions and/or their implementation. The faculty's frustrations regarding the decision-making processes regarding technology are discussed in depth in Standard IIIC.

While there is general agreement that the college has a good shared governance consultation process, concern has been expressed repeatedly that there are only "so many people" available to participate in planning, Program Review, self-study activities, and faculty hiring and that these same people cannot do it all. As a result, the college community has (individually) self-selected those activities that have priority each year, although this priority may change from

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time-to-time and only those selected priorities are addressed. This practice is particularly evidenced by the sole focus this year on accreditation and facilities and the focus last year on the budget crisis resulting in the delay in addressing strategic planning and student learning outcomes.

### **PLANNING AGENDA**

Refer to Planning Agenda 2.3 in Standard IIA.1c.

Refer to Planning Agenda 3.3 in Standard IIIA.5.

Refer to Planning Agenda 3.9 in Standard IIIC.1.

Refer to Planning Agenda 3.17 in Standard IIID.1b.

***IVA.2a. 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**

The shared decision making/collegial consultation process developed at Oxnard College is based on a hub and spoke model, with the Planning and Consultation Council serving as the hub, and the shared governance committees and constituency groups serving as the spokes.

Each committee and group appoints representative(s) to the Planning and Consultation Council. The members of the PCC both represent their committee or group on the Council and are responsible for communicating back to their committee or group information and decisions from PCC.

Through the college's shared decision making/collegial consultation process, faculty, administration, students, and staff have a variety of opportunities to provide input into the college's decisions, either as representatives of committees, constituent groups, or in the case of



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faculty and classified staff, as representatives of their respective unions.

### The role of faculty in institutional governance

The Board of Trustees of the Ventura County Community College District has committed to collegial consultation and written mutual agreements with the academic senates in the areas of academic and professional responsibility (Ref IVA.4). That shared decision making refers to (but is not limited to) the eleven areas of academic and professional responsibility specified in Title 5 (§§53200-53204) (Ref IVA.5). Those eleven areas are:

1. Curriculum;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Student preparation and success;
6. District and college governance structures as related to faculty roles;
7. Faculty roles and involvement in the accreditation process;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the governing board and academic senate.

As an extension of the district policy, Oxnard College also commits to collegial consultation on the above issues. The academic senate and senior administration strive to reach mutual agreement on issues that arise in any and all of the eleven areas, and those mutual

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agreements (or reasons for the lack thereof) are in writing. In keeping with board policy and Title 5, Oxnard College recognizes that the advice and judgment of the academic senate will normally be accepted in matters related to these eleven areas and that, when the advice and judgment of the academic senate is not followed, the senate may request and shall receive an explanation in writing.

### The role of administration in institutional governance

The Oxnard College administration consults with and welcomes the advice and judgment of faculty, staff, and students on college issues. The president and administration of Oxnard College commit to consulting with the academic senate on college-related "academic and professional matters" as defined in both board policy and Title 5, §53200(d)(2) (Ref IVA.5).

The Oxnard College administration commits to: (1) listen to advice in a nonjudgmental manner; (2) consider and be open to all ideas presented; and (3) strive for mutual agreement represented by written resolution, regulation, or policy of the governing board. In instances when mutual agreement is not reached, and/or academic senate recommendations are not accepted, the administration agrees to explain in writing its perceptions regarding the lack of agreement and the rationale for the action taken (as directed by both board policy and Title 5) (Ref IVA.5).

### The role of classified staff in institutional governance

In the case of the classified staff, Title 5, §51023.5 specifically requires that the district's Board of Trustees "adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance." In accordance with law and district policy, Oxnard College promotes, supports, and encourages classified staff participation in campus and district committees, and provides classified staff with opportunities to participate in formulation and development of policies and procedures. To that end, Oxnard College consults collegially with elected representatives of classified staff. Consultation includes all areas "which will have a significant effect on staff," but which exist outside the collective bargaining arena. This includes, but is not limited to, areas that affect staff environment and morale. As specified in the collective bargaining contract between the district and classified staff, the college actively endorses classified membership on contractually mandated committees.

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### The role of students in institutional governance

Oxnard College is committed to ensuring a role for students in the governance process, in accordance with AB1725, Title 5 (§51023.7), and the policy of the Board of Trustees of the Ventura County Community College District (Section F.01) (Ref IVA.6 and Ref IVA.4). As an extension of the district policy to the campus, Oxnard College recognizes the Associated Student Government (ASG) as the representative body for students, and seeks the advice and consultation of ASG designees in all matters affecting students.

### **SELF-EVALUATION**

Respect and inclusiveness of all constituencies is encouraged. However, participation from all constituent groups in shared governance committees is not adequate. Faculty have a clearly defined role in governance processes; however, in practice, many feel frustrated that their role has been relegated to one of "information sharing" rather than contributing to decision making. This is particularly evident in the Financial Resources Committee. The classified staff, as a constituency, feel particularly constrained in their involvement in committees for a number of reasons.

It is the classified individual, not the entire constituency, that is primarily involved in the shared governance process. Service Employees International Union (SEIU), the classified union, has the authority to appoint or elect classified members to committees where classified representation is required according to their collective bargaining agreement with the district. However, the method for selection is not broadly communicated or understood. Development of a forum for classified staff to effectively participate in shared governance and policies needs to be accomplished, but this is a collective bargaining issue.

Organizationally, no method for classified staff to meet and confer with one another exists. The classified senate had been the vehicle for shared governance for years; however, it no longer has that role. Classified Senate is limited to meeting at lunch hours, thus requiring staff volunteerism from those who wish to participate in college governance. SEIU likewise does not receive release time to meet. After participation on governance committees, classified must return to their work sites to face a workload that has built-up during their absence and must be addressed with no overtime. Efficient

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methods for the appointment or election of classified staff to committees need to be developed. However, since this is a collective bargaining issue, this change will occur only if the district and union negotiating teams deem it a priority.

Student participation is sporadic due to a number of factors. Student participation in matters beyond the classroom is extremely limited. Student government representation is confined to a small and limited group. Issues of child care, employment, transportation, and other personal factors often impede students' participation in extracurricular activities. Oxnard College abolished the position of Student Activities Specialist during severe budget cutbacks in 2003. The lack of leadership from this position directly affects student participation on the campus shared governance committees. College leadership is working towards developing a similar position to work with students.

### **PLANNING AGENDA**

- 4.1           The Dean of Student Services will work with the officers of the ASG to develop a plan to increase student participation in governance committees.

***IVA.2b. 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 Curriculum Committee is a subcommittee of the academic senate and is a shared governance committee. The Committee reviews and recommends course and program additions, revisions, and deletions, and recommends policy related to academic offerings to the District Council on Student Learning (DCSL). The Oxnard College faculty is charged with the primary responsibility for making recommendations in the areas of curriculum and academic standards. The Curriculum Handbook (Ref IVA.7), adopted December 2001, records and describes the Curriculum Committee's mission, processes, and procedures. The Committee consists of voting

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faculty members representing each department, administrative, and student representative, and an Articulation/Transfer Center Officer. The Executive Vice President serves as co-chair.

Since the last accreditation site visit, the curriculum process has transitioned from a paper review to a digital review process. In addition, the technical review process for all courses has been revised and is now an integral part of all curriculum development. Over the past six years, Oxnard College has sent a significant number of faculty, support staff, and administrators to the State Academic Senate Curriculum Institute.

Program Review is a process to evaluate past performance of all college programs and demonstrates that the faculty bear the primary responsibility for instruction and student services and is designed to guide the improvement of the quality and effectiveness of the services provided to students. The Program Review Committee reviews and updates the schedule of programs to be reviewed and creates the process timeline for the current year. The Committee consists of a manager (assigned by the president), two deans (appointed by the Deans' Council), six faculty (appointed by the academic senate), three classified staff (appointed by the Classified Senate/SEIU), one student representative (appointed by Associated Students Government), the Director of Institutional Research, and the Executive Vice President. All Program Review Reports and Feedback Reports are compiled and forwarded to the Planning and Consultation Council and academic senate for their review (Ref IVA.8).

### **SELF-EVALUATION**

The Curriculum Committee meets regularly. Its agenda and minutes are posted on the Curriculum Committee website as well as distributed to Committee members. Some faculty have expressed concern that the curriculum development process is cumbersome and tedious. The chairs of the Committee work with Committee membership to continuously evaluate and revise as needed, the process and required forms, in an effort to streamline curriculum development without the loss of educational integrity.

The Program Review process works well. By the end of spring 2004, all but four instructional and student services programs were reviewed.

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### **PLANNING AGENDA**

No plan is needed.

***IVA.3. Through established governance structures, processes, and practices, the governing board, administrators, 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 Board Policy Manual (BPM) outlines processes used by the Board of Trustees to provide procedures for participating in decision making.

- BPM Section A.16 outlines the process for consultation with the academic senates. It also lists various district councils and their relationship to similar committees or councils at the individual campuses (Ref IVA.4).
- The VCCCD recognizes and promotes the rights of students under AB 1725 and Title V §51023.7 to participate in the governance of the district. The district believes that the recognition of students as full members of the learning community requires their participation in the formulation of district and college policies that have, or will have, a "significant effect on students." BPM Section F.01 outlines the policy on student participation in shared governance (Ref IVA.4).
- BPM Section A.17 (Ref IVA.4) directs that one classified representative from each college shall be elected to attend board meetings. Other than BPM A.17, no other policy relative to classified staff participation in the governance of the district is found. The practice has been that classified staff have participation in district governance as do faculty and students.

The shared decision making/collegial consultation process developed at Oxnard College is based on a "hub and spoke" model, with the Planning and Consultation Council serving as the hub and the shared governance committees and constituency groups serving as the spokes. Each committee and group appoints representative(s)

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to the Planning and Consultation Council (PCC). The members of PCC both represent their committee or group on the Council, and are responsible for communicating back to their committee or group information and decisions from PCC. Each individual committee has a clearly developed purpose, membership goals, activities, expected outcomes, and established meeting times. The Associated Student Government and the academic senate have constitutions and bylaws that govern their decision-making processes.

The administration's decision-making processes are conducted through the President's and Deans' Councils. The President's Council is appointed by and is advisory to the president of Oxnard College. The Deans' Council is appointed by and is advisory to the Executive Vice President of Oxnard College. As other committees and council on campus, the President's Council also has a clearly developed purpose, membership goals, activities, expected outcomes, and established meeting times.

### **SELF-EVALUATION**

The shared decision-making process at Oxnard College is well established and published. The college has been challenged in obtaining consistent representation from all groups, in particular students and classified staff. (Issues concerning representation by students and classified staff are discussed in Standard IVA.2a.) The academic senate is vigilant about maintaining sufficient faculty involvement and often this topic is discussed at regularly scheduled senate meetings.

### **PLANNING AGENDA**

Refer to Planning Agenda 4.1 in Standard IVA.2a.

***IVA.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 made by the Commission.***

### **DESCRIPTIVE SUMMARY**

Oxnard College encouraged a broad base of participation in the preparation of the accreditation self-study. This participation

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reflects the diversity of the faculty, staff, administration, and students, and the belief of the college that a fair and accurate self-study is one of the best tools for improving the quality of education the college offers its students. Steering committee and standard sub-committee members carefully researched each section of the standards and met numerous times to develop a balanced self-study that accurately depicts the college.

Oxnard College takes seriously its commitment and responsibility in answering all Accrediting Commission recommendations and has responded to these in the appropriate time. The college's interim and midterm reports were developed by a diverse group of college staff including faculty, classified staff, administration, and students.

Oxnard College advocates and demonstrates honesty and integrity in its relationships with all accrediting agencies. Oxnard College programs in Dental Hygiene, Fire Technology, Child Development, and Automotive Technology undergo rigorous accreditations by external agencies.

### **SELF-EVALUATION**

One of the core values of the college is integrity. As an institution, integrity and honesty are viewed as foundational and integral to any success the college achieves. Results from a survey conducted in spring 2000 indicate that faculty and staff consider the highest levels of honesty and integrity to be critical to the college and its programs (Ref IVA.2). In the preparation of the 2004 Employee Survey, this question was eliminated by the District Office of Institutional Research (Ref IVA.3).

To date, the college has maintained the highest levels of honesty and integrity with external agencies.

### **PLANNING AGENDA**

No plan is needed.

***IVA.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**

The administrative leadership utilizes a process of continuous self-evaluation in order to determine integrity and effectiveness. The



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primary activity used for this evaluation is the examination of the goals and objectives established each year and the achievement of these goals and objectives. Throughout the year, the administration monitors its progress towards the achievement of the annual goals. At the conclusion of the academic year, each administrator works with the appropriate personnel to prepare both an accountability report and an annual report. In the accountability report, administrators must respond to each goal and objective by listing the specific actions taken that demonstrate the successful achievement of that goal or objective. The annual report is a summary of each administrative area's activities, which includes a list of accomplishments for the year. The president's accountability report was distributed at the Fall 2003 Flex Day. The other accountability reports and the annual reports will be made available to the campus community through the college's Intranet website.

The administrative leadership evaluation process described above is a campus process that describes current practice. The evaluation/performance review process for individual administrators is a formal district process administered by the Human Resources Department.

Faculty leadership has several roles. Department chairs are selected by a variety of processes established by each department to serve for two years (the term of service is a collective bargaining issue). Some departments elect chairs and others rotate the department chair role among the faculty. Program coordinators are selected through the faculty hiring process. Program coordinators are hired specifically to provide leadership in the operational activities of specific programs. Examples are Extended Opportunities Programs and Services (EOPS), the Educational Assistance Center (EAC), the Student Health Center, and the Program for Accelerated College Education (PACE). Performance evaluations for both department chairs and program coordinators are formal processes outlined in the collective bargaining agreement.

Other faculty leadership roles are elected as officers of the academic senate. The role of faculty leadership in the academic senate has been reviewed and revised through a constitutional process. From this review, the senate has revised its constitution and established bylaws. As a result of these changes, the president's term was

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revised from a two-year to a one-year term and the term of all officers changed from a calendar year to a fiscal year. By the nature of the process, the evaluation of faculty leadership is conducted through the election of its officers. Classified leadership roles are elected by district SEIU members in accordance with procedures outlined in their bylaws. At present, there is no formal process for evaluating the integrity and effectiveness of the senate leaders. All evidence has been anecdotal and through the election process.

Student leadership roles are elected by students for one-year terms with the option for re-election for one additional term. Students are limited to a total of two years of active participation in leadership roles. Additionally, students are eligible to run for the district-wide student trustee position, a one-year term that can be re-elected for one additional term.

The role of the institution's governance and decision-making structures and processes are evaluated to assure their integrity and effectiveness. The college's Planning Consultation Council (PCC) has as one of its responsibilities the review and evaluation of planning processes, governance, and decision-making structures. These reviews occur every three years through an established process (Ref IVA.9). Recommendations and suggestions are forwarded to the college president for her review and consideration. The college community is kept informed via the college's Intranet by the posting of committee agendas and meeting minutes. Regarding major college-wide decisions, the PCC requests input from students, staff, faculty, and management prior to the formulation of committee recommendations.

Additionally, the District Employee Survey contains items regarding governance and decision-making structures and processes. The results from the 2000 and 2004 surveys were published and distributed to employees of the district.

### **SELF-EVALUATION**

The use of elections is a successful means of evaluating leadership for elected faculty, classified staff, and students. Since the administration and some department chairs and program coordinators are not elected, the use of elections as a method of evaluation is

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not an option. While the administration has a specific role in the evaluation of all faculty, including department chairs and program coordinators, and classified staff, the role of the faculty and classified staff in the evaluation of administrators is inconsistent. The practice of annually reviewing goals and objectives has been an effective tool for administrators to evaluate themselves and is included in each administrator's bi-annual personnel evaluation. Since the information from this review is shared with the college community, it provides one avenue for faculty and staff to provide their feedback. The district-wide process for the personnel evaluation of administrators also provides the opportunity for faculty and classified staff input through the completion of an evaluation survey. However, this survey is sent only to those individuals (faculty, staff, and administrators) that each administrator identifies as the people he/she works with the most. The problem with this self-selection method is that not all faculty and classified staff who report to a specific administrator are given the opportunity to provide input. In addition, the faculty believe that all faculty, classified staff, and administrators should have the opportunity to participate in the evaluation of the executive leadership of the President, Executive Vice President of Student Learning, and the Vice President of Business Services.

Although a governance and decision-making structure is firmly in place, the structure has not been completely implemented. Various committees do not operate as described in the established process. For example, the Planning and Consultation Council (PCC) is the primary planning and recommending body to the president, but PCC has not been involved in strategic planning in recent years. The last Strategic Plan was developed in 2000 when the college had a Dean of Planning. The plan was developed as a result of various workshops and retreats. However, when that Dean resigned, the Dean of Planning was not replaced, and for all intents and purposes the strategic planning process came to a halt. Although some planning activities (such as Unit Plans) have been accomplished, the process has yet to bring these plans through the governance process to PCC in full implementation of the planning process.

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Another example is the Financial Resources Committee (FRC) whose charge is to make recommendations regarding funding, allocation, and utilization of all college resources. Last year, during the budget crisis, the committee was involved in critical decision-making activities. However, once those recommendations were submitted to the college president and decisions made reflecting those recommendations, FRC returned to its role of an "information sharing" body, not a recommending body.

Three examples where the evaluations of processes are conducted, results communicated, and then used for improvement, are the Campus Use, Development and Safety Committee, the Curriculum Committee, and the Program Review Committee. All three as a regular part of their ongoing business, review their processes, request feedback on the review from constituent groups, and make improvements as needed.

The 2004 Employee Survey indicates that an almost equal number of employees are satisfied and dissatisfied with the shared governance process at Oxnard College. For instance, 29.5% of staff are dissatisfied with the shared governance process; 27.8% are satisfied. The remaining number indicated a neutral opinion. The high number of dissatisfaction is something that the PCC will address in the coming academic year (Ref IVA.3).

### **PLANNING AGENDA**

- 4.2            The President's Council will revisit how the administrators' personnel evaluation surveys are distributed to ensure that the opportunity for input is available to appropriate faculty, staff, and other administrators.

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### ***IVB. 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.***

***IVB.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**

The responsibilities of the Ventura County Community College District (VCCCD) Board of Trustees (BOT) are delineated in VCCCD Board Policy Manual (BPM), Section A, Board of Trustees. In accordance with the BPM, Section B, District Organization Philosophies and Policies (Ref IVA.4), the governing board directs the chancellor to develop and maintain an organizational structure that best meets the diverse educational needs of the students and communities. The district's organizational structure is flexible enough to provide for recognized differences in the three colleges and communities they serve. The colleges of the district are organized efficiently and effectively to provide comprehensive educational services for all citizens in the district.

The Board of Trustees (BOT) operates as an independent policy-making body within the letter of the California Education Code, Title 5 and the California Code of Regulations. The BOT approves recommendations by a majority vote. The Board Policy Manual (BPM), Section A (Ref IVA.4), discusses the BOT's responsibility for formulating broad public policy in community college education. It functions as the legislative and policy-making body charged with the oversight and control of the district. The formulation and adoption of policies constitute the basic method by which the governing board exercises its leadership in the operation of the district. The

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governing board is sensitive to the hopes and ambitions of the community and is able to respond readily to community needs. The study and evaluation of reports concerning the execution of policies constitute the basic method by which the governing board shall exercise its control over the operation of the district. The BOT's responsibility is delineated in five areas: leadership, adoption of policies, evaluation, maintaining relationships, and personnel.

In accordance with BPM Section 2.1.3 (Ref IVA.4), the governing board selects and appoints the Chancellor of the district. A committee consisting of all constituent groups within the district, plus community members, is formed to review applicants and make recommendations to the BOT.

The governing board defines the policies and approves the mission of the district and is responsible for approving education programs delivered by the individual programs.

### **SELF-EVALUATION**

The 2004 Employee Survey found that 29.8% of staff are dissatisfied with governing board relations. Comments made in the Employee Survey indicate that employees continue to see an inequity in board commitment to Oxnard College versus our sister colleges (Ref IVA.3).

The policy of selecting the chancellor and the college presidents is not currently written in the BPM, and the process used has previously evolved from hire to hire. Current practice has the Vice Chancellor for Human Resources facilitating the screening process. The District Service Center (DSC) is currently drafting an addition to the BPM to include such a policy (Ref IVB.1).

### **PLANNING AGENDA**

No plan is needed.

***IVB.1a. 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 governing board consists of five members each serving a four-year term, elected in staggered groups – three in 2002 and the

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remaining two are up for election in 2004. Each trustee is elected from a designated service area. The governing board meets once a month on announced dates. Following the guidelines of the Brown Act, the agenda, including action items, is posted in advance and acted upon at the predetermined meeting. All action items are decided by a majority vote of the five-member governing board. The governing board determines the board policy and oversees the additions, deletions, or modifications of its directives.

### **SELF-EVALUATION**

Being elected by service areas, the governing board members have a vested interest to their voting constituency; however, once elected, they should represent the best interests of the entire district.

Oxnard College has one trustee elected entirely within its service area. Three other trustees have small areas in their electoral districts that are in Oxnard College's service area. Therefore, these other trustees also have constituencies that are served by Oxnard College. Even with the potential of four trustees to advocate for Oxnard College, policies have been established by the board that favored size, tradition, and raw number increases in aggregate totals while downplaying relative growth and projected potential. The board acts as a whole and may have the best interest of the district in mind, but the result has been the perception of a BOT majority voice unwilling to advocate for and defend Oxnard College.

For example, the previously adopted budget allocation model and the current FTES-based allocation model, both approved by the BOT, are clear examples of policies that do not favor or support Oxnard College. These models do not take into account, among other things, that fixed costs such as the executive management level (all costs including support staff), and other required staffing levels represent a greater percentage of the budget at Oxnard than at Ventura or Moorpark Colleges. These allocation models leave no ability to expand programs or facilities at Oxnard College. In fact, in "good" budget years, Oxnard College continues to find itself strictly adhering to minimum class enrollment standards, applying the "worst case" class cancellation policies, regularly reviewing cost-cutting measures as they apply to staff replacements whenever a staff vacancy occurs. The end result is that there is no "fat" to cut when the "lean" budget years arrive.

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Historically, the district has "invested" in a new developing campus of Moorpark College; however, this comparable "investment" did not occur with the establishment of Oxnard College. This year marks the college's 28th year of operation and the campus is still not fully "built-out." Many employees on campus feel that the board and the District Service Center (DSC) historically second-guess (micro-manage) campus decisions regarding facility build-out or are outright lax in submitting timely or appropriate reports and proposals on behalf of Oxnard College. For example, in 2003-2004, when the DSC submitted to the State Chancellor's Office the proposal for Oxnard College's Performing Arts building, it was completed without review at the campus level. Subsequently, it was denied. After a delegation of college staff went to Sacramento to meet with appropriate personnel in the Chancellor's Office, it was learned that the proposal should have been submitted as a "build-out" Initial Project Proposal (IPP) for which it most probably would have been approved. Additionally, the delegation was informed that the proposed Library/LRC construction could have been considered for State funding, but DSC personnel did not advise the college nor submit an IPP. Had a library IPP been submitted in a timely fashion in 1999-2000, it probably would have also been approved for Proposition 57 funding in either 2002 or 2003. The perception is that the hand-ling of these proposals is an example of standard practice by the DSC staff where Oxnard College is concerned and not that the DSC is uninformed about the State's facility proposal process. Similar patterns occurred with the proposals and construction of the college gym and PE facilities (1987-1992), the Child Development Center (1986-1992), the Letters and Science Building (1991-1997), and the first submittal of the Performing Arts Building (1993).

Unfortunately, this pattern of neglect and lack of attention to matters relating to Oxnard College continues. Oxnard College's Final Project Proposal (FPP) for the Performing Arts Building was due in Sacramento on July 1, 2004. For months prior to the deadline, the college president requested input from the project management group at the DSC on the status of the FPP. The college president also expressed the need for the college to be involved in the FPP preparation, e.g., opportunity to review the document and to provide input and feedback. The completed and signed (by the BOT president and the interim chancellor) FPP was received by the college president on



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June 30 after its delivery to Sacramento. No one at the college, including senior management, had the opportunity to review and comment on the FPP. After a review of the submitted FPP, the college president indicated that the plans for the Performing Arts Building were a far cry from the "signature" building the campus had hoped for (and had discussed with the project managers at various community forums and campus meetings) and what the community deserves.

A few years ago, the college president and the president of the academic senate began and continue to meet regularly with board members to discuss a variety of issues concerning Oxnard College seeking advocacy and support for the college. In addition, the three academic senate presidents meet monthly with the board president. Over the last few years, several of the board members have accepted invitations to address the academic senate.

### **PLANNING AGENDA**

- 4.3 Senior management and the academic senate president will explore additional means of improving advocacy and communication with the BOT.

***IVB.1b. 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**

Board Policy Manual Section A.01 (Ref IVA.4) refers to the mission of the California Community Colleges. In compliance with the policies established by the governing board and the state educational code, the governing board has the fiduciary responsibility to comply with the state and district policies and regulations.

On June 12, 2001, the BOT approved the "Community Colleges of Ventura County (CCVC) Strategic Plan, 2001-2005" (Ref IVB.2). This strategic plan contains the district's mission statement, entitled "CCVC Strategic Mission." Also included are the district's strategic vision statement, core values, and strategic goals with objectives and relevant key performance indicators.

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The BOT is the governing body that establishes policies to support the college's mission and provide quality and affordable academic programs and services in an environment that is supportive and respectful of an open and diverse community. At the June 2001 VCCCD BOT meeting (Ref IVB.2), the governing board adopted the "Community Colleges of Ventura County Strategic Plan, 2001-2005" (Ref IVB.3), which included both a long-range district-wide strategic plan, the college's vision and mission statement, and the vision and mission statements of the other two colleges in the district.

Among the policies reviewed each year by the BOT is the budget allocation model. Because of budget cuts this year, the governing board decided to maintain the previous allocation model with slight modifications. The BOT projects with some budget stability in the near future, a new allocation model will be reviewed and established.

### **SELF-EVALUATION**

The CCVC Strategic Plan, 2001-2005 document also includes the strategic plans of each of the three colleges. The district "strategic" statements, the mission, vision, core values, and goals with objectives are the first such statements ever developed for the district and approved by the BOT. Prior to the approval of this strategic plan, board policies were developed to be consistent with the community college statewide mission statement as listed in BPM A.01, Mission Statement.

For the last few years, the district, and consequently Oxnard College, has suffered a reduction of state funding. The governing board has reviewed and adjusted its policies accordingly in light of its established mission. The policies have established criteria for funding to Oxnard College, which has made it extremely difficult for the college to ensure the quality of the services it offers as well as the support services for the educational programs.

With fewer state funds, the board approves the budget with reduction amounts. Further, the board then expects the individual colleges to determine how to deliver services with the reduced budget. Past experience at Oxnard College is that in "good" budgeting cycles, due to the allocation model, Oxnard College struggles to provide minimum services. In lean years, Oxnard College then must make decisions on eliminating staff or cutting back on already minimal services to be able to balance the budget.

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The allocation model does not help Oxnard during "good" budget years and is devastating during the lean years.

When negotiating for budget reduction among the three colleges and the District Service Center, Oxnard College's share of the reductions has been defined according to a percentage of FTES (student enrollment). This reduction does not take into account that many of the cuts may result in reductions to baseline fixed costs and consequently a reduction in services to students. For example, the college eliminated the position of Student Activities Specialist because with the budget cuts, other fixed costs could not be cut; therefore, a position vital to student services was sacrificed. Another example is the limiting of operational hours for services that are vital to student success such as counseling.

The 2004 Employee Survey indicates that staff is fairly divided between those that are satisfied (30.5%) and those that are dissatisfied (24.4%) with college/district policies and procedures (Ref IVA.3).

### **PLANNING AGENDA**

Refer to Planning Agenda 4.3 for Standard IVB.1a.

***IVB.1c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.***

### **DESCRIPTIVE SUMMARY**

The principle function of the Board of Trustees is to act as the public's representatives with an understanding that the district's resources are used in a manner that provides for the educational needs of the local communities. Towards this end, the BOT is guided by a primary mission, first articulated in the Master Plan for Education in 1960 and reaffirmed in the language of AB 1725 in 1998, to "provide Californians with quality programs in transfer and career education and in the mastery of basic skills and English as a second language" (Ref IVB.4).

The BOT has adopted a policy that states that it is the goal of this district to join with the California Community Colleges to provide the quality education necessary for our students to have productive and socially responsible lives. With this student-centered district goal, the BOT has adopted various board policies, for example:

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- A wide-range of counseling and guidance services, as well as classroom instruction and basic skills that will enhance student opportunities for success;
- Broad areas of human knowledge and understanding including an appreciation for the diversity of human cultures and heritages;
- Transfer programs that permit successful entry into baccalaureate programs;
- Vocational programs for training, retraining, or improvement of skills; and
- Developmental courses that prepare students to enroll in transfer, vocational, and general education programs (Ref IVA.4).

### **SELF-EVALUATION**

In the past decade, the BOT has engaged in a fiscal course of action that has resulted in decreased funding to the colleges, dramatic increases to legal expenses, and hostile labor relations. A change in the BOT composition, as well as the former permanent chancellor being placed on administrative leave, and a District Attorney investigation in the spring of 2002 has altered the focus towards a more moderate policy position. Though the emphasis is changing, e.g., legal expenses have dramatically reduced in 2003-2004, the problem of adequate funding for Oxnard College persists.

Comments received from Oxnard College employees in the 2004 Employee Survey support the idea that campus-wide concern is due to the board's perceived lack of commitment in providing Oxnard College with needed financial resources; thus, it continues to be difficult to provide comprehensive instructional and student services to the community. As a result of Oxnard College consistently receiving an insufficient funding allocation of district funds, the college routinely must cancel classes even when the requisite 15-minimum enrollment is met which often results in a lack of diverse offerings and choices for students. In addition, certain courses may be offered only once every four semesters, which can be a burden to students. Student services are curtailed by limited hours of operation (e.g., Counseling, Tutorial Center, Library) due to budget constraints. Although faculty, staff, and administrators work cooperatively and collegially with these

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limitations, the bottom line result is that students and the community may not be adequately served.

The 2004 Employee Survey indicates that only 53.3% of Oxnard College employees believe that the college is effectively serving the needs of the community. This perception reflects that the continual cuts to course offerings, student services, and the lack of other needed services and instructional supplies negatively affects the college's ability to meet community educational needs (Ref IVA.3).

### **PLANNING AGENDA**

Refer to Planning Agenda 4.3 for Standard IVB.1a.

***IVB.1d. 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 Policy Manual is published and available to the public through the district's website, [http://www.vcccd.net/bot/bot\\_bpm.htm](http://www.vcccd.net/bot/bot_bpm.htm) (Ref IVA.4), or by request through the Chancellor's Office. The BPM, Section A.10, *Organization*, clearly outlines the board's size (six elected members, five elected by the community and one student trustee elected by the students at the three colleges), structure, and operational procedures. BPM, Section A.2.0, *Responsibilities*, outlines responsibilities and Section A.3, *Duties*, outlines the duties. Sections A.11 through A.15 discuss the operational procedures and duties and responsibilities of the officers of the governing board (Ref IVA.4).

### **SELF-EVALUATION**

The current BPM is available as a downloadable PDF file from the district's website.

The BOT is reviewing the complete BPM and is planning to present its revision in the near future. It is anticipated that the revision will include detailed and clarified operating procedures. The review process includes the BOT through its study session process, the DET, and district and college shared governance committees.

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### **PLANNING AGENDA**

No plan is needed.

***IVB.1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and revises them as necessary.***

### **DESCRIPTIVE SUMMARY**

The governing board, as an elected representative body, serves the citizenry of Ventura County in conducting meetings and carrying out the business of the college district in an open and timely manner. The board periodically reviews and evaluates its policies and practices. Study sessions to discuss specific issues are scheduled when needed. Board minutes are maintained and published following each meeting and are available on the VCCCD web site.

### **SELF-EVALUATION**

Following the November 2002 election, the governing board reaffirmed its commitment to adhering to the principles of open meetings (following the Brown Act), periodic review, and self-evaluation (Ref IVB.5).

### **PLANNING AGENDA**

No plan is needed.

***IVB.1f. 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**

The governing board consists of five members each serving a four-year term, elected in staggered groups—three in 2002 and the remaining two are up for election in 2004. Each trustee is elected from a designated service area.

The VCCCD board orientation is described in the Governing Board Handbook (Ref IVB.6). According to the Handbook, the BOT

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President and the chancellor are responsible for new board member orientation. Additional activities include board goal-setting workshops, training workshops addressing several areas as needed, an annual board retreat, and a board self-evaluation activity. Since November 2002, the BOT has held several study sessions where the Brown Act, the district's budget process, and district policies and operations were discussed. Some of these study sessions were to reverse selected policies implemented by the previous governing board and the former permanent chancellor. Materials from board training workshops are readily available. Governing board policy addresses the continuity of board membership, terms of office, areas of representation, appointment to fill vacancies, and replacement of trustees when needed.

### **SELF-EVALUATION**

Review and modification of board orientation, as well as any other board policy, is within the purview of the governing board. Board training workshops are planned and conducted primarily by district staff at the pleasure of the BOT.

### **PLANNING AGENDA**

No plan is needed.

***IVB.1g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.***

### **DESCRIPTIVE SUMMARY**

In the BPM, the governing board has a directive that calls for the board "to perform regular self-evaluation of the performance of the Governing Board" (Ref IVA.4, Section A.00, 2.3.3).

### **SELF-EVALUATION**

The BPM does not define the process used by the board for self-evaluation, such as frequency, criteria, or the inclusion of feedback from outside sources. The board completed its self-evaluation in spring of 2004 during one of their study sessions. At the board meeting of May 26, 2004, the Board of Trustees was provided a summary of the results of the board self-evaluations. Due to time constraints, that evening, the board decided to establish a study session to further discuss and finalize the collective board

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evaluations. The document that was presented in Open Session at the above-mentioned meeting is available for review to any interested party in the Chancellor's Office. Once the board has finalized its work and taken action, the results will be distributed and available to the public.

Since the board's self-evaluation process is not published in the BPM, the college is not in the position to evaluate the effectiveness of the board's self-evaluation.

### **PLANNING AGENDA**

No plan is needed.

***IVB.1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.***

### **DESCRIPTIVE SUMMARY**

The governing Board Policy Manual includes a clearly stated code of ethics and a clearly defined policy for dealing with behavior that violates its code. Those elements are included in A.31 and A.32 (Ref IVA.4).

Over the past decade, questions related to ethical behavior, specifically the obligations to the Brown Act, and the delegations of responsibilities to the chancellor opposed to retaining its responsibilities have been raised by the colleges and local communities.

### **SELF-EVALUATION**

The governing board's *Code of Ethics* and *Trustee Censure Policy* are both available online through the district's website. The college participates in revisions to either or both as appropriate and as requested by the board.

At the September 19, 1999 board meeting, the former board voted to adopt "Resolution Regarding Evaluation of Chancellor and Division of Responsibilities Between Board and Chancellor on Personnel Items." In this same action, the board directed the Chancellor to develop a formal board policy that delineates these functions in line with the Resolution. At the board meeting of October 5th and



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November 9th, the board approved first and second readings of BPM E.12, Evaluation of the Chancellor. These revisions included the authority to hire and fire college presidents and to approve final hiring of all district personnel, among other authorities.

In the spring of 2002, these actions, plus other allegations, ultimately resulted in investigations of questionable ethical behavior on the part of the previous board (a different composition of board members than the board of 1999) and the former permanent chancellor by the District Attorney. Additionally, many citizens in community and local and national media perceived this revision of BPM E.12 in 1999 as the board abdicating its fiduciary responsibility.

Results of the District Attorney investigations did not invoke the censure process. The BOT responded to the investigation by changing the BPM to include the return of certain responsibilities of the chancellor back to the board, returning to the board oversight of the chancellor's expense account, and the reaffirmation of the Brown Act procedures. The revision to BPM E.12, Chancellor Authority (renamed) received final approval on November 26, 2002. In the same board action, a change to BPM A.00, Philosophy, was also approved. The change to BPM A.00 was a change to A.00, 2.2.2, Academic Freedom, which added language regarding the discussion of controversial issues needing to be "presented in an open and balanced manner." This change was perceived by some district employees to be district faculty discussing the issue of the former permanent chancellor's and BOT's inappropriate behavior and perception that these discussions may have been one-sided.

### **PLANNING AGENDA**

No plan is needed.

<b><i>IVB.1i. The governing board is informed about and involved in the accreditation process.</i></b>
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### **DESCRIPTIVE SUMMARY**

The governing board receives regular reports on accreditation and stays informed through its ad hoc accreditation subcommittee. At the February 2004 board study session, the board reviewed accreditation procedures.

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The board has requested and received periodic updates on the status of each of the college's self-studies. The governing board reviewed the first draft of all three colleges' self-studies in June and it is expected to approve the self-studies of all three colleges at their August 2004 meeting.

The Accrediting Commission, at the time the Ventura County Community College District switched to coordinated accreditation site visits, urged the District Service Center (DSC) to conduct and complete an institutional self-study similar to those completed by individual colleges. Although an attempt was made to begin the process, changes in commission directives made the DSC self-study unnecessary, and it was abandoned. With the addition of new board members in December 2002, orientation in the accreditation process and its significance was presented.

### **SELF-EVALUATION**

The BOT demonstrated its commitment to the process through requests for training on the revised standards. Additionally, the BOT received regular updates from the college presidents regarding the colleges' progress on their self-studies.

While the governing board was involved in the accreditation process at the district level, there was not any direct participation in any of the colleges' self-study activities. The BOT initially believed that it would be inappropriate for them to participate because it might be seen as an attempt to micro-manage the colleges' work. In addition, there was a miscommunication among the colleges, the BOT, and the DSC in regards to the appropriate process in extending an invitation to members of the BOT to participate more directly in the self-studies.

After reviewing Oxnard College's first draft submitted to the BOT in June 2004, the BOT expressed certain concerns regarding the accuracy and tone of statements made in Standard IVB. As a result, the Standard IV Committee extended an invitation to the interim chancellor and the BOT to meet in order to address these concerns. The invitation was accepted and the interim chancellor and the BOT president met with the Standard IV Committee, and a meaningful dialogue resulted in which all parties increased their understanding and awareness of each other's perspectives.

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Based on prior experience, the perception at Oxnard College is that the BOT's commitment in the past to implement change recommended by the accreditation process that requires fiscal resources is supported and encouraged only if funding is found through the allocation budget. The BOT's assessment of its own performance is unknown to the college at this time; therefore, it is not known whether the assessment is directly linked to the accreditation standards beyond those that are related to California Education Code.

### **PLANNING AGENDA**

No plan is needed.

***IVB.1j. 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 district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.***

### **DESCRIPTIVE SUMMARY**

The VCCCD Board appoints the District Chancellor (BPM A.13) (Ref IVA.4). There is no written policy describing the hiring process. The Vice Chancellor for Human Resources facilitates the hiring processes. In the past, a committee, consisting of all constituent groups within the district, was formed to review applicants and made recommendations to the VCCCD Board. Upon receipt of the recommendations from committee, the VCCCD Board then interviews candidates and ultimately hires a chancellor. A similar process is used to hire college presidents.

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According to the position announcement, the chancellor will:

- Support, manage, and resolve complex issues;
- Provide student-centered visionary educational leadership;
- Provide leadership in the utilization of vote-approved bond funds to meet current and projected student growth;
- Promote cohesiveness, professionalism, and respect among all district constituencies;
- Provide sensitivity and responsiveness to special needs and appreciation of diversity in student, staff, and community constituencies;
- Design training and create synergy for highly skilled staff; and
- Promote community involvement.

### **SELF-EVALUATION**

The policy of selecting the chancellor and the college president is not currently written in the BPM, and the process used has previously evolved from hire to hire. The DSC is currently drafting an addition to the BPM to include such a policy (Ref IVB.1).

Two years ago, the district's chief executive officer came under fire for inappropriate fiduciary activity and was placed on administrative leave. In the wake of that individual's departure, two interim chancellors have served as district CEO. A search for a new permanent chancellor began in 2003. This search activity resulted in the board finding the recommended candidates unacceptable. A second interim chancellor was appointed; a second search for a permanent chancellor began in the January 2004. Such instability has meant greater board involvement in the implementation and administration of board policies; however, the selection of a new permanent CEO was completed in June 2004, and the new chancellor began his assignment in August 2004.

### **PLANNING AGENDA**

No plan is needed.

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***IVB.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning organization, budgeting, selecting and developing personnel, and assessing institutional effectiveness.***

### **DESCRIPTIVE SUMMARY**

The president provides leadership and guidance in strategic planning to the college's various units. The president is directly supported by a senior staff consisting of the Executive Vice President and Vice President of Business Services. This executive leadership team is responsible for providing vision and leadership for all college operations. The president meets frequently with the administrative staff, both individually and as a group, in President's Council, to discuss various issues and to provide direction in planning. The president is responsible for the ultimate decisions concerning the college and its operations.

The college's institutional mission, core values, and goals were developed in 2000 and are published in the college catalog, on the college's website, and are strategically posted throughout the campus.

### **SELF-EVALUATION**

The current president was appointed by the board in June 2002. Since 1999, the year of Oxnard College's last accreditation site visit, the campus has gone through four presidents—two permanent (including the current president) and two interim appointments. From the last permanent president until the current president, the college lacked consistent leadership.

Results of the 2004 Employee Survey indicate general satisfaction among employees with the president's leadership with 41% of the employees indicating they were satisfied with college leadership. There is some room for improvement demonstrated by 30.6% indicating they were dissatisfied (Ref IVA.3).

Unfortunately, the information from the survey was not specific enough to help the college and the president to determine the reasons behind the high level of dissatisfaction. The college is considering various methods to obtain information that will help address specific issues.

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### **PLANNING AGENDA**

- 4.4 The president will explore various methods to obtain information that will help address specific issues regarding the leadership at Oxnard College. Some methods may include:
- Meeting with the academic senate president and other college councils to discuss concerns; and
  - Meeting with faculty and classified staff on a one-on-one basis to help identify areas of concern.

***IVB.2a. 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**

The president of Oxnard College provides leadership and guidance in the implementation of district policy and strategic planning to the college's various units of governance. She is directly supported by senior staff consisting of the Executive Vice President of Student Learning and the Vice President of Business Services.

The president of Oxnard College makes it a practice to seek out historical data on organizational structure and staffing statistics within the college in order to have a better understanding of the current staffing organization of the campus.

In terms of delegating authority to administrators, the duties, responsibilities, and authority of each administrator is clearly described in the job descriptions for each position. To facilitate faster and effective communication among administration, faculty, and staff, all newsletters, information on community activities, the President's Council's goals and objectives, and approved governing board minutes and agendas are posted on the Intranet and on various bulletin boards throughout the campus.

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The administrative structure is made up of the Executive Vice President of Student Learning, Vice President of Business Services, five deans including the Dean of Student Services; Dean of Library, Learning Resources, Letters, and Social Sciences; Dean of Business, Technology, Public Services and Health Occupations; Dean of Math, Arts, Physical Education, and Science; and the Dean of Economic Development and Community Initiatives. Also included in the administrative structure is the Director of Maintenance and Operations, Comptroller/Director of Evening Services, and Director of Institutional Research.

The following table shows management positions at the time of the 1999 accreditation team visit and the current management structure:

Position Title	1999-2000	2003-2004
<b>Academic Management</b>		
<b>President</b>	1	1
<b>Executive Vice President</b> , Student Learning	1	1
<b>Vice President*</b> , College Services	1	
<b>Vice President</b> , Business Services		1
<b>Dean</b> , Planning, Administration & College Services	1	
<b>Dean</b> , Language, Arts, Math & Science	1	
<b>Dean</b> , Math, Arts, Athletics, Physical Education, Science		1
<b>Dean</b> , Business/Tech/Public Services, & Health Occupations	1	1
<b>Dean</b> , Student Services	1	1
<b>Dean</b> , Library Learning Resources, Soc. Science and Letters		1
<b>Dean</b> , Library, Learning Resources, and Social Science	1	
<b>Dean</b> , Off-Campus Programs	1	
<b>Dean</b> , Economic Development & Community Initiatives		1
<b>Dean**</b> , Instruction & Innovation	1	
<b>Dean*</b> , Institutional Services	1	
<b>Director**</b> , Economic Development	1	
<b>Director**</b> , Institutional Research		1
	12 subtotal	9 subtotal
<b>Classified Management</b>		
<b>Director</b> , Maintenance and Operations	1	1
<b>Director**</b> , College Budgets	1	
<b>Director**</b> , Business Services and Evening Operations		1
	2 subtotal	2 subtotal
	<b>14 TOTAL</b>	<b>11 TOTAL</b>

\* Vacant Positions

\*\* These positions were/are partially or entirely funded by funds other than general and unrestricted

For a brief period in 1999-2000, the position of Dean of Planning, Administration & College Services performed the duties of a Vice President of College Services (currently VP of Business Services). In this year, Oxnard College did not have a Vice President responsible for fiscal management. The Vice President position was reinstated in 2000-2001, and the Dean of Planning, Administration & College Services was eliminated.

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### **SELF-EVALUATION**

The current administrative structure is not ideal. Two dean positions (the Dean of Planning and the Dean of Liberal Education) became vacant, and due to budgetary reductions, a district directive froze these positions which left them unfilled. At the end of 2002-2003 academic year, the matter was discussed at the President's Council and addressed by the Deans' Council by redistributing the responsibilities within the existing management team. As of the writing of this self-study, the district directive to freeze vacant management positions is still in force.

In the case of the Dean of Planning, the lack of this position has made it difficult for the college to fully implement its Overall Planning Process. Since the last reaccreditation, Oxnard College has not had a specific person responsible for Master Planning or Strategic Planning. Two elements of planning, Unit Planning and Program Review, were assigned to two different deans; however, the link to overall planning and budgeting was not established. As a result, planning was not integrated, and each element occurred independently. The current president recognized this problem and directed that an integrated planning process be developed that links all the different elements into a cohesive effort. However, this process has not been implemented as designed.

Planning has tended to be reactionary instead of being proactive as in, for example, three particular processes: the faculty staffing priority list, the IELM Block Grant distribution process, and Measure S.

#### **Faculty Staffing Priority List**

The process of developing a priority list of faculty staffing is conducted by the academic senate every two years. The priority list is reconfirmed every year. Discipline departments with the assistance of their Deans prepare proposals to present to the senate. These proposals include data to demonstrate need for additional faculty. By vote of the senate, the use of program reviews and/or Unit Plans is optional and the lack of use of these processes will not negatively affect the proposals being presented. This vote has effectively placed this staffing priority listing process outside the college's planning process and therefore, this process is not linked to any other planning process at the college.



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### IELM Block Grant Distribution

Once a year, the College Council of Instruction (CCI) engages in the process of disbursing IELM Block Grant funds. The college's various divisions or departments are invited to submit proposals as permitted by the guidelines for IELM funds. CCI meets to evaluate the submitted proposals and through a consensus process decides how the Block Grant funds will be distributed. Only the proposals submitted are reviewed. Program Reviews and Unit Plans are not part of this process. Again, this distribution process is outside the college's planning process and is not linked to any planning process at the college.

### Measure S

In 2000, the college president created a task force comprised of department chairs and coordinators, academic senate president, and deans with the Executive Vice President serving as chair of the task force. This task force was tasked with developing a Facilities Master Plan. It was acknowledged that this Facilities Master Plan should be driven by the Educational Master Plan, but at that time, work on the Educational Master Plan had commenced. An architectural consulting firm was hired to assist the task force with this work. In 2001, the district decided to pursue a county-wide bond election titled Measure S. The interim college president announced to the task force that the work that had been completed would be shifted to working on the bond election by turning the Facilities Master Plan into a list of construction projects to fully build-out the college. After passage of the bond, this task force was converted into a facilities task force tasked with working with various consultants in making recommendations on building projects for Oxnard College. Both of these task forces were outside the planning process and outside the college's shared decision making/ collegial consultation process.

In the three examples cited above, there is no question that the college community has embraced these processes. Through a variety of participation methods (either volunteering to serve or through department representation), appropriate college constituencies participate. However, concern has been raised that these processes need to be incorporated into the college's planning process.

When the decision not to fill the vacant Dean of Liberal Education position due to budgetary issues was made, all instructional

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departments were reviewed and some were reassigned to the remaining administrators thereby increasing their workloads significantly. Decisions to equalize and shift responsibilities have created an inequitable and unreasonable distribution of workload.

### **PLANNING AGENDA**

- 4.5            The Deans' Council will utilize the Unit Planning process to address the management shortage.

#### ***IVB.2b. 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 provides leadership and guidance in policy development to the college's various units of governance that are comprised of the academic senate, Associated Student Government, management team, and classified staff. An executive team that includes an Executive Vice President of student learning and a Vice President of Business Services directly supports the president.

The college has a planning process in place that includes activities designed to support and implement the college's mission. The college's mission guides the Strategic Plan and Educational and Facilities Master Plans which in turn drive planning activities at the college.

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With the creation of the Office of Institutional Research in the fall of 2001, the college has begun to develop a culture of evidence to assist the president in evaluation and planning. The Director of Institutional Research has made available a large amount of data that is used in planning and evaluation activities. Additionally, the president has conducted a community survey to evaluate the community's perception of the college.

The president makes excellent use of the Office of Institutional Research (OIR). She regularly requests a variety of data and information to use in decision making. The OIR reports to the Executive Vice President; however, there is consistent and frequent communication with the president. As discussed in the previous section, the president directed that an integrated planning process be developed that links all the different elements into a cohesive effort. The Director of Institutional Research was one of the team members assigned to develop this process, therefore ensuring that research would be an integral part of the process. The college has begun to focus on establishing student learning outcomes as evidenced by the fact that this is one of the goals of the president for 2004-2005.

### **SELF-EVALUATION**

The president of Oxnard College delegates authority to administrators. Oxnard College embraces the principles of collegial consultation and shared decision making and outlines these principles in the Shared Decision Making and Collegial Consultation document (Ref IVA.1).

While there is general agreement that the college has a good shared governance consultation process, the concern has been expressed repeatedly that with the reduction in staff at all levels, everyone is burdened with added duties and responsibilities. For example, the reductions in administration through the elimination of positions and/or unfilled vacancies have made both the structure and delineation of planning and the establishment of a process to identify student learning outcomes less clear. The college's 2000-2003 Strategic Plan, the document that should serve as the foundation for additional planning for all aspects of the college, is out of date. Strategic planning activities are expected to commence next year after the self-study has been completed (Ref IVB.7).

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The spring 2004 Employee Perceptions Survey shows that 41% of employees are satisfied with the leadership at Oxnard College (Ref IVA.3).

### **PLANNING AGENDA**

- 4.6           The college president will guide the institution to review the college's Strategic Plan.
  
- 4.7           The college president will ensure that the college begins the process to identify student learning outcomes at all levels and in all areas of instruction and student services and to integrate this process with existing planning processes.

***IVB.2c. 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 president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with the college district's missions and policies by working within a multi-campus district that operates and values the policies and procedures set by the governing board. These policies and procedures are adhered to and honored by each of the colleges. Oxnard College has put into place policies and procedures that mirror and are in accordance with the board's vision and goals.

Oxnard College also adheres to Title V Rules and Regulations and to the California Education Code. If there are any changes to either of these, the campus is kept up-to-date by the California Chancellor's Office.

The president meets bi-weekly with the President's Council, which is comprised of the:

- Executive Vice President of Student Learning;
- Vice President of Business Services;
- Dean of Economic Development and Community Initiatives;

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- Dean of Student Services;
- Dean of Learning Resource Center, Social Science, and Letters;
- Dean of Business, Technology, Public Services, and Health Occupations;
- Dean of Math, Science, Health, and Fine and Performing Arts; and
- Director of Institutional Research.

The president also meets weekly with the District Executive Team, which is comprised of the Chancellor, Deputy Chancellor, Vice Chancellor of Human Resources, and the presidents of Moorpark and Ventura Colleges. These meetings enable the president to engage the college and district leadership in discussion about current policies. The implementation of new policies or procedures is facilitated through the exchange of information and ideas that take place among the college and district administrators. The president may consult with or seek input from the academic senate president and/or the Senate Executive Committee when there are issues that affect academic and professional matters.

### **SELF-EVALUATION**

The president grants the faculty primacy in decisions related to curricular matters. She supports the work of the academic senate and classified senate and generally upholds their decisions. She believes that planning and evaluation should be based on data rather than qualitative impressions. She supports linking the efforts of planning and budgeting to the goals and objectives of the college although she acknowledges that these links have not been completely implemented.

Although the president supports the collegial decision-making processes, there is a perception among some employees that she does not fully understand the concept of shared decision making. The perception is that the president believes that informing the college community of decisions that have already been made is shared governance. However, the college's shared decision making process dictates that employees be involved in decision making.

Related to this issue is the perception that the president does not fully trust her management team to make decisions without her approval. The result is the perception that some managers appear ineffectual. It is unclear whether the manager does not wish to make a decision or whether the president is in fact responsible for

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the decision. In addition, there may be other factors contributing to the perceived ineffectiveness of certain managers.

Results of the 2004 Employee Survey indicated general satisfaction among employees with the president's leadership with 41% indicating they were satisfied with college leadership. There is some room for improvement demonstrated by 30.6% indicating they were dissatisfied. The survey also indicated that 30% of employees are dissatisfied with the shared governance process at Oxnard College (Ref IVA.3).

### **PLANNING AGENDA**

Refer to Planning Agenda 4.4 in Standard IVB.2.

### ***IVB.2d. The president effectively controls budget and expenditures.***

### **DESCRIPTIVE SUMMARY**

The college's primary source of funding comes from the State's apportionment calculations based on the Full-time Equivalent Students (FTES) numbers assessed during each fiscal year. Other state revenues, federal and privately managed grants, and voter-approved bonds account for funding devoted to specific and proprietary projects. The disposition and allocation of these funds falls largely within the purview of the District Vice Chancellor of Human Resources. For her part of this process, the college president collaborates with the district on the development and management of the budget thereby affecting budgetary decisions that will address specifically and serve to improve student learning at the college.

Once a district-wide budget is established and allocations rendered, the president assumes the fiduciary role of chief steward for the college's appropriation. The college's budget is developed as a "roll-over budget" with few adjustments discussed by the President's Council. The president relies upon the Vice President of Business Services for reports and recommendations in fiscal matters and matters of plan management, staffing, etc. She also relies upon the Executive Vice President for insights and assessments in relation to the quality of policies affecting enrollment management and other institutional issues.

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The president relies upon the executive team for overall budget analysis and expenditures and control. Financial data provided by the district office are brought to the President's Council, which includes the deans, to keep them up-to-date with the budget.

The president held budget forums and community conversations regarding the budget crisis in order to keep the campus community aware of the budget and to inform the college community about impending layoffs.

### **SELF-EVALUATION**

Critical budgetary shortfalls statewide have adversely and severely impacted the college's ability to operate at a level of service that fosters support of a comprehensive learning environment. The president has been forward and open with the campus community regarding the budget. Expanding various councils helped the president make decisions about expenditures, budget reductions, and layoffs during this period of financial crisis.

### **PLANNING AGENDA**

No plan is needed.

***IVB.2e. The president works and communicates effectively with the communities served by the institution.***

### **DESCRIPTIVE SUMMARY**

The president has made progress in communicating with the public. The president attends various service club meetings and community functions where feedback through the use of a community survey is obtained. These visits with the service clubs also prove to be a way of finding out what the community would like to see Oxnard College offer in the way of programs/courses and what they would like to see improved.

The community is also invited to special events on the campus like the September 11th remembrance ceremony, Radio LAZER event for the celebration of Hispanic Heritage Week, the weekly Scholars' Lecture Series, Community Open House, and numerous meetings with community members regarding the implementation of Measure S. The president also held informal meetings with media representatives.

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The college is also involved with community events such as the Strawberry Festival and the Ventura County Fair. Those venues give the college the opportunity to reach out to potential students by setting up booths manned by the college's employees.

The president's community survey measured the respondents' opinions and perceptions in a variety of areas including: performance, perceptions, and information sources. Information was also received regarding how the respondents were informed about the college, attendance at the college, and suggested new courses and programs. Results from these community surveys have been gathered, analyzed, and published by the Office of Institutional Research as a Research Brief (Ref IVB.8).

### **SELF-EVALUATION**

Results of the community surveys are positive but do indicate there is work to be done to increase awareness and improve perceptions of the college in the community. The survey has served to confirm some of the college's own assumptions about how the community perceives Oxnard College especially in areas of vocational education and basic skills.

The survey indicated that respondents' highest ratings were in relation to the vocational training provided by the college. On a scale from Very Negative (1) to Very Positive (4), vocational training received the highest average rating (3.12) with the college's image in the community receiving the lowest (2.93). With the exception of the 2.93 average rating, all other ratings were above the 3.0 mark, which indicates a positive perception (Ref IVB.8).

The feedback received shows that Oxnard College is known for providing affordable and accessible education as well as vocational training and quality courses and programs offered. These results also showed that newspaper articles and friends/family are the most common sources for information to the community.

### **PLANNING AGENDA**

No plan is needed.



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***IVB.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 assures 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.***

### **DESCRIPTIVE SUMMARY**

Communication between the District Service Center (DSC) and the college campuses is delineated in Board Policy Manual (BPM) A.16. (Ref IVA.4). This policy entitled, *Academic Senates*, states that

the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations [regarding the] formation of district policies on academic and professional matters (Ref IVA.4).

BPM A.16 designates the following district-wide councils as the means of effecting this communication:

- District Council of Instruction (DCI) and the campus curriculum committees;
- District Council of Student Services (DCSS);
- District and College Governance Structures, as related to faculty;
- Chancellor's Cabinet;
- District Staff Development Committee (DSDC) and campus staff development committees; and
- District Council of Administrative Services (DCAS).

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Of the councils listed above, DCI and DCSS no longer exist and were disbanded years ago. The functions of these two councils have been combined into a council named the District Council on Student Learning (DCSL). Additionally, other councils have been created to facilitate the shared decision-making process. These councils are:

- District Council on Human Resources (DCHR);
- District Council on Information Technology (DCIT); and
- District Safety Committee.

While the BPM A.16 is silent on committee composition, committee memberships, responsibilities, and meeting times are found in the VCCCD October 16, 2003 memo (Ref IVB.9). BPM A.16 further stipulates that the academic senate presidents represent the faculty on the Chancellor's Cabinet where the BOT meeting agenda items are reviewed (Ref IVA.4). These agenda items may include district-wide committee recommendations, district policy revisions and additions, and college issues.

### **SELF-EVALUATION**

While the district has a clear process for shared decision making that appears to be working, board policy has not been revised to accurately and clearly reflect this current practice. The BOT is reviewing the complete BPM and is planning to present its revision in the near future. It is anticipated that the revision will include detailed and clarified operating procedures. The review of the revised BPM is occurring through the BOT study sessions, the DET, and district and college shared governance committees.

In the 2000 Employee Survey, only 14.3% of Oxnard College employees were satisfied with leadership at the DSC, while 39.3% were dissatisfied. Results from the 2004 Employee Survey have improved but still indicate a general dissatisfaction among employees with the leadership at the DSC with only 24.5% of Oxnard College employees indicating they were satisfied and 32.6% indicating they were dissatisfied (Ref IVA.2 and IVA.3). It should be noted that the 2000 Survey was conducted right after a serious labor dispute, which almost resulted in a strike, by faculty. In addition, the leadership structure and personnel at the DSC has changed significantly since 2000 and most Oxnard College employees are not familiar with the DSC managers and staff because DSC personnel are not visible at the college.

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### **PLANNING AGENDA**

- 4.8 The college president and academic senate president will work with district colleagues in recommending a revision to Board Policy Manual A.16 to reflect current practice.

***IVB.3a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.***

### **DESCRIPTIVE SUMMARY**

Three management committees exist to serve as advisory committees to the Chancellor:

- District Administrative Team (DAT);
- District Executive Team (DET); and
- District Management Team (DMT).

#### **District Administrative Team**

The DAT is advisory to the chancellor. DAT reviews reports/recommendations of the district councils/committees from the preceding month. DAT is comprised of the chancellor, Deputy Chancellor, Vice Chancellor for Human Resources, the three college presidents, Associate Vice Chancellor of Information Technology, Associate Vice Chancellor of Business and Fiscal Services, Director of Personnel, Personnel Commission, the three college Executive Vice Presidents, and the three college Vice Presidents of Business Services.

#### **District Executive Team**

The DET is advisory to the chancellor. DET is the senior management team that provides leadership, facilitates, makes and implements decisions that ensure quality educational, student, and administrative services to the district. DET is comprised of the chancellor, Deputy Chancellor, Vice Chancellor of Human Resources, and the three college presidents.

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### District Management Team

DMT is advisory to the chancellor. DMT supports an inclusive atmosphere and forum for sharing relevant information among its membership. DMT works through strategic and operational management issues and serves as a communication vehicle for the chancellor to both gain input from constituents and disseminate information to the district community. DMT is comprised of all academic and classified managers in the district.

### **SELF-EVALUATION**

The Spring 2004 Employee Perceptions Survey shows 26.8% of Oxnard College employees are dissatisfied with communication between the college and the DSC, while only 18.4% indicated they were satisfied. These results identify an area where the college and the DSC need to explore, develop, and implement a plan to improve communication (Ref IVA.3).

### **PLANNING AGENDA**

No plan is needed.

<b><i>IVB.3b. The district/system provides effective services that support the colleges in their missions and functions.</i></b>
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### **DESCRIPTIVE SUMMARY**

In supporting each of the three college's missions, the District Service Center (DSC) provides services and support through the district offices and functions. One such support includes the continued upgrading of the SCT Banner system where colleges store and retrieve vital information to help with enrollment management, human resources, faculty services, and student services. The DSC also provides support for payroll, human resources, accounting, purchasing, risk management, and information technology. The District Mapping document describes the delineation of responsibilities between the college and the DSC (Ref IVB.10).

### **SELF-EVALUATION**

There have been instances when the district office's support of the college has been inconsistent, which usually results from a lack of communication either among district office staff or between the district office and college staff. One instance when the colleges

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were negatively impacted by dysfunctionality at the district office involved the hiring of faculty and staff positions. An action was taken by the District Executive Team to proceed with the hiring of these positions. The colleges then proceeded with the hiring process only to be told later that they could not hire. It was discovered that a lack of communication occurred when the senior administrator who was in attendance at the DET meeting where the decision to hire was made had not communicated that decision to his staff before leaving for vacation. In the end, the colleges were eventually allowed to resume the process and hire for the positions; however, in the interim period, the college was thrown into a state of great uncertainty not just in relation to these positions, but in relation to how decisions made by the DET could be overruled by less senior staff.

The District Mapping document is new and developed specifically for this reaccreditation. The value of this document is yet to be determined.

The Spring 2004 Employee Perceptions Survey shows that 18.5% of Oxnard College employees are satisfied with the support received by the college from the DSC, while 38.7% are dissatisfied. These results identify an area where the college and the DSC need to explore, develop, and implement a plan to improve support of the college (IVA.3).

A major concern of Oxnard College is the elimination of the position of Associate Chancellor of Student Learning during the budget crisis in 2002-2003. Currently, there is no specific office at the DSC that coordinates the review and revision of education policy as it pertains to instruction and student services. At the DSC, there is no specific office dealing with issues of instruction or of student learning. There is no specific office that insures that decisions made are reflective of student learning goals. Oxnard College is concerned that as an institution of higher learning, the DSC has management positions with oversight responsibility in departments regarding human resources, fiscal resources, purchasing, capital planning and facilities, risk management, information technology, institutional research, and police, but none regarding student learning or student services.

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### **PLANNING AGENDA**

- 4.9           The college president and academic senate president will work with district colleagues in recommending the re-establishment of a district level department of student learning to be led by a Vice Chancellor-level administrator.

***IVB.3c. The district/system provides fair distribution of resources that are adequate to support the effective operation of the colleges.***

### **DESCRIPTIVE SUMMARY**

In 1997, the Board of Trustees adopted the current budget allocation model. This model distributed resources based on both FTES and non-FTES elements. The model was designed to provide incentives for growth in student enrollment; therefore, FTES was the predominant factor in the distribution of resources. However, since that time, a significant shift has occurred in the proportion of the dollars allocated based on FTES, as the rate at which resources moved to that element of the allocation was not restricted. As a result of the difference in the colleges' growth rates during the past 5 years, the proportional share of FTES has moved from one college to another. An expanded task force of the District Council of Administrative Services worked to identify modifications to the existing budget allocation model from October 2002 through January 2003. It was the recommendation of this group that the current model not be used to allocate funds for FY2004. The group recommended that resources be distributed using the FY2003 adopted budget as a base and that it be increased or decreased proportionally based on changes from FY2003 available resources.

The State has a huge budget deficit at this time, which translates into a reduction of approximately \$6 million in available resources/revenue for the district in the fiscal year 2002-2003.

The district has a reserve account. At this time, it is maintained at a 3.1% reserve. It is the Board of Trustees' opinion that the reserve should be maintained at 5%.

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### **SELF-EVALUATION**

With less state funding, the board approves the budget with reduction amounts. Further, the board then expects the individual colleges to determine how to deliver services with the reduced budget. Past experience at Oxnard College is that in "good" budgeting cycles, due to the allocation model, Oxnard College struggles to provide minimum services. In lean years, Oxnard College then must make decisions on eliminating staff or cutting back on minimal services to be able to balance the budget. The allocation model does not help Oxnard during "good" budget years and is devastating during the lean years.

The 2000 Employee Survey indicated that 41.3% of Oxnard College employees identified having an insufficient budget as a major problem. This number has increased significantly in the 2004 Employee Survey with now 58.2% citing budget as a major problem. Some of this increase can be attributed to the aforementioned Stated budget crisis; however, it should be noted that the reason for the high number in 2000 has not been alleviated (Ref IVA.2 and IVA.3).

### **PLANNING AGENDA**

Refer to Planning Agenda 4.3 in Standard IVB.1a.

### ***IVB.3d. The district/system effectively controls its expenditures.***

### **DESCRIPTIVE SUMMARY**

The Ventura County Community College District Board Policy Manual explains the process of purchasing (Ref IVA.4). The document has guidelines and controls on expenditures for the campus. The campus must have the district approval for any form of spending.

### **SELF-EVALUATION**

The perception of many at the college is that DSC micro-manages the expenditure process at the college. The district has a policy on spending that dictates the district must approve all expenditures to determine if the campus is able to pay for the expenditure.

### **PLANNING AGENDA**

No plan is needed.

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***IVB.3e. 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 VCCCD prepared its last organizational chart in 2003. Oxnard College has updated its organizational chart annually as changes have dictated. This chart delineates district and college lines of responsibility. The chancellor evaluates the college president on an annual basis.

### **SELF-EVALUATION**

It is generally understood, although not written in any policy or procedure, that the chancellor gives the president the authority to implement and administer delegated district policies without interference. However, recent decisions regarding Measure S construction projects have demonstrated that the district is continuing to interfere with college governance and imposing decisions on the campus.

### **PLANNING AGENDA**

No plan is needed.

***IVB.3f. 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 college participates in a variety of district shared governance committees. The president of the college meets on a weekly basis with the chancellor of the district answering questions that he/she may have and passing on information. The chancellor meets with the board of trustee members on a monthly basis. The Board Policy Manual holds information of the duties that each party holds and explains the communication process between the district and the college.



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The Chancellor's Cabinet meets about ten days prior to each monthly board meeting. Cabinet is comprised of all district administrators, the college presidents, the academic senate presidents, classified senate presidents, and representatives for all bargaining units. Cabinet reviews and discusses as needed all BOT agenda.

### **SELF-EVALUATION**

The communication between the campus and the district has improved in the past couple of years; there are shared governance committees that have been developed that encourage communication to occur. The communication methods used by the district and the college strive for perfection, but as in most cases, there is always a need for improvement. In the past fifteen months, there have been a total of three chancellors, which has not helped with the communication. There are systems in place, but the message is unable to get across between the participating parties.

The Spring 2004 Employee Perception Survey shows that 26.8% of Oxnard College employees are dissatisfied with communication between the college and the DSC, while only 18.4% indicated they were satisfied. These results identify an area where the college and the DSC need to explore, develop, and implement a plan to improve communication (Ref IVA.3).

### **PLANNING AGENDA**

Refer to Planning Agenda 4.3 for Standard IVB.1a.

***IVB.3g. 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**

There is no district process to evaluate district/system role delineation and governance and decision-making structures and

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processes to assure their integrity and effectiveness in assisting the college in meeting educational goals. As a result, there are no regular assessments or results to communicate with the district.

### **SELF-EVALUATION**

Evaluation activities occur as needed by the appropriate group. However, as previously indicated, a District Mapping document has been created and can now serve as the starting point for developing an evaluation process (Ref IVB.10).

### **PLANNING AGENDA**

- 4.10           The college president and academic senate will take to DET the recommendation to develop a process to evaluate the district/system role delineation and governance and decision-making structures and processes.

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### SOURCES

IVA.1	Shared Decision Making and Collegial Consultation at Oxnard College
IVA.2	Results from 2000 Employee Survey
IVA.3	Results from 2004 Employee Survey
IVA.4	Ventura County Community College District Governing Board Policy (Board Policy Manual)
IVA.5	Title 5 CCR §§53200-53204
IVA.6	Title 5 CCR §51023.7
IVA.7	Oxnard College Curriculum Handbook
IVA.8	2003-2004 Oxnard College Program Review Report Guidelines –Instructional and Student Services Programs
IVA.9	Oxnard College Overall Planning Process
IVB.1	Draft of Policy 7121, Recruitment and Selection: Chief Executive Officer/Executive/Administrative/Management Positions
IVB.2	Board of Trustees minutes for June 2001
IVB.3	Community Colleges of Ventura County Strategic Plan 2001-2005
IVB.4	Master Plan for Education, 1960
IVB.5	Board of Trustees minutes for November 26, 2002
IVB.6	Governing Board Handbook

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### SOURCES (continued)

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|--------|--|
| IVB.7  | Oxnard College Strategic Plan 2000-2003  |
| IVB.8  | Community Survey Research Brief  |
| IVB.9  | Ventura County Community College District<br>October 16, 2003 Memo   |
| IVB.10 | Oxnard College and the Ventura County Community<br>College District Organizational Map of College and<br>District Functional Services and Organizational<br>Responsibilities (District Mapping Document) |