EVALUATION TEAM REPORT

Oxnard College

4000 South Rose Avenue

Oxnard, CA 93033

This report represents the findings of the Evaluation Team that visited

Oxnard College on September 26 – 29, 2016

Michael A. White, Ed.D.

Chair

NOTE: this page shall be added to the External Evaluation Team Report (Team Report), immediately behind the cover page, and shall become part of the final report associated with the review.

DATE: February 3, 2017

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

SUBJECT: Commission Revisions to the Team Report

The Team Report provides details of the findings of the evaluation team that visited Oxnard College September 26-29, 2016 with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the Team Report sent to the College, the Oxnard College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

1. The Commission has deleted the citation to ERs 4 and 5 in College Recommendation 1 wherever it occurs in the Team Report.

2. The Commission changed District Recommendation 3 to District Recommendation 1 wherever it occurs in the Team Report to correspond to the recommendation numbering in the Moorpark and Ventura College Team Reports.

List of Team Members

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Woodland Community College

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Summary of the External Evaluation Report

INSTITUTION: Oxnard College

DATES OF VISIT: September 26 – September 29, 2016

TEAM CHAIR: Dr. Michael A. White

A thirteen-member accreditation team visited Oxnard College (OC) September 26 – September 29, 2016 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team submits this report, including commendations and recommendations, to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the External Evaluation Team Visit, the team chair attended a team chair training workshop on July 12, 2016, and later along with the Team Assistant, a pre-visit to the Oxnard campus on August 24, 2016. During the pre-visit, the chair met with campus leadership and key College personnel involved in the self-evaluation preparation processes. The Oxnard College External Evaluation Team received ACCJC staff training on August 31, 2016.

All evaluation team members received the Oxnard College Institutional Self Evaluation Report (ISER) and related evidence prior to the comprehensive visit. Team members found the report lacked sufficient evidence in support of the institution's claims. Each team member contributed to a list of requests made to the College for specific additional evidence – committee meeting minutes, program review examples, and the like – prior to the visit.

The team confirmed broad College participation – student, staff, faculty, and administrative – in the development of the self-evaluation. At a Monday, September 26 forum, the team was introduced to the community and College stakeholders. A second midday campus forum was held Tuesday, September 27, ensuring adequate internal and external community opportunity to engage the team. Over the course of Monday through Thursday, the evaluation team conducted over 45 formal interviews, attended College meetings, and made observations.

The team reviewed College evidence in support of the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The College catalog, various forms, policy statements, and internal planning documents are just some examples of the evidence examined by the team. The team viewed these and many other evidentiary documents on paper or electronically stored on a flash drive, on the College website, and through the College intranet.

During the visit, the team found the Oxnard employee base – faculty, staff and management – to be enthusiastic and positive about the College. Throughout the pre-visit and the comprehensive visit, the campus made every effort to meet the needs of the team. There were, however, team requests for College evidence that were delayed or never fulfilled.

The team identified several College activities and student-centered programs warranting commendations. However, the team issued one significant and comprehensive recommendation to meet the Standards related to College planning. Oxnard College lacks the very foundation of institutional effectiveness and continuous quality improvement; a College strategic plan grounded in program review and guiding resource allocation decisions. The team issues a District recommendation addressing the use of learning outcome assessment to improve teaching and learning. A third planning recommendation for improvement was issued in the area of Distance Education.

Major Findings and Recommendations of the 2016 External Evaluation Team

Team Commendations
During the visit the team recognized several aspects of the College worthy of commendations.

Commendation 1
The team commends the College for initiating a Division of Institutional Effectiveness to enhance future institutional advancement and data informed decision-making.

Commendation 2
The team commends the College for vibrant and successful CTE programs.

Commendation 3
The team commends the Library and Learning Resources for exemplary collaboration in developing its new space into a well-integrated environment that addresses the academic support needs of Oxnard students and the community.

Commendation 4
The team commends the College for developing programs and initiatives to meet the distinct needs of its diverse student population through new interventions such as the Veteran's Center, the OMEGA Initiative, Foster Youth, and AB540 Students.

Commendation 5
The team commends the College Student Services Division for its continuous improvement process in strengthening pathways for enrolling high school seniors from its diverse community.

Commendation 6
The team commends the College for the physical condition of the attractive buildings and grounds and use of California native plants towards sustainability.

Team Recommendations
As a result of the external evaluation, the team makes the following recommendations.

Recommendations to Meet the Standards

College Recommendation 1
In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standard I.A.2. I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.6, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; ER 4, 5, 6, 8, 11, 14, 18, 19)

District Recommendation 3
In order to meet the Standard, the team recommends to the District that all faculty, academic administrator, and other personnel evaluations include use of results of learning outcome assessment to improve teaching and student learning. (Standard III.A.6)

Recommendations to Improve Quality

College Recommendation 2
In order to improve effectiveness, the College should define the elements of distance education and then develop, implement, and assess a comprehensive Distance Education plan. (Standard II.A.2, II.A.16; ER 2, 3, 9, 10, 11, 12, 13)

Introduction

The Oxnard Community College service area, as part of the Ventura Community College District, covers Port Hueneme, unincorporated parts of the nearby county (such as El Rio), and Camarillo. Oxnard College's primary high schools are within the Oxnard Union School District, including Camarillo and Port Hueneme.

Oxnard College has been a part of the Ventura County Community College District since 1975. During its early years, Oxnard College classes operated out of borrowed facilities in churches, K-12 schools, military bases, firehouses, public athletic facilities, and two storefront sites. A series of classrooms were placed into storefronts on B Street in downtown Oxnard in 1973. By 1974 Oxnard College had a total headcount of 4400 students. In June 1976, the College's first commencement exercises were held at the Oxnard Civic Auditorium.

Today the College operates on one main campus in Oxnard, California and two off-campus sites. The off-campus Fire Academy site, in Oxnard, lies just six miles away from the main campus. Oxnard College has also established a Marine Studies Center on a site near the water in Port Hueneme. A District-wide 2002 bond measure provided nearly $111,000,000 to Oxnard College. Measure S funded new Athletic Facilities (opened 2006), renovated Child Development Center (open 2004), Infrastructure Improvements (complete 2007), North Parking Lot (open 2005), Student Services Center (open 2009), Warehouse Building (opened 2005), Renovation of Condor Hall (open December 2016), a new College Performing Arts Center (opened in 2011), a new Library and Learning Resource

Oxnard College's accreditation was last reaffirmed in February 2013.

Eligibility Requirements

1. Authority

The team confirmed that Oxnard College (OC) is authorized to operate as a postsecondary, degree-granting institution by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that Oxnard College is operational, with over 7,000 unduplicated students actively pursuing degree programs. Between fall 2010 (65.4%) and fall 2015 (79.5%), the College saw a 14.1% increase in students claiming transfer as an educational goal. The College has experienced a consistent student unit load average over that past five years with 28% of all 2015 students full time.

The College meets the ER.

3. Degrees

The team confirmed that a substantial portion of Oxnard College course offerings lead to 17 Associate of Arts degrees, 19 Associate of Science degrees, 16 in Career Technical Education, 13 Associate of Arts for Transfer degrees, 5 Associate of Science for Transfer degrees, and/or 16 Certificates of Achievement in CTE.

The College meets the ER.

4. Chief Executive Officer

The evaluation team confirmed that the Ventura Community College District (VCCD) Governing Board appoints a president as the chief executive officer (CEO) of Oxnard College, whose full-time responsibility is to the institution and who possesses the requisite authority to administer board policies. The CEO does not serve as a member of the board nor as the board president.

The College meets the ER.

5. Financial Accountability

The team confirmed that the Ventura Community College District and Oxnard College undergo and make available external audits by a qualified firm of all financial records. All audits are certified and all explanations or findings are documented appropriately.

The College meets the ER.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

OC posted information in an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit. Community members were invited to two (Sept. 26 and 27) evaluation team forums during the visit.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been

	determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
Oxnard College provided evidence of established institution-set standards for course completion levels, job placement rates for instructional programs, and licensure passage rates for Instructional programs.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team validated with the College articulation officer that each College program credit hour or clock hour is determined in compliance with Federal standards. The College follows all requirements on the relationship of hours to credits and course credit calculations as referenced in the Curriculum Committee Handbook.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.
☐	

Narrative:

Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. This information is also found in the College catalog and online.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does

	not meet the Commission's requirements.

Narrative:
The College should define the elements of distance education and then develop, implement, and assess a comprehensive Distance Education plan.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College is compliant with respect to logging, investigating, and resolving student complaints. No formal complaints have been filed in the six years prior to the team visit with either the ACCJC, the California Community Colleges Chancellor's Office, or any other governmental agency such as the U.S. Department of Education, Office of Civil Rights.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
College information about programs, locations, and policies is communicated to students and the external community by way of the College Catalog, the Schedule of Classes, and the College website. The College presents research data on the website as well, accurately representing job placement, College costs, and the like.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and

	support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College demonstrated federal Title IX compliance. For example, structures are in place that provide for the monitoring and approval of expenditures related to Athletics by Fiscal Services staff and the ongoing compliance with all regulations related to athletic programs, including compliance with Title IX (Example of gender equity balance in athletic teams).

STANDARD I
MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A: Mission

General Observations

Oxnard College has a board-approved mission statement that is widely disseminated. The College displays the mission and values statements in prominent locations and publishes them in documents distributed to students and the community. Evidence was submitted in support of compliance with this standard, and additional evidence was submitted during the team visit. The College demonstrated that it has program review and budget allocation processes, although it lacks any overarching planning process or a college strategic plan, driven by the College mission statement, to guide resource allocation and consistently inform institutional goals for student learning and achievement.

Findings and Evidence

The team was provided evidence that the College's mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers and its commitment to student learning and student achievement. The Oxnard College mission statement, approved by the Ventura Community College Board of Trustees in 2014, states: "Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success". The mission statement is to be taken in conjunction with the College's vision and values statements. No reference is made to distance education students. (Standard I.A.1; ER 6)

The team reviewed evidence that the College sometimes uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. The team found it difficult to ascertain the extent to which the College uses data in determining how effectively it accomplishes its overall mission, or the extent to which the mission is used when setting institutional priorities. Individual units conduct program review, and resource requests are reviewed and ranked by the PBC (Planning and Budget Committee) based on those reviews. Institutional data was cited in the creation of a Transitional Studies (Basic Skills) program and expansion/restoration of the Dental Hygiene program. However, the lack of a College-level strategic plan, or updated facility and technology plans, makes it difficult to ascertain how the mission affects overall institutional priorities and resource allocation. This is exacerbated by the lack of clear criteria by which Planning and

Budget Committee (PBC) evaluates requests and makes funding recommendations to the President.

Per the published mission listed on the College website, the role of the PBC is to guide the annual planning and budgeting process for *academic* (emphasis added) programs. The composition of the committee is based on the College's participatory governance committee structure; there is no stated role for the student services area. Per the Committee website: "Strategic, educational and facilities master plans are reviewed and updated on a three-year cycle. College mission and goals are reviewed every three to five years…Participatory Decision Making and Collegial Consultation at Oxnard College document is reviewed and updated on a 3-year cycle and revised as necessary…The College's overall planning process will integrate planning, implementation, and evaluation, while linking planning with resource allocation in a meaningful manner that focuses on student learning and leads to institutional improvement."

The team was unable to ascertain how the Committee implemented these numerous charges. The College conducted a town hall meeting in 2012, with the College president, academic senate president and STEM director presenting on the Ventura District strategic planning model as well as Oxnard's projected model. In 2013 the College contracted with the Institute for Evidence Based Change, who provided a report with recommendations to be implemented in the upcoming year, 2014. In 2016, the College established institutional goals for the first time, under the aegis of the Student Success Committee. (Standard 1.A.2)

The team reviewed evidence that the institution's programs and services are aligned with its mission. The mission guides institutional decision-making planning and resource allocation and informs institutional goals for student learning and achievement. Oxnard College utilizes a multi-layered process when allocating resources, with a different process for academic affairs, student services and business services. Budget requests from academic departments are first routed to the Program Effectiveness and Planning Committee (PEPC), where they are ranked based on their Program Effectiveness Report Form 2015-16 and Resource Request form. The latter cites the College mission, data and outcomes in its justification for resource allocation:

> 5.1 If your program is requesting human resources (additional faculty and/or staff, expanded schedule, embedded tutoring), please present your rationale and any data for making these requests. How does this request support the college mission, program plans, student success outcomes and SLO achievement?

During the visit, the team was provided evidence that the PEPC is expanding its criteria for ranking resource requests. The Program Effectiveness Report form will be modified to include additional questions regarding how the request aligns with the college mission and effectiveness goals. The team was also provided a faculty priority hiring ranking sheet and minutes of an Academic Senate meeting communicating the results of a faculty hiring prioritization process.

Requests from the Student Services or Business Services divisions, along with PEPC-approved requests, are sent to the Planning and Budget Committee (PBC). The ISER did not indicate the process used by PBC to evaluate the resource requests submitted to it, nor was the team able to elicit this information during interviews other than a faculty hiring ranking sheet. Priority ranking criteria is listed on the Planning and Budget Committee website, but the team was unable to ascertain how, or if, it is applied:

Makes recommendations to the College President regarding institution-wide planning and prioritizations linked to the College mission and the following

a. Safety
b. American with Disabilities Act (ADA)
c. Other compliance requirements
d. College/District Strategic Plan
e. Growth/Productivity
f. Educational Master Plan
g. Facilities Master Plan

Review of Committee minutes from October 21, 2015 indicate a report by the College president noting gaps in college planning and mission and asking for a standardized process to notify him of PBC recommendations. The team was unable to determine any follow-up activity in this area. (Standard 1.A.3)

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. The Board of Trustees of the Ventura Community College District approved the Oxnard College Mission Statement on April 8, 2014 during an update to Board policies governing mission statements:

> Action: 11.02 ACTION TO APPROVE BOARD POLICY (BP) 1200 MISSION STATEMENTS. This item presents for approval BP 1200 Mission Statements. No administrative procedure is required.

BP 1200 contains the mission statements for all three colleges in the Ventura CCD, as well as the District Administrative Center (DAC). The mission statement is referenced in the College's 2013-19 Educational Master Plan. It is found on posters hung throughout the campus, on the College website and in the current 2016-17 college catalog (pg. 9). The college's participatory-governance manual, Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual, states that one of the activities of the Planning and Budgeting Council (PBC) is to: "review the College Mission and Goals, Strategic Plan, Educational and Facilities Master Plans".

The ISER did not cite a process to review and evaluate the College mission statement. During interviews, the team was told that the mission statement would be updated after reviewing the College Educational Master Plan and the creation of a College Strategic Plan. The College process to update/create these plans began with a kick-off retreat in fall 2015. During the team visit, the College indicated that this process was anticipated to be completed in 2016. (Standard I.A.4)

Conclusion

The College meets the Standard and related Eligibility Requirements except for I.A.2. and I.A.3.

Recommendation to Meet the Standards

Recommendation 1
In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical,

technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standard I.A.2. I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.6, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; ER 4, 5, 6, 8, 11, 14, 18, 19)

Recommendations to Improve Quality

Recommendation 2
In order to improve effectiveness, the College should define the elements of distance education and then develop, implement, and assess a comprehensive Distance Education plan. (Standard II.A.2, II.A.16; ER 2, 3, 9, 10, 11, 12, 13)

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations
The College Institutional Self Evaluation Report (ISER) along with other evidentiary documents and interview responses provided the team with information on various committees. The College is generally aware of the notion of continuous quality improvement. The team found evidence and examples of this in a variety of places, including interviews that clarified and verified the processes. To enhance academic quality the Professional Development Committee organizes a series of presentation and trainings for faculty, staff and administration. In addition, the instructional support staff conduct training sessions for faculty teaching distance education or web enhanced courses. Through interviews, the team received feedback from members of the College committees on the roles in the participative process as well as decision making. The Student Success Committee assesses the student achievement gaps based on information shared by the Division of Institutional Effectiveness (DIE). Through all the discussions and feedback provided by various committees the institution needs to revalidate and refine plans and processes for optimization.

Findings and Evidence

Oxnard College structures its dialogue with an intricate tiered committee system that includes an overarching participatory governance body, the Planning and Budget Council (PBC) and second tiered committees such as Program Effectiveness and Planning Committee (PEPC) and Student Success Committee. Dialogue about continuous improvement of student outcomes, student equity, academic quality, institutional effectiveness, and continued improvement of student learning and achievement fell short based on interviews with the Vice President of Student Development, the Vice President of Student Learning, the Academic Senate President and the Vice President Administrative Services. The team requested additional evidence to substantiate the decision making and use of data that is used for program review and SLOs. The VP of Business Services added that much of the decision making results are distributed to the constituents through a published monthly newsletter as well as monthly department meetings and experimentally on social media such as Twitter. (Standard I.B.1)

The team confirmed that the College has invested a great deal of time and effort attempting to involve the development and assessment of student learning outcomes as well as using the associated assessment results to guide the institution in implementing program and service improvements. Student Learning Outcomes (SLOs) and assessments have been established for both credit courses and programs, certificates and degrees and learning support services. The SUOs for both Business and Student Services, however, have not been created or assessed and are in the process of being created. The team verified that eLumen is used to map CSLOs to PSLOs to ISLOs. It is also the means to document the completed assessments. The Learning

Outcomes Team (LOT), a sub-committee of curriculum, with help from the Dean of Institutional Effectiveness, has a plan to assist the Business and Student Service areas when they are ready to complete the assessment of the SUOs, to support and oversees the assessment process. Finally, the team learned the CSLOs are not mapped to the GESLOs. (Standard I.B.2; ER 11)

The College provided evidence that it establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. The Institutional Effectiveness Report provides the institutional set standards (ISS) of student achievement, identified via a 4-year trend analysis and subsequently established and approved in 2016 after being vetted through many committees. As necessary, the ISS support the College's mission/vision/values. The Student Success Committee has assumed the role of monitoring the attainment of College stretch goals. Currently, as reported in the IE document, in all but one academic performance measure, the College has achieved or surpassed the established stretch goals. (Standard I.B.3; ER 11)

Evidence was provided to the team that the College intermittently uses assessment data and organizes its institutional processes to support student learning and student achievement. The College's program review and SLO assessment are on a three-year cycle, and include a provision for the evaluation of student learning and achievement and improvement planning. Program review does not appear to be fully integrated with the Educational Master Plan. Student learning assessment data is partially utilized in planning processes to improve student learning. The planning summary statements seem to be generalized and unspecific. The assessment data is partially used in the program review and mentioned in the decision making process. (Standard I.B.4)

The College provided evidence that, to some degree, it assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Program Effectiveness and Planning Council (PEPC) is responsible for assessing the instructional program reviews (PEPR). When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources to mitigate those gaps. The College has yet to develop an evaluation protocol to determine the efficacy of those strategies. (Standard I.B.5)

The team reviewed evidence that Oxnard College disaggregates and analyzes learning outcomes and achievement for subpopulations of students. The Division of Institutional Effectiveness (DIE) supports the program review process via the provision of data for significant trends among student subgroups along with achievement data disaggregated by gender, race/ethnicity, and age. Achievement data is also disaggregated by modality. During the visit, the team learned that PEPR have recently been revised to disaggregate the data for detailed analysis and decision making. (Standard I.B.6)

The team was provided substantial evidence that the College broadly communicates the results of all of its assessment and evaluation activities so that the institution has a participatory understanding of its strengths and weaknesses and sets appropriate priorities. Multiple sources of data exist to assist in completing program review including the new Tableau software, and the relatively new Division of Institutional Effectiveness (DIE). The cycle for comprehensive

program review is one third of instruction every three years plus annual updates for resource requests. Program review is not institutionalized across all service areas. The team learned that PEPC prioritizes the resource requests and faculty hiring requests from the Program reviews using a five-point rubric that contains only five criteria. The recommendations move on to Planning and Budgeting Council (PBC) where a final prioritization takes place and is sent on to the President. (Standard I.B.7)

The team found evidence to indicate that the College is working to communicate the results of its assessment and evaluation activities and values participation in the governance process. The DIE publishes student achievement and outcomes data, as well as maintains planning documents, survey results, and other pertinent reports. Further, the DIE is working to increase data dissemination by creating customizable, data-on-demand dashboards that will help facilitate higher levels of data utilization by faculty and staff. The alignment of the team's observations/recommendations and the College's self-identified improvement opportunities, as described in the QFE #1, indicates that the College understands its strengths and weaknesses. (Standard I.B.8)

Evidence was reviewed to validate that the institution has yet to fully develop a culture of continuous, broad based, systematic evaluation and planning. Based on interviews with persons representing Academic, Business and Student Services, the lack of integrated plans and clear rationales for resource allocation impacts the academic quality and institutional effectiveness. Short and long-term needs for educational programs and services, specifically human, physical, technology, and financial resources, need to be reviewed for optimum performance that will reflect clear use of the mission and recognition of student needs and services. (Standard I.B.9; ER 19)

Conclusion:
The College meets the Standard and ERs except I.B.2, I.B.4, I.B.5, I.B.8, I.B.9 and ER 19.

Recommendation 1
In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standard I.A.2. I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.6, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; ER 4, 5, 6, 8, 11, 14, 18, 19)

<u>Recommendations to Improve Quality</u>

Recommendation 2
In order to improve effectiveness, the College should define the elements of distance education and then develop, implement, and assess a comprehensive Distance Education plan. (Standard II.A.2, II.A.16; ER 2, 3, 9, 10, 11, 12, 13)

Standard I.C: Institutional Integrity

General Observations:
The College demonstrates integrity in all policies, actions, and communication through appropriate documentation such as the College catalog. The primary source of information and is available in print and online. The College Catalog also provides up-to-date information on student services, programs, policies and procedures. In addition, the schedule of classes also available on the web-site contains information about assessments, orientation, educational planning services, financial aid, as well as the adding and dropping of classes. The mission statement is visible at numerous locations at the College as indicated in self-evaluation. Student learning outcomes are posted for academic and educational programs on each respective program page. A comprehensive list of all academic programs offered is available on the Oxnard College website and in the College catalog. Student services information is provided on the College web site and in the Catalog. Accreditation information is available on the College web site and in the catalog. The Division of Institutional Effectiveness generates and publishes the reports on the Colleges' web page to reflect measures including outcomes and program review. Institutional policies and procedures are reviewed regularly through the governance process utilizing a committee structure outlined in the Participatory Governance Handbook and the Decision Making Handbook identifies the process on how proposals move from conception to board adoption. The College web site and the Catalog provide information on financial aid, fees, tuition, books, and supplies and length of the program. Board Policy 4030 identifies academic freedom. Board Policies and Procedures also identify and publish details on honesty, responsibility, and academic integrity. In addition, the Academic Senate has adopted the American Association of University Professors (AAUP) Academic Freedom statement. Overall, the College Web site is an essential source of information.

Findings and Evidence:

Oxnard College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support service through the Catalog. The College Website has links to the mission statement. Catalog revision is done on an annual cycle. Each service area is responsible for updating the respective content in the Catalog Sample memo which was participatory as evidence. (Standard I.C.1; ER 20)

The team reviewed evidence that the College provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. The College Web Site has links to the Accreditation reports providing details on the status and

history including all evidence through the last cycle, 2012. It can also be found on the online catalog. The team reviewed evidence that the College provides a print or online catalog for current and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". The Catalog provides information on how to get copies of transcripts, information on residency, registration procedures, unit requirements and other necessary details. (Standard I.C.2, ER 20)
The institution provided evidence that it uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. In additional meetings and interviews with the Dean of Institutional Effectiveness, the Research Analyst and the eLumen technical specialist, the College website for Institutional Effectiveness provides data through Tableau and Program Effectiveness and Planning Report (PEPR). (Standard I.C.3; ER 19)

The team reviewed evidence of how the institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The Catalog is available online and in hard copy at the Book Store. Page 96 of the Catalog provides Course information, requirements, learning outcomes for Programs, and the lead faculty name for students to contact as needed. The Institutional Effectiveness area has links to Dashboards for existing PSLOs and Instructional SLO reports. (Standard I.C.4.)

The College provided evidence describing how it regularly reviews the Board and Administrative institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services through the committee structure. The Participatory Governance Manual (PGM) identifies the Institutional policies and procedures that are reviewed regularly through the governance process utilizing this committee structure. Revisions are reflected on the college website. The PGM Handbook also identifies the roles and authority of various committees including Curriculum, Campus Use and Safety Committee, Planning and Budgeting Council, (PBC) Professional Development Committee, Program Effectiveness and Planning Committee, (PEPC) and the Student Success Committee. Additionally, the functional map between the District and College is provided as a part of the Organizational Structure. (Standard I.C.5)

The College catalog both in print and online makes it easy for the public to understand the necessary information on the total cost of an education at Oxnard. Further, the team validated evidence provided describing how the institution accurately informs current and prospective students on tuition costs, fees, (p. 19-21) plus a link to the financial aid webpage, payment plans, scholarships, grants and other required expenses. There is also a link to the bookstore where textbook prices are clearly indicated. Finally, gainful employment information for all certificate programs is available and annually updated on the website. (Standard I.C.6)

The College assures institutional and academic integrity through the published governing board policies on academic freedom and responsibility. Board Policy 4030 and AP 4030 represent and provide the foundation for these important guidelines. The team evaluated these policies as evidence that the institution makes clear its commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all

constituencies. Faculty are expected to adhere to the Code of Ethics published by the American Association for University Professors and reaffirmed by the Oxnard College Academic Senate. The Faculty Hand Book, page 11, also provides the declaration for easy access. They are also on the district's website and the College Catalog. (Standard I.C.7; ER 13)

The team evaluated evidence provided by the College demonstrating how the institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity.
- BP 5500 (I.C.16) and AP 5500 (I.C.17) Standards of Conduct
- BP 5520 (I.C.18) and AP 5520 (I.C.19) Student Discipline Procedures
- BP 5530 (I.C.20) and AP 5530 (I.C.21) Student Rights and Grievances
- BP 3900 (I.C.22) and AP 3900 (I.C.23) Speech: Time, Place, and Manner

These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. Board Policies are evaluated by the District offices where District Council identifies the frequency and last date of validation. The Catalog also deals directly with the issue of academic integrity on page 29. It delineates the consequences for breaches of the Student Code of Conduct. Appendix VII of the catalog describes the procedural mechanisms and types of discipline that can be imposed as a result of student misconduct. Further, the Faculty Handbook reinforces the importance of providing and safe and supportive environment. (Standard I.C. 8)

The team reviewed evidence describing how Oxnard College faculty distinguish between personal conviction and professionally accepted views in a discipline to support faculty presenting data and information fairly and objectively. Board Policy 4030 and the AAUP statement of ethics additionally reinforce these behaviors. Finally, the AFT contract focuses on regular evaluations of instructor effectiveness from both peers and students. The team requested the College share further evidence on the Class Climate evaluation and received a sample of a class writing from ENGL R103, verifying that feedback is obtained in terms of instructor effectiveness. (Standard I.C. 9)

Standard I.C.10 is not relevant to Oxnard College.

Standard I.C.11 is not relevant to Oxnard College.

The team reviewed evidence describing how the institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The team verified that the College's Accreditation site includes Self-evaluation, mid-term, and follow-up reports plus ACCJC action letters. These also reflect compliance with the ERs and public disclosure. The college's Accreditation Committee coordinates the efforts to write and comply to meet all deadlines. (Standard I.C.12; ER 21)

The College describes how the institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College web site and the catalog shares information on Accreditation. Based on an interview

with the VP of Business Services, a detailed audit report was participatory. The audit report verified compliance. The College describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. As an example, the CalWORKs program complies with agency regulations. Finally, Board Policy 4102 demonstrates the integrity with all advisory boards for CTE programs. (Standard I.C.13; ER 21)

The team reviewed evidence describing how it ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.   (Standard I.C.14)

Conclusion: The College meets the Standard and the associated Eligibility Requirements.

STANDARD II
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A: Instructional Programs

General Observations

Oxnard College's offers instructional programs, library and learning support services, and student support services. The College offers 38AA/AS degrees, 19 ADT degrees, and 20 Certificates of Achievement. The curriculum inventory of the College reflects 634 credit courses. The College does not offer non-credit course sections. The College's Career and Technological Education programs are very vibrant and robust with an inventory of 16 programs. The College does not currently offer any degrees or certificates that can be completed completely online. All instructional programs, regardless of location or means of delivery, generally including distance education, are offered in fields of study consistent with the institution's mission and are appropriate to higher education. All instructional programs culminate in student attainment of identified student learning outcomes, and the achievement of degrees, certificates, employment, or transfer to other higher education programs.

Findings and Evidence

The team reviewed evidence confirming that College programs are offered in fields of study consistent with the strategic goals of the Educational Master Plan (EMP), College mission and values, and the mission of the Ventura County Community College District. The development of new programs is informed by program review and follows processes described in the Curriculum Committee Handbook, with the Curriculum Committee, District Technical Review Workgroup-Instruction, with the Board of Trustees approving all new programs. The New Course Outline requires faculty to identify course identification and justification information including reasons the course is being offered, ensuring alignment with the College mission. All programs have SLOs that are documented in eLumen and published in the General Catalog. PSLO reports provided in program review demonstrate that students who complete programs meet the learning outcomes. Student data and institution set standards included in the Institutional Self Evaluation Report and used in program review demonstrate that students receive degrees and certificates, and transfer to higher education programs.

The College follows a regular program review and SLO Master Course Assessment Cycle. The team confirmed through attendance and observation of Curriculum Committee meetings that faculty utilize the CurricUNET course management software system and follow curriculum development, review, and approval processes. All instructional programs conduct a Multi-Year Program Effectiveness and Planning Report (PEPR) every three years, with brief annual updates. A review of several multi-year PEPRs showed that programs use PSLO data (generated from

CSLO assessments) to assess PSLOs, create plans for curriculum and program development, and ensure that all programs culminate in student attainment of identified student learning outcomes. Four-year comparative data is reviewed in program review, including data showing that students complete degrees and certificates. The team found that historical data and PEPRs are stored on SharePoint. The team found that CTE departments analyze employment using labor market data and data generated by the department. In meetings with the Program Review and Effectiveness Committee (PEPC) and a department chair, the team found that programs are responsible for tracking the outcomes of planning occurring as part of their PEPR. The team found that no program is offered 100 percent online. SLOs are evaluated in the same manner for both traditional and DE courses. (Standard II.A.1, ER 9, ER 11)

The College provided the team with evidence describing how OC faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The College provided evidence confirming that all faculty, including full-time, part-time, and adjunct faculty are involved in the development, review, and revision of curriculum. Interviews and evidence obtained during the team site visit indicated the evaluation process and criteria for instructional faculty as outlined in the Agreement Between Ventura County Community College District and Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO is utilized to ensure that content and methods of instruction meet accepted academic and professional standards and expectations as established by the Venture Community College District. In addition to the faculty evaluation process, the Curriculum Committee, which is a subcommittee of the Academic Senate, maintains oversight of curriculum development and approval processes.

The College curriculum development and review processes effectively ensure that content and delivery methods reach the accepted professional and academic standards. The Curriculum Committee Handbook outlines criteria for course approval including appropriateness to mission, need, quality/curriculum standards, feasibility, and compliance with state and federal statutes and regulations. The Curriculum Committee Handbook also outlines requirements for academic standards and expectations stipulated in Title 5, the Ed. Code, Course Identification Numbering System, Associate Degrees for Transfer regulations, and the Program and Course Approval Handbook. The Curriculum Committee processes and the Curriculum Committee Handbook provide guidance for adherence to these academic and professional standards and expectations. Interviews conducted during the site visit provided the team with evidence that confirmed curriculum development, review and approval processes performed under the auspices of the Curriculum Committee and the District Technical Review Workgroup confirmed that these processes support the assurance that the content and methods of instruction meet generally accepted academic and professional standards and expectations.

Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. The College has established processes for program review; curriculum review and approval; and learning outcomes assessment. Through interviews and evidence obtained during the team site visit, the College provided evidence the examples of improvements that have been made in CTE and the Mathematics Department as a result of the data and findings from learning outcomes assessment. The curriculum review and

approval process as well as the faculty evaluation process ensure that instructional course content and programs are routinely and systematically evaluated to assure currency and relevance. These processes also serve to promote and facilitate improvement in teaching and learning strategies and student success. Furthermore, through interviews and evidence obtained during the team site visit the College provided evidence that confirmed that the College acts to continuously improve the systematic evaluation of instructional courses, programs and directly related services and to assure currency, improvement in teaching and learning strategies, and the promotion of student success. The Master Course Assessment Cycle, Program Student Learning Outcomes Dashboard, and the Program Effectiveness and Planning Reports were provided as documented evidence of systematic evaluation and continuous quality improvement efforts. Additional interviews and evidence indicated that the evaluation process and criteria for instructional faculty as outlined in the Agreement Between Ventura County Community College District and Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO also serve to foster continual improvement in the quality of instruction and student learning.

The team validated that the College ensures that the content and methods of Distance Education instruction meet generally accepted academic and professional standards and expectations. Full-time, part time, and adjunct faculty use the official Course Outline, which is approved by the Curriculum Committee (a representative committee) and the Board of Trustees. These Course Outlines include reasons why the course should be offered, course objectives and content, and methods of instruction and evaluation. Courses are updated every five years (two years for CTE courses) using CurricUNET. The team validated that Distance Education courses must include a Course Outline Appendix: Review of Distance Learning Courses that includes methods to achieve regular and effective contact, and explain how information will be transferred to the student. The Distance Education Committee (DEC) evaluates the effectiveness of the proposed means of delivery method and ensures that the course meets the same content and rigor as the traditionally delivered course. The DEC supports professional development training for faculty teaching DE. The team reviewed DE Committee minutes that document the availability of instructor DE trainings, including general online training including requirements such as regular effective contact and accessibility, online andragogy, and the learning management system. The team reviewed the VCCCD Online Teacher Training Course, which prepares DE instructors to teach online. The team validated through evidence in eLumen and interviews with Distance Education faculty members that DE faculty systematically evaluate DE courses through SLO assessments, which are done in the same way as for traditional courses. SLO assessments can be disaggregated for DE, but faculty are not required to use this data in PSLO assessments or in the Program Effectiveness and Planning Report (PEPR). The team found no evidence that program review data is disaggregated for DE. No evidence was provided that DE support services are evaluated through program review. A planning agenda identified in the ISER is to develop a more uniform approach to the analysis and tracking of SLO assessments in Student Services, which should include DE support services. The College states in its EMP that it wants to develop and implement a plan to establish a comprehensive Distance Education program, but this has not occurred. The development, implementation, and assessment of a DE Plan; completion of the DE Handbook; and expanded use of DE data in program review (both for departments and student support services) will support the College in its EMP-stated efforts to make DE an increasingly prominent mode of instructional delivery and student learning. (Standard II.A.2)

College evidence describes how the institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The College has a faculty driven process that is led by the Learning Outcomes Team (LOT). The institution uses the eLumen software as a repository for all their SLO input, including courses, programs, certificates, and degrees as well as ISLOs and GESLOs. LOT is in charge of overseeing the integration and the institutionalization of the SLO process. Procedures are disseminated because members of the LOT are representatives of each department. This process works well for full-time faculty. Currently, LOT is seeking out ways to educate adjunct faculty that are not as involved with the College. This was evidenced by interviewing the Learning Outcomes Team, their minutes and assessment matrix, the Curriculum Chair and minutes, and the General Education Committee and minutes. Mainly, it was evidenced by seeing the eLumen presentation, the data inside the eLumen software and created handouts for faculty. The institution has officially approved and current course outlines that include student learning outcomes. The College houses all SLO data in eLumen. The Curriculum Committee approves the Course Outline for each course with an attached SLO addendum from eLumen. The CSLOs as well as the COR are then housed in CurricuNet. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. The team determined that many sample syllabi had SLOs that matched the COR. (Standard II.A.3)

Oxnard College offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. The College distinguishes pre-collegiate level curriculum from college-level curriculum in the college catalog and through a course numbering system that identifies pre-collegiate courses by a designation of 99 or below. Pre-collegiate courses are coded through the curriculum review approval process and reflected on the Course Outline of Record. The College refers to developmental education as "Transitional Studies". Interviews and evidence obtained during the team site visit indicated that the College has established the Transitional Studies instructional department as an outcome of the review and analysis of student achievement data by the Student Success Committee. The Transitional Studies Department utilizes a multidisciplinary approach (ESL, English, reading, mathematics, and study skills) to develop students' core academic skills, providing the academic support services under-prepared students need to succeed in collegiate level curriculum. The establishment of the Transitional Studies Department aligns with and supports the College's mission and commitment to "provide multiple pathways to student success". The Transitional Studies department maintains labs in the Library and Learning Resource Center that are staffed by faculty, paraprofessional tutors, and peer tutors. The labs offer developmental curriculum in modular formats providing students greater flexibility and individualized academic support. (Standard II.A.4)

The team reviewed evidence describing how Oxnard College's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The Curriculum Committee Handbook, faculty utilization of CurricUNET course management software, as well as the curriculum review and approval processes demonstrate established protocols for the review of all courses for length, depth, breadth, rigor, course sequencing, time to completion, synthesis of learning, and minimum degree requirements. In addition the College has developed

Program Planning Matrices and course scheduling practices which outline course sequencing that facilitates timely completion of degrees and certificates. These course sequencing matrices are also available to students though the Counseling Department.

The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. Graduation requirements for degrees and certificates are codified in VCCCD Administrative Procedure 4100. Adherence to this procedure is demonstrated through the publishing of criteria and requirements for awards and/or transfer in the catalog as well as the evaluation of student transcripts prior to the awarding of a degree, certificate, and/or certification for transfer. (Standard II.A.5; ER 12)

The institution provided evidence demonstrating how it schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Institutional scheduling practices demonstrate that the College is focused on the needs of students, scheduling courses in a manner that facilitates timely completion of degrees, certificates and/or transfer requirements. A two-year scheduling matrix is maintained for each degree or certificate offered by the College. Interviews during the team site visit provided the team with evidence that these matrices where developed through an analysis of data documenting demand, course sequencing, and block scheduling practices. Scheduling matrices are available to students through the Counseling Center. (Standard II.A.6; ER 9)

The team was provided evidence describing how the institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students in support of equity in success for all students. The College offers courses in a variety of instructional modes and systems of delivery including face-to-face, fully online, hybrid, and short-term formats. Methods of instruction must be identified on the Course Outline of Record. Teaching methodologies are subsequently reviewed and evaluated through the curriculum review and approval processes as well as the faculty evaluation process. In addition, the College has demonstrated engagement in programs, initiatives, cross-disciplinary collaborations and external partnerships with CSUCI and other community colleges that has fostered the development of unique learning opportunities for students. The College has developed and implemented a Student Equity Plan to identify student populations that have been disproportionately impacted by college practices, policies, pedagogical approaches, etc. as evidenced by student achievement gaps identified through an examination of student success data. The Student Equity Plan contains action plans and an allocation of funds specifically for faculty development to expand their repertoire of instructional practices to meet the diverse learning and support needs of the student population served by Oxnard College. The Transitional Studies, OMEGA Initiative, and the services are available in the Library and Learning Resource Center. These efforts facilitate the development and delivery of relevant, engaging, student focused instructional practices across the College. The Professional Development program provides workshops and other resources to help faculty with teaching modalities.

The team validated that the College offers web enhanced, hybrid, and fully online courses to provide students additional convenience and flexibility in scheduling, in support of equity in

success for all students. The New Course Outline documents reasons why a course is to be offered, course objectives and content, and methods of instruction and evaluation. The Course Outline Appendix: Review of Distance Learning Courses documents the methods used to achieve regular and effective contact, and how information is transferred to the student in each DE course. Data provided in the ISER shows that DE offerings are increasing. The draft Distance Education Handbook includes resources, learning management system support, instructional design procedures and assessment, and other best practices. DE Committee members confirm that the College provides ongoing training for DE faculty, including pedagogy and best practices. The team found that support services are provided online to DE students, including tutoring, registration, orientation, Library resources, and counseling. (Standard II.A.7)

Evidence was provided to the team describing how the College validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability. Two programs utilize department-wide and/or program examinations: the Fire Academy and the Transitional Mathematics program. The questions for the Fire Academy examinations are derived from two textbooks approved by the state accrediting body for fire academies. The Academy selects exam questions from this approved library of questions when developing exams. This state-wide standardization within the exam development process reduces biases and increases test reliability. Faculty in the math department select questions from a library of questions provided by My Math Lab. Content validity and alignment with course learning outcomes is affirmed through informal, departmental practices, and data analysis. (Standard II.A.8)

The team validated with the Instructional Data Specialist that the College awards course credit, degrees, and certificates based on student attainment of learning outcomes. All courses have learning outcomes documented in the Course Outline and course syllabus, which is distributed to all students. The Course Outline identifies learning outcomes and lists units, course hours, and weekly meeting hours. Mapping of CSLOs to PSLOs is documented in eLumen for each program. The team validated with the College articulation officer that the College follows an Administrative Procedure for Program, Curriculum, and Course Development to determine the number of units to be awarded for courses, which reflects generally accepted norms or equivalencies in higher education. A curriculum technician assists faculty in determining units of credit, and the Curriculum Committee, District Technical Review Workgroup-Instruction, and Board of Trustees approve units of credit as submitted in the Course Outline. The team validated with the College articulation officer that each College program credit hour or clock hour is determined in compliance with Federal standards. The College follows all requirements on the relationship of hours to credits and course credit calculations as referenced in the Curriculum Committee Handbook. The instructional data specialist verifies scheduling compliance with credit-hour standards. (Standard II.A.9; ER 10)

College evidence describes how 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. Transfer-of-credit policies are outlined in VCCCD Administrative Procedure 4100.

Under the auspices of this Procedure the College applies coursework or a comparable course from a regionally accredited post-secondary institution toward the requirements for certificates and degrees. Adherence to this procedure is demonstrated through processes and practices established for the evaluation of student records/transcripts. Information pertaining to transfer-of-credit policies is published in the College catalog.

Guidelines for the awarding of credit through Advanced Placement, International Baccalaureate, and College Level Examination Program scores are outlined in VCCCD Administrative procedure as well. This information is also published in the college catalog. The evaluation of scores is completed by counseling faculty in accordance with placement charts approved by the Curriculum Committee. These procedures and practices are in alignment with state regulations, policies of the California State University and the University of California, as well as other post-secondary institutions.

Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. The College has numerous course to course and major preparation articulation agreements in place and relies on ASSIST as the primary repository of those agreements. The College has revised course outlines to align with the descriptors identified in the Course Identification Numbering System and created new courses for Associate Degrees for Transfer using the descriptors. The College has developed AD-Ts in every major in which it had an existing AA or AS degree that corresponded to one of the 24 ATD disciplines as required by SB 1440. The College has also developed AD-Ts in new majors including Communication Studies, Geography, and Kinesiology. The College has also created new degrees in Global Studies and Social Justice Studies to match the Areas of Emphasis templates. In accordance with the College mission, as a learning-centered institution that embraces academic excellence by providing multiple pathways to student success, these new AD-Ts and Area of Emphasis expand the structured transfer pathways available to students. Furthermore, the College has developed articulation agreements with local independent institutions and other post-secondary institutions where data analysis indicates a high rate of student transfer. The VCCCD does not have a common course numbering system across the three colleges. Articulation Officers maintain an Articulation/Comparable Course list. The list is reviewed and distributed annually. (Standard II.A.10; ER 10)

Evaluation team members reviewed evidence describing how OC includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The College embeds the above competencies in their 10 ISLOs as listed in the new 2016-2017 College catalog. This evidence was not found in the Institutional Self-Study Report nor the previous catalogs as listed as evidence. Further evidence and mapping was found housed in the eLumen database as presented by the Technical Data Steward and interviews with the Learning Outcomes Team (LOT) Co-Chairs. (Standard II.A.11)

The institution provided evidence describing how it requires of all of its degree programs a component of general education based on a carefully considered philosophy for associate degrees that is clearly stated in its catalog. The College, particularly through the General Education

Committee (GEC), developed and approved a philosophy of general education with final approval of the Curriculum Committee. This is clearly presented in the College catalog.

The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The GEC, driven by faculty, charged several departments to create GESLOs. After the creation process, the GEC and Curriculum Committee approved the stated GESLOs and developed a process to determine inclusion or exclusion of courses in a particular GE category based upon CSLOs. Furthermore, the GEC reviews what other colleges in the district have determined to include in particular GE categories and may choose to adopt that decision for the College as evidenced by the GEC interviews and minutes.

The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The College has general education categories of Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Physical Education, and Ethnic Studies/Women's Studies. It is evident that there is a robust process to carefully examine courses that would fit as general education. (Standard II.A.12; ER 12)

The team reviewed evidence describing how all College degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. As evidenced in the catalog, the College has 19 ADT degrees, 38 AA/AS degrees, 20 Certificates of Achievement, and 24 Proficiency awards. New programs are approved in Curriculum, then in the District Technical Review Workgroup-Instructional (DTRW-I) and final approval from the Board of Trustees. CTE programs require Labor Market Information and a creation of an advisory committee. The College has numerous guarantees to validate programs. The Curriculum Committee representatives validate the faculty reasoning in starting the course, the PEPC examines program reviews, and advisory committees corroborate with faculty in CTE courses as evidenced in meeting minutes and the New Course Outline template.

The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. Faculty, being the content experts, use the matrix in eLumen, to map CSLOs to PSLOs in departments in order to give validation of courses within a specialized program. Additionally, the General Education Committee (GEC) reviews the CSLOs of courses for inclusion in General Education based upon outcomes and further validates their placement by a comparison of what other colleges in the District have determined to include in particular GE categories. This is evidenced by interviews conducted with the General Education committee (GEC), Curriculum Committee Chair, the Learning Outcomes Team (LOT), the Program Effectiveness and Planning Committee representatives (PEPC), and with the Technical Data Specialist as well as the course catalog and minutes from the committees stated above. (Standard II.A.13)

The team reviewed evidence describing how graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. CTE programs are reviewed and evaluated through the program review process every two years. As a component of the program review process CTE programs submit any information regarding advisory committee industry representative membership, meeting dates and meeting minutes. In addition, CTE programs report career and Labor Market Information data relevant to the programs. Program faculty utilize an array of data sources to inform the development of curriculum and programs that meet labor market demands as well as the needs of business and industry in the community. These processes ensure programs are aligned with labor market demands and content is relevant to employers. Interviews and program documentation confirm that industry representatives serving on advisory committees provide recommendations and feedback to inform program relevance and currency with evolving professional standards, expectations, competencies, trends, equipment, and software. The Addictive Disorders Studies Program, Dental Hygiene, Emergency Medical Technology, Culinary Arts, Fire Academy, and Automotive Technology are maintaining certification through external regulatory agencies. All programs demonstrate a history of pass rates consistently above 97% with the Dental Hygiene, Fire Technology, Computer Networking, and Addictive Disorders programs reporting 100% pass rates. Per Title IV regulations CTE programs track and report gainful employment metrics on an annual basis. (Standard II.A.14)

Oxnard College provided the team with evidence describing how 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. The Board passed AP4021: Program Discontinuance Policy, in 2012 after having been vetted for comments in the Program Effectiveness and Planning Committee (PEPC) as evidenced by Board and PEPC minutes. Certain precautions were stated and implemented by PEPC in order to minimize impact on students. Students are notified in the course catalog of any discontinued programs and directed to meet with a counselor to minimize impact. (Standard II.A.15)

The team validated that the College has mechanisms in place to evaluate the quality, currency, and effectiveness of its instructional courses and programs through SLO assessments and annual program review. The team confirmed that CSLOs are assessed annually and PSLOs are mapped to CSLOs in eLumen. Criteria used in the three-year Multi-Year Program Effectiveness and Planning Report (PEPR) are student enrollment, productivity, retention, course success, labor demand (CTE), advisory committee involvement (CTE), licensure and job placement (CTE), outcomes of SLO assessments, curriculum development, certificate and degree completions, and resource accountability, resulting in a planning summary. Criteria used in the annual PEPR include the same key indicators as the multi-year PEPR, and curriculum development. Data used for program evaluation are disaggregated by student demographics. A weakness of the PEPR template is that it does not address improvement plans created during previous program reviews.

The team validated that programs use the PEPR as the basis for resource requests. The PEPC uses the PEPRs to prioritize resource requests, which are submitted to the Planning and Budget Committee (PBC) for College-wide resource request prioritization. The processes for program

review are defined in the Program Effectiveness and Planning Committee (PEPC). The PEPC engages in an annual review of the PEPR templates.

The team confirmed that the effectiveness of Distance Education courses is evaluated through SLO assessments, which occur in the same way as for traditional courses. CSLO data is disaggregated by modality and analyzed in program review. All other summary data provided to the program is not disaggregated for DE. It is unclear how the results of the evaluation of DE courses are used in institutional planning. The College intends to develop and implement a plan to establish a comprehensive Distance Education program, but this has not occurred. The College does not systematically document how DE program reviews are used to inform changes to DE within the department or in student support services. The lack of data disaggregated by modality prevents a comprehensive evaluation of DE as a program. (Standard II.A.16)

Conclusions

The College meets the Standard and related Eligibility Requirements.

<u>Recommendations to Improve Quality</u>

Recommendation 2
In order to improve effectiveness, the College should define the elements of distance education and then develop, implement, and assess a comprehensive Distance Education plan.
(Standard II.A.2, II.A.16; ER 2, 3, 9, 10, 11, 12, 13)

Standard II.B: Library and Learning Support Services

General Observations

Oxnard College has a variety of library and learning support services provided by the Library and Learning Resource Center (LLRC), the Writing Reading Center, the Tutoring Center, which addresses a range of subjects and supports the Math lab, and math and science tutoring services provided at another site in the Administration Building, the STEM Center. The College provided evidence through the Institutional Self Evaluation Report, interviews, and supplementary evidentiary documents to substantiate its development, implementation, and assessment of these services. The various service centers have demonstrated a highly collaborative and student-centered approach to supporting the learning needs of its students.

Findings and Evidence

The College provided the evaluation team with evidence describing how it supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The College's website and visit with library and learning support personnel show that the College's learning support services for students include library collections (physical and digital), library reference and circulation services, tutoring (the Tutoring Center, the Math Center, the STEM in-person tutoring service, the Writing Reading Center, the online system SmartThinking), and computer labs.

The LLRC's library and tutoring services are staffed by librarians, faculty, and learning support services professionals. The College supports professional development for its learning support personnel by budgeting $20,000 each semester for faculty and staff professional development (Professional Development Allocation Report). Online training for tools that the LLRC staff might use such as the learning management system CANVAS are made available either by the respective vendor or by the IT department and are available on the District IT website. All Tutoring Center and Writing Reading Center peer tutors are required to have at least one faculty recommendation and/or provide unofficial transcripts in their employment applications.

The Writing Reading Center Coordinator holds a six-hour initial training for her tutors and two-hour training sessions every two weeks throughout the semester. Faculty assist with training the tutors in both Centers and they are available to help students. The spring 2016's training plan shows topics ranging from how to tutor adult learners to grammar correction. Tutor training modules from the College Reading and Learning Association (CRLA) are planned into the sessions, along with activities such as role playing exercises and discussions about tutoring conferences. Both the Tutoring Services Coordinator and Writing Reading Center Coordinator are preparing their tutor training programs to meet CRLA standards over the next year. In an interview with the staff, the team learned that the tutors who work in the STEM Center are students recruited from California State University Channel Islands. Faculty hold office hours in the STEM Center and help with the tutoring. The Math and Science Club holds meetings at the Center to increase engagement by the student community (Tutoring Program at the STEM Center, September 2015 – May 2016).

LLRC services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. In late spring 2012 the library moved out of Condor Hall into a newly constructed space that accommodates the library, the Tutoring Center, the Math Center, and the Writing Reading Center (2012-2013 Library Services Program Effectiveness and Planning Report). This new space has 38,000 square feet and includes:

- 11 study rooms with capacity for 88 seats
- 395 seats in the LLRC general areas
- 72 seats in LLRC classrooms
- 188 student workstations

The STEM Center continues to be housed in an attractive space in the Administration Building. To accommodate a student population of which 46% are attending evening classes, the LLRC stays open 13 hours a day from Monday through Thursday, 9 hours on Friday and 8 hours on Saturday. The LLRC opens until 10 pm during final exams.

Librarian reference support is provided by a full-time librarian and a less-than-halftime librarian. Library reference support is available during the hours which the building is open (LLRC Schedule Flyer). Although remote reference services are offered by email, text, phone, and Facebook, the percentage of reference sessions delivered by remote services is very low in comparison to face-to-face sessions (106 vs. 1,213, Library Services Program Effectiveness and Planning Report, 2013-2014). Circulation service is provided by 8 part-time staff. One full-time library technician provides technical services. Based on a sampling of gate counts during AY 2013-2014 it is estimated that there were almost 170,000 visits to LLRC (Library Services Program Effectiveness and Planning Report, 2013-2014).

The library's physical and online collections reflect the required quantity, variety, and depth needed to support the College's curriculum. The collection includes resources on subject areas relevant to Oxnard College's curriculum, for example Dental Hygiene and Auto Services. Information literacy instruction and library orientation sessions have moved from formal classroom instruction in the library in 2012 to one-on-one sessions and guest lectures in classrooms outside of the LLRC. According to the Head Librarian, the teaching room LLRC 101 is being used by outside instructors during the renovation of Condor Hall. In the year 2013-2014 98 class sessions were conducted (Library Service Program Effectiveness and Planning Report, 2013-2014).

In an interview with the instructional technologist, members of the campus IT staff, and the LLRC staff, the team learned that a report done at the district office indicates that most students at Oxnard taking DE classes live in the community and attend classes at the college. There are completely online students who are affiliated with the military. Access to library resource materials are provided for both distance and on-campus learners with current online article databases and e-books. The selections are up-to-date, in-depth, and have sufficient breadth and variety. The library announces events and scheduling changes through its Facebook page. When there was a need to provide Library orientation or library instruction to an online class of ENG 102, the Head Librarian shared his Powerpoint slides of his library orientation presentation with

the online instructor. The Head Librarian is in discussion with the Assistant Dean regarding the production of a short video about library services.

The Tutoring Center, staffed by a newly hired full-time Tutoring Services Specialist and 45 part-time tutors, includes the Math Center and is open for 64 hours a week of tutoring. It provided tutoring for approximately 40 subjects during spring 2016 (Spring 2016 Term Tutoring Report). The Tutoring Absences schedule is a handy tool for students who wish to ensure that the tutor they need will be available. The Tutoring Center Specialist mentioned to the team that he uses Google Hangouts to hold tutoring sessions with online students. The Writing and Reading Center, staffed by a part-time coordinator and 11 part-time tutors, provides 26 hours of service a week. It holds weekly Wednesday sessions on various topics (Writing and Reading Center semester lesson plans). The Math Center has a Success program for Transitional Math and is open 50 hours a week. It offers tutoring and other services including self-paced Math work on MyMathLab (also available online) and a weekly mandatory one-hour meeting with an instructor. The STEM Tutoring schedule offers tutoring in 4 general subject areas and is open 35 hours from Monday through Friday. It provides supplemental instruction materials for 14 courses. SmartThinking online tutorial services are available for those who wish to access tutoring online, 24 hours a day, 7 days a week, in 17 major subject areas.

Regarding computing resources, the LLRC continues to offer approximately 180 computers. In an interview with the campus system administrator, the majority of the computers in the library are thin client stations managed locally by a Windows server. The thin client system makes available to students basic software applications, including MS Office. As this is a thin client system it is expected that the terminals will have a life-span of approximately 7 years (starting from year 2012) and all major software major upgrades take place on the server and are pushed out to the client terminals. There is no login procedure for the thin clients. (Standard II.B.1; ER 17)

The team reviewed evidence describing how the College, relying on appropriate expertise of faculty, including librarians and other learning support services professionals, selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. The library staff works with faculty and the tutoring coordinators to select educational materials for learning support. In an interview with LLRC staff the team learned that when faculty need educational materials for their curriculum, they send their requests directly to the Head Librarian. In spring 2012 the Head Librarian culled the audio-visual collection and expanded its DVD collection by calling for suggestions for acquisitions from the faculty (Library Program Effectiveness and Planning Report, 2012-2013). The Head Librarian was given funds by the Letters and Science Division to purchase the Ethnographic Video I database, the first campus-wide resource for streaming video (Library Program Effectiveness and Planning Report, 2013-2014.) For requests that do not involve specific titles, the librarian evaluates potential resources such as online databases from EBSCO Host and makes a determination as to which resources to select. In the year 2012-2013 the library added Dentistry & Oral Sciences to its EBSCO Host offerings in preparation for reaccreditation of the Dental Hygiene program. (Library Program Effectiveness and Planning Report, 2012-2013.) The unanticipated cost resulted in a budget overrun but an increased budget allocation for 2013-2014 was put into place (Library Program Effectiveness and Planning Report, 2013-2014.)

Regarding equipment, the Assistant Dean of Transitional Studies, Academic Support, Library Services, and the College's Instructional Technology (IT) staff determine the hardware specifications and software configurations for the computers, laptops, mobile devices, tablets, and other instructional technology and software requested by faculty and staff. In an interview with the LLRC and IT staff, the team learned that in contrast to the thin client system, which is designed for basic software applications, laptops serve more specialized computing needs. Faculty who require specialized software for their students make requests to the Assistant Dean. He consults with the IT Systems Administrator to prepare the laptops. For example, a social science instructor asked to have SPSS statistical software loaded on LLRC laptops. First tier technical support for users with basic questions about software applications and computer use are handled by the library and tutoring staff on the floor. Any requests for configuration support from the Academic Senate's Distance Education Committee are directed to the Assistant Dean. These requests are discussed with the College's IT staff before they are implemented. (Standard II.B.2)

College evidence describes how the institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Surveys conducted in 2013, 2014, and 2015 for students using services at the Tutoring Services Center and Writing and Reading Center Survey assess student usage of services and indirectly assess student satisfaction with tutoring services. The survey uses questions keyed to the Tutoring Center's three SLOs. These SLOs address the student's perception of whether or not his or her academic needs were met, the student's satisfaction with the tutoring service, and how the student found out about the tutoring service (Tutoring Surveys for 2013, 2014, and 2015.)

In the interview with LLRC and STEM staff, the team learned that data collected by the GradesFirst system allows the Tutoring Services Coordinator, the Writing Reading Center Coordinator, and the STEM Tutoring Center Coordinator to analyze hours of peak use and demand for different subject areas. These reports informed the LLRC's decision to re-adjust its open hours to better accommodate students (Term Tutoring Reports). STEM uses GradesFirst to contact professors to identify any students who may need tutoring. STEM then proactively contacts the students and works with them on a one-to-one basis, using an early alert, high touch approach to tutoring. The tutoring coordinators find that their peer mentors and 4-year college student tutors make great role models for their students and help create an atmosphere of family and community in the centers.

An LLRC Survey is used to ask questions about the student experience with LLRC including library circulation services, reference services, and tutoring services (LLRC Survey Review – Spring 2016). During AY 2013 the Library used a pre and post-test survey to measure student achievement of its three student learning outcomes. The survey tested for achievement of learning outcomes in library instruction in four discrete classes (Evaluation of Library Instruction at Oxnard College Library Learning Resource Center, Fall 2012 and Spring 2013). These surveys were used to evaluate different methods of providing reference services to students. The Writing Reading Center is working with the Dean of Institutional Effectiveness to develop measurable SLOs that will be assessed each term. A conversation with the Writing Reading

Center coordinator revealed that they are exploring the possibility of working with enrollment data to measure SLO achievement.

Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. The results of these surveys are reviewed by the Library Learning Resources (LLR) Committee, co-chaired by the Assistant Dean and the Head Librarian. The LLRC aims to support the learning efforts of the College's students as they work to attain their learning outcomes. Students asked for more hours on Saturday and this resulted in a request to use equity funds to cover the extension of Saturday hours to 5 pm. Student requests for more quiet study areas resulted in a plan to move the general tutoring area, along with the Math Lab, into Condor Hall to relieve the noise level on the main floor of LLRC. The Tutoring Center Coordinator has identified high traffic hours and schedules extra staffing during those hours. The LLR Committee meets once a month and decisions are participatory with all staff impacted by such decisions (Email exchange with the Assistant Dean, 9/28, 2016).

Pearson SmartThinking is available for online students. However, the Tutoring Services Coordinator feels the usage data as of February 2015 appears to be very low, although student satisfaction is high. From February 2015 through August, 2016, approximately 265 hours in 12 topics have been logged (Smarthinking OC Aug 2016 Report). The Tutoring Services Coordinator, the Writing Reading Center Coordinator, and the Assistant Dean are evaluating why these numbers are low and assessing the effectiveness of SmartThinking. They expressed the concern that SmartThinking does not provide the high-touch instruction that many of their students need. (Standard II.B.3)

Evidence provided the team describes how the College 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 Library collaborates with the other District libraries to share the use of the Voyager Online Public Access Catalog and online article database services such as EBSCO Host. It participates in interlibrary loan services as part of a District wide contract and according to provided evidence, participates in interlibrary loan services and shares staff support as a member of the Gold Cost Library Network, a library cooperative in Ventura, Santa Barbara, and San Luis Obispo Counties. Evidence shows that the College subscribes to the complete English Web Suite with Merit Software, has a one-year site license with Skills Tutor, and has a contract with SmartThinking to provide tutoring in 17 major subject areas. The College has an unlimited campus and off-campus contract for Read Write Gold accessibility software for both PCs and MACs. These services are negotiated and evaluated by the Assistant Dean and LLRC's library and tutoring professionals on behalf of the students and faculty they serve. The current discussion about the effectiveness of SmartThinking is evidence of this ongoing evaluation. Requests for additional services from faculty either come directly to the Head Librarian or through the Dean or Assistant Dean of Transitional Studies. An example of this is the request for Dental Hygiene electronic database resources, for which an EBSCO database for Dental Hygiene was acquired.

The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. Secured access to these contracted services is controlled through authentication services. Network security is provided by the District Office in collaboration with the campus IT Office. User support and system maintenance is negotiated on a vendor-by-vendor basis.

The institution regularly evaluates these services to ensure their effectiveness. The effectiveness of these software services is evaluated through data on logins and service sessions and student feedback reported by the contracted vendors. Usage statistics for the library's physical and online resources are reported in the annual Library Services Program Effectiveness and Planning Reports. Usage statistics for tutoring services are accessed by the tutoring coordinators and evaluated by the LLRC staff. (Standard II.B.4; ER 17)

Conclusions

The College meets the Standard and Eligibility Requirement 17.

Standard II.C: Student Support Services

General Observations

Oxnard College has a variety of student support services specifically designed to meet the distinct and unique needs of its diverse student population. Through the ISER, review of additional evidence, and interviews with College staff during the team visit, it was determined that sufficient evidence exists to fully review Standard II.C. During the team visit, responses to standards were confirmed through further review of evidence and in-person interviews. Support services are developed and refined based on established processes of program review, evaluation of program outcomes, and review of institutional research related to student success and student equity. Further refinement of the development and application of student learning outcomes will serve to enhance the provision of support services to students.

As documented through both the ISER and interviews through the team visit, the College has demonstrated an ability to be responsive to the needs of students by developing interventions (SOAR Week, CondorFest, Discovery Week) and new program initiatives (AB 540 Handbook, Veterans Resource Center, OMEGA Initiative for men of color, and Foster Youth Guardian Scholars). Preliminary results, participatory during the team visit, indicate that these new efforts are yielding successful outcomes.

Program review and ongoing dialogue and coordination efforts within Student Services has led to an expansion of services based on analyses of data as well as student input. Services are provided to students in a variety of formats in response to student demand and students' needs: in-person orientations for new students, online workshops, counseling appointments, development and access to online educational plans. During the visit, it was confirmed that ongoing support services are integrated and provided by Counseling, Financial Aid, EOPS/CARE, CalWORKs, Health Center, Admissions, Assessment and the Educational Assistance Center (EAC). The Associated Student Government is fully integrated and involved in the College through the governance process as well as through the provision of student activities.

Findings and Evidence

The team reviewed evidence describing how Oxnard College regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. Student Services conducts annual program reviews which serve to provide staff with feedback about the effectiveness of their efforts as well as students' satisfaction with services received. Prior to the 2015-16 year, program reviews were conducted every three years, but starting in 2016, program reviews are now completed annually. Entitled "Student Services Program Review Annual Update," a program review format is utilized that includes: program review (including sections on how the program supports the institutional mission, challenges and responses to prior program review recommendations), planning, budget, and resource requests. During the team visit, it was confirmed that all major Student Services departments and programs, including categorical

programs, complete the annual program review process. A report entitled "Overall Summary of Student Services Program Reviews" was provided to the team as additional evidence during the visit. This report describes the accomplishments from the prior year, action plans and resource requests. This evidence affirmed that all established Student Services programs and departments complete annual program reviews. Furthermore, the summary report provides an overview of prior year accomplishments and current year action plans. This overall summary is not published or disseminated, but is compiled as a result of the Student Services managers' review of all submitted program reviews, and serves as the internal planning documents for Student Services. There was no evidence that the results of the Student Services program reviews were integrated into campus-wide planning efforts.

Program reviews also documented needs for new services. The Student Health Center's program review incorporated results of students completing the American College Health Association-National College Health Assessment to determine the impact of health and psychosocial issues on students' academic achievement. As a result, mental health services were increased and mental health success workshops were conducted. The Educational Assistance Center's program review detailed the need to increase counseling services due to an influx of veteran and high school students with disabilities. It also presents the need to reinstitute learning disabilities assessment which was curtailed several years ago during lean budget years.

During the team visit, it was confirmed that the Counseling department's annual survey provided the department with feedback regarding students' concerns regarding extended wait times, which at times, exceeded two hours to see a counselor during peak enrollment periods. The ISER details, and the site visit verified, that based on these survey results, Express Counseling, group counseling sessions for all new students and a process to complete abbreviated educational plans after orientation were instituted.

The review of evidence confirmed that Student Services program reviews incorporate operational plans which detail how and why particular changes will be instituted. Additionally, program reviews include detailed demographics (e.g., student profiles, numbers served) which demonstrates changes in numbers of students served, types of services provided, and the need for increased services. Program Reviews from Financial Aid, EOPS/CARE, CalWORKs and Counseling were especially detailed in this regard.

In reviewing the resource request process during the team visit, it was reported that Student Services program reviews, including requests for new faculty positions, are not forwarded to the College's governance committee, the Program Evaluation and Planning Committee (PEPC), for review and prioritization. Rather, requests for new, Student Services faculty positions have been requested through the Planning and Budget Committee (PBC). In 2015-16, the PBC approved the hiring of three full-time counseling positions (SSSP, Student Equity, CTE) leveraging categorical and grants funds. (Standard II.C.1; ER 15)

The College's ISER and other evidence describe how Oxnard College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. During the team visit, sufficient evidence was provided to substantiate that Student Services' Student Learning Outcomes (SLOs) are

embedded into departments' annual program reviews. For example the program reviews for the Associated Student Government and the Assessment Lab contain clearly stated and documented SLOs. The Counseling Department has developed SLOs to measure the effectiveness of their services to students as well as course SLOs for the counseling courses offered. Many SLOs are in progress with means of assessment identified but collection of data and use of results pending. As was learned during the visit, the college is presently transitioning to Service Unit Outcomes (SUOs). Based on reviews of additional evidence presented during the team visit and through on-site interviews, Student Services appears to be well-poised to begin instituting SUOs based on the comprehensive nature of information contained in their annual program reviews.

The institution uses assessment data to continuously improve student support programs and services. As stated in the ISER, and confirmed during the team visit, Student Services has utilized the California Community Colleges statewide Student Success and Support Program (SSSP) planning efforts to assess gaps in students' completion of required core services necessary for their successful enrollment and transition to college. Student Services has implemented several interventions to more fully support their community's service needs. Collaborating closely with local high schools, SOAR Week is designed for high school seniors to attend a week-long series of events on campus. During the team visit, details were provided that clarified a comprehensive process to increase the enrollment of students to the college, especially from diverse communities and local high schools. SOAR Week provides incoming students with workshops to complete their admissions application, participate in orientation and assessment, and to develop an abbreviated education plan with a counselor. Priority Registration Day provides assistance to students on campus to receive advisement from counseling and to register for courses. Assistance from Financial Aid staff enables students to complete the Board of Governors Fee Waiver in advance of registration, enabling students to meet fee payment requirements. CondorFest is a one-day program that provides follow-up orientation to new students, in addition to transfer information, review of academic and support services, opportunities for faculty engagement and advisement sessions. During the visit, College staff shared that Student Services staff routinely follow-up with students by making direct phone contact to advise students how to participate in services and to complete the enrollment process. Oxnard College staff interviewed during the team visit believe that these intensive, integrated interventions have increased both the enrollment of new and diverse students to the college while meeting the state required completion of core services under SSSP. (Standard II.C.2)

College evidence describes how 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. During the team visit, information about the college's Discovery Week and First Year Experience Program was participatory. This effort focuses on students interested in STEM (Science, Technology, Engineering, Math). A week-long summer program, parents attend on day one (Sunday) to learn about college and what their students will be experiencing. These students are provided with services throughout the year, including workshops and internships and tours of STEM industries. Approximately 80 students participated the summer of 2016. Oxnard College has also developed and is instituting specialized support programs to serve special populations of students in their service area including AB 540, Veterans, Foster Youth, men of color and bilingual individuals. Through evidence provided, the AB 540 Guide has been developed to address the needs of undocumented

students and to assist their transition from high school to college. During the team visit, the team learned of the importance of the Veterans Center to address the growing population of Veteran students being served by the College as well as the recent development and implementation of the OMEGA initiative to address equity gaps for men of color. After studying the college's student equity data, a compelling case was made to develop an intervention to address the lower success rates of Latino and African American males. During the team visit, it was learned that the OMEGA Initiative has been highly successful, is housed and integrated between Counseling and the Learning Resource Center, has a full time counselor assigned, and presently has a waiting list due to high demand. (Standard II.C.3; ER 15)

Through the College's ISER and verified through the team visit, categorical programs are fully instituted such as the Educational Assistance Center for disabled students, EOPS, CARE, Cal WORKs and the Student Health Center. EOPS counselors conduct extensive outreach into the community, conducting presentations for adult reentry students and providing bilingual outreach services. Continuing students are invited to attend college events like CondorFest as the workshops benefit all students. During the team visit, college staff shared that they are experiencing an increase in the numbers of students completing their SSSP requirements through the SOAR program as evidenced through their statewide MIS data. The ISER describes extensive efforts have been instituted in partnership with the Oxnard Union High School District that includes financial aid application assistance (Cash for College) and counseling exchanges and in-services with high school counselors. The success of the college's SOAR WEEK for high school seniors was cited as evidence of the strength of the collaboration between the college and local high schools. Through on-site interviews, the extensive outreach efforts into the community were detailed and confirmed.

During the team visit, college staff articulated their commitment to following up with students who have yet to complete college processes. On a regular basis, staff reviews records and information reports to discern which students have not completed the required core services of SSSP, which students have not completed registration, and which students still need to apply for the Board of Governors Fee Waiver and/or the Free Application for Federal Student Aid (FAFSA). College staff makes daily contact with students to encourage them to attend college and to remind them of what still needs to be completed.

As part of the team visit, it was apparent that the Ventura Community College District provides for an online orientation as part of the district's implementation of required core services through SSSP. Through their assessment and review of this online orientation, Student Services at Oxnard College determined that the online orientation was insufficient to provide students with the information and connection to the College. This led to the development of CondorFest, a day-long extended orientation to the College that includes a campus tour (scavenger hunt), presentations from Counseling, Financial Aid, EAC, EOPS, Library, OMEGA, and Title IX. Break-out sessions are available for Financial Aid, Career/Major Exploration and Transfer Fundamentals.

During the team visit, further information about the College's implementation of DegreeWorks, an online educational planning and degree audit system, was presented to confirm what was presented in the ISER. In-person orientation and personal development classes assist students in

directly accessing Degree Works. Students are also sent an email that explains the purpose and functionality of Degree Works.   Students are able to access Degree Works independently by drafting their own educational plans online and submitting them to Counseling. Counselors review and approve students' plans or request follow up with students. Counseling has begun to implement "eCounseling" whereby students email counseling questions and counselors respond to them.

As detailed in the ISER, online services are available to students, including the Admissions application, online orientation, the federal FAFSA application and access to counseling forms. The Financial Aid office uses the college portal (MyVCCCD) and email to communicate with students.   During the team visit, it was shared that to implement the recent state-required intervention for students subject to losing eligibility for the Board of Governors Fee Waiver, Financial Aid developed an online workshop entitled "Financial Aid 101" which enables students to file an appeal. The college has worked to streamline this process, assigning two counselors and a Financial Aid specialist to meet weekly to review appeals.

The Health Center offers online academic success workshops as presented in the ISER and confirmed during the team visit. Students on academic probation can complete these online workshops as a part of fulfilling their probation status obligations. Workshops are promoted by the Health Center and have links to register in the student portal.

Internally, the college is using GradesFirst as their automated appointment, text message reminders/ notifications and case notes system. Because GradesFirst is district-wide, counselors from other colleges within the district can view notes posted by counselors. College staff shared, during the team visit, that they are able to use the GradesFirst system to pull reports that enable them to assess their work. This system serves as a direct means of communication and follow up with students. The system reminds students, for example, about appointments and workshops.

During the team visit, in a review of financial records and college processes related to the United States Department of Education Title IV funding, it was determined that the College is in compliance with financial record-keeping, audits, and the appropriate and accountable disbursement of funds. The College is not participating in the federal loan program and therefore there are no related concerns about default rates. (Standard II.C.3; ER 15)

The institution offers co-curricular or athletic programs, and they are conducted with sound educational policy and standards of integrity. Through both the ISER and the team visit, team members were provided evidence describing how Oxnard College co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. During the team visit, it was confirmed that Oxnard College students are provided with the ability to participate in 15 student clubs and several athletics teams. Although the Condor Café closes at 1:00 p.m., the Student Center remains open until 9:00 p.m. on weekday evenings to serve evening students. The team was presented with additional evidence during the visit. An extensive, color-coded activity calendar has been developed for the academic year which indicates activities based on the nature of the activity: advocacy, cultural, collaboration with other services, educational, social consciousness, health and wellness, outreach.

The Associated Student Government (ASG) Constitution and Bylaws, along with District board policy and an administrative procedure, clearly specify the manner in which the college operates governance related to students. During the team visit, meetings with the ASG President, the Student Activities Specialist and the Vice President, Student Development confirmed the College's oversight of the collection and disbursement of fees. There have been no audit findings related to the accounting of funds, or the appropriate expenditure of funds. The Student Representation Fee ($1.00) and the Student Center Fee ($1.00) were the only fees assessed of students until 2015-16 when a Student Activities Fee ($7.00) was implemented on an opt-in basis. This new fee was a result of all three district colleges collectively receiving approval from the district's Board of Trustees to institute such fees.

It was learned during the team visit, that students are not required to purchase an ID card, but proceeds from the sales of ID cards are a source of revenue for the ASG. Student Center fees go toward the maintenance of the Student Center. Most recently, ASG funds were approved to fund hydration stations on campus. Fiscal Services has oversight over the expenditure of ASG funds. As a result of student feedback, the ASG utilized their new revenues from the Student Activities Fee to fund a Meal Voucher Program. The ASG leaders developed the criteria for receipt of the vouchers and manages this effort on an ongoing basis. To support details in the ISER, the team visit verified that the Vice President of Business Services annually reviews the ASG's proposed budget. Expenditures must be aligned with the budget reporting process. Documentation of the ASG voting/approval process is required prior to the approval of the budget by the Vice President of Business Services. Training is provided to ensure compliance with appropriate financial accounting procedures.

The ISER and accompanying evidence support that a Student-Athlete Handbook, a Board Policy on Athletics and the Oxnard College Coaching Manual detail the direction of athletic programs at the college. The Coaching Manual is very comprehensive as it includes an athletic philosophy, gender equity, ethics, budget, duties and responsibilities, and matriculation and counseling details. The comprehensiveness of the Handbook demonstrates the integration of Athletics with college programs, services, and policies. Structures are in place that provides for the monitoring and approval of expenditures related to Athletics by Fiscal Services staff and the ongoing compliance with all regulations related to athletic programs, including compliance with Title IX (gender equity balance in athletic teams).

As confirmed during the team visit, both the Counseling department and the Health Center collaborate with Athletics in the provision of services to student athletes. Orientations, workshops and information sessions are coordinated to ensure athletes are fully aware of services and college requirements. Title IX training (sexual assault) is also presented to student-athletes. During the team visit, it was confirmed that student representatives are included in college governance committees. It was reported that students feel accepted and valued as part of the governance process. Student committee members report back to the ASG about the work of their committees. This process is supported in the ASG Constitution. (Standards II.C.4; II.C.2; II.C.5)

The institution provided evidence describing counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. The ISER describes counseling services as being provided individually and through group counseling, which was confirmed during the team visit. Counseling is provided through both the general counseling department as well as through categorical programs (EOPS/CARE, CalWORKs, Veterans, OMEGA, EAC). Categorical programs also conduct orientations and develop educational plans for their students. The Counseling department has developed "Express Counseling" and "Academic Success Workshops" for at-risk students, participates in "Academic Standing Workshops," conducts classroom visits, and provides online counseling resources via email for students to submit questions and requests for assistance. Regular meetings of counselors and attendance at annual CSU and UC conferences provides counselors with up-to-date information related to transfer policies and requirements.

Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. The team met with the Counseling Department during the team visit and confirmed that Counselors meet on a weekly basis during hours prior to the opening of the Counseling Center for students. Counseling meeting agendas and meeting minutes, as presented during the team visit, are comprehensive and demonstrate how counseling faculty receive and share pertinent information related to curriculum, policies, graduation and transfer requirements. By serving on key committees, counselors also stay updated on key academic issues as well as provide input to college decision-making. The current chair of the Curriculum Committee is a counselor who provides regular updates to counselors. Categorical counselors receive the same updates and information, meet on their own as well as with general counselors. Additionally, all faculty counselors attend trainings and conferences to stay current on requirements, especially transfer and articulation issues. District-wide counselor trainings have recently been initiated.

During the team visit, counselors explained their annual student survey process. This has enabled them to further refine their services to better meet student needs and demand. For example, it was shared that the department had previously only provided drop-in type counseling and no appointments, due to the low student to counselor ratio. With the increase in new counselors and the new demands of SSSP, the department is instituting counseling appointments to better meet the needs of students. During lower demand times, counselors conduct classroom visits to encourage students to make counseling appointments to plan for the upcoming term. (Standards II.C.5; II.C.1; II.C.2; II.C.6)

The institution provided the team with evidence describing how it has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. As stated in the ISER, the Admissions and Records Office regularly evaluates admissions practices in order to "provide prospective students the most current information and to facilitate and streamline the steps to admission." The Admissions and Records Student Satisfaction Survey focuses on how students believe they were treated and whether they believe they were effectively assisted. The College transitioned to Open CCC Apply as their online admissions application system in January of 2014. The ISER states that the

applications are monitored on a daily basis and updates are instituted to reflect new regulations and input. The steps required to be admitted to the college are detailed on the college website as well as in the college catalog Additionally, the College's SSSP Plan specifies the college's requirements for students to complete assessment, orientation and an educational plan "in order to obtain priority registration." Requirements for admission to specific programs (Dental Hygiene, Firefighter Academy) are clearly defined and contained in the college catalog.

The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. In addition to the College catalog, which details course and program requirements, the college's implementation of DegreeWorks provides students with information detailing specific course requirements to meet students' goals. DegreeWorks provides students with the ability to access their educational plan through the college's online system at any time. Students can engage in DegreeWorks through "what if" queries related to particular majors. The educational planning function and the degree audit function of DegreeWorks assist students in reviewing and planning courses in which they need to enroll and tracking their current status related to completion of course requirements and degree requirements.

During the team visit, through a review of evidence and interviews, it was determined that the College is compliant with respect to logging, investigating, and resolving student complaints. No formal complaints have been filed in the six years prior to the team visit with either the ACCJC, the California Community Colleges Chancellor's Office, or any other governmental agency such as the U.S. Department of Education, or Office of Civil Rights. The College is using Maxient software to track and record student complaints and to review whether there are any particular patterns related to students' formal complaints or grievances. The College posts on its website the names of associations, agencies and governmental bodies that accredit the college including a direct link to filing of complaints. Additionally, the College was found to demonstrate compliance with the Commission "Policy on Representation of Accredited Status" and the "Policy on Student and Public Complaints Against Institutions." (Standard II.C.6; ER 16)

College evidence describes how the institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. As presented in the ISER and confirmed through interviews during the team visit, Oxnard College has been using the COMPASS instrument for mathematics, English (reading and writing) and ESL course placement. COMPASS was validated by the California Community Colleges Chancellor's Office for use by colleges throughout the state. Oxnard College has cut scores in place based on links to specific course recommendations, including ESL listening, reading and grammar. The validation process related to the accuracy of placement levels using COMPASS has been defined as "compared students' successful course completion with assessment scores."

As of the date of the team visit, the COMPASS assessment is due to expire (by the publisher) on November 30, 2016, and the California Community Colleges has postponed its full implementation of the Common Assessment Initiative (CAI). During the team visit, college staff explained that they are continuing to move forward with the development of their multiple measures to institute placement recommendations for students in lieu of the COMPASS. These

multiple measures include the potential use of high school transcripts (GPAs), grades in specific classes, and additional test scores.

During the visit, the team was presented with an overview of the process that math, English, and Transitional Studies departments have been undertaking to implement the statewide Common Assessment Initiative. Faculty have worked to map their respective competencies in preparation for implementation. Faculty and managers expressed confidence in the progress they have made to date in the implementation of this new, statewide mandate. Several individuals commented that the process to map competencies and develop multiple measures has served to enhance the mutual understanding and appreciation between the Instruction and Student Services divisions of the college. During the team visit, it was confirmed that pre-assessment support to prepare students to take placement tests has been developed and is available in the Learning Resource Center. There was no evidence presented related to minimizing bias due to the fact that the college is in the middle of the process to institute the State of California's new Common Assessment Initiative which is incomplete at the time of the team visit. (Standard II.C.7)

The evaluation team reviewed evidence describing how Oxnard College 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. Further, the institution publishes and follows established policies for release of student records. The evidence reviewed confirms that the College's Board Policy and Administrative Procedure – 5040 on Student Records are comprehensive and details FERPA, Directory Information and the narrow use of a student's Social Security Number. Applications for admission are submitted electronically through Open CCC Apply and all incoming transcripts are scanned and stored as electronic documents. The College describes a combination system of scanning documents in the College's document imaging system as well as maintaining paper document archives. The ISER states that the College was in the process of "outsourcing the scanning of archived documents." This was confirmed during the team visit. The project with ViaTron Systems Inc. to image and index archived documents began in 2015 and was completed in September 2015. Over 200,000 documents were imaged. In November, 2015, Hyland Software, Inc. was contracted to index the files into the document imaging system (OnBase). Documents can now easily be retrieved by authorized staff and are stored permanently in the document imaging system. All original records have been retained for manual retrieval if needed. As presented in the ISER and confirmed during the team visit, counseling, student discipline, and categorical program (EOPS, EAC, CalWORKs, Financial Aid, CARE) paper files are stored in locked offices and locked file cabinets. Student Health Center records are stored in a separate, electronic medical records system. (Standard II.C.8)

Conclusions

The College meets the Standards and related Eligibility Requirements.

STANDARD III
RESOURCES

Standard III.A: Human Resources

General Observations

Within the Ventura County Community College District (VCCCD), human resources activities include hiring and evaluating employees, maintaining employee records, and managing other human resources matters are centralized at the District Administrative Center (DAC). VCCCD employs qualified personnel to support student learning programs and services, wherever offered and by whatever means delivered, to improve institutional effectiveness. The District employs academic faculty and administrators, classified staff, confidential and classified management employees.

The College's human resources are generally sufficient to meet the institution's mission and all employees possess qualifications for their positions. In addition, human resource planning needs are generally discussed in each instructional program's Program Effectiveness and Planning Report (PEPR). Student Services and Business Services departments identify their personnel needs through separately developed continuous quality improvement processes. District evaluation forms lack the assessment of student learning outcomes.

Findings and Evidence

The team reviewed evidence based on interviews and district Human Resource policies ensuring that College assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Based on reviewing college policies, general guidelines set by the state, and interviews the College assures that it employs qualified employees. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. All criteria, qualifications, and procedures for recruiting are outlined in the district's HR policy manual, and other operating procedures. Based on these procedures, all faculty and academic administrators hired at the College meet the minimum qualifications for faculty and administrators in the California Community Colleges as adopted by the Board of Governors. The VCCCD maintains a Human Resources website where all job openings are listed. All open position descriptions include criteria, qualifications, and procedures for selection. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. The team reviewed faculty job announcements. The College does not specifically advertise for DE faculty with expertise and experience. The College does have a Distance Education committee and conducts DE trainings which include requirements such as regular effective contact and accessibility, online andragogy and Learning Manage System updates. The college does provide distance education classes but has not formalized their hiring practices.
(Standard III.A.1)

College evidence describes how faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. The degrees and
Certificates held by full-time faculty and administrative staff are included in the listing of Faculty and administrators prior to the index in the College catalog. Factors of faculty qualification within their job descriptions and hiring criteria include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. The job duties and responsibilities stated in the position openings for faculty clearly include the requirements for subject matter knowledge and requisite skills. Qualifications also include appropriate degrees and professional experience and the requirement to evaluate student performance and assessment of student learning outcomes in instruction, as well as participation in curriculum and program development. As stated in the VCCCD AP 7120-D and AP 7120-E, criteria for selection of faculty are defined in consultation between department chairs and area deans focused on the requirement for evidence of subject matter expertise, teaching demonstrations, and scholarly activities. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (Standard III.A.2; ER 14)

The team reviewed evidence describing how the College administrators and other employees are responsible for educational programs and services and possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Administrators are hired through the Merit System governed by a Personnel Commission. The Merit System is a process that ensures the selection of employees is based upon established minimum qualifications and experience required for open positions and that the retention of employees is based upon merit and fitness. Academic administrators at the College meet the minimum qualifications for faculty and administrators in the California Community Colleges, as adopted by the Board of Governors. The VCCCD maintains a human resources website where all job openings are listed. All administrative position descriptions on the website are readily available to the public and include a downloadable PDF file. While administrators at the College meet or exceed the minimum qualifications for their positions, the VCCCD has implemented the Learn Empower Achieve Develop (L.E.A.D.) Academy for administrators is an effort to provide in-house professional development. The team found evidence of LEAD sign-in sheets and quarterly training calendar provided by the District HR. In addition administrators are encouraged to participate in external professional development activities and to remain informed regarding their programs and any proposed changes at the state level, which could include proposed Title 5 changes shared through the California Community Colleges Chancellor's Office). (Standard III.A.3)

In addition, the College provided evidence of how required degrees held by faculty, administrators and other employees, are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. The VCCCD personnel policies and procedures are outlined in Board policy and are available online through the District Portal, MyVCCCD. These policies and procedures, accessible to all employees, indicate that required degrees held by faculty, administrators and other employees must be from institutions accredited by recognized U.S. accrediting agencies, and that equivalence must be established if degrees are from non-U.S. institutions. (Standard III.A.4)

The College provided the evaluation team evidence of how it assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. After reviewing sample employee files of each classification Oxnard College personnel are evaluated at contractually prescribed intervals. For faculty and classified staff, the evaluation process is dictated by their respective collective bargaining agreements. Tenured faculty members are evaluated once every three years. Tenure-track faculty members are evaluated every year until granted tenure. Noncontract faculty are evaluated at least once during the first semester of employment with the District and at least once every six semesters. All classified staff and administrators are evaluated annually. The evaluation process for College administrators is one of continuous self-improvement and relies on input from College constituencies in an effort to achieve continuous quality improvement. (Standard III.A.5)

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 encourages improvement. Actions taken following evaluations are formal, timely, and documented. Based on interviews, reviewing HR policies, and samples of employee files, procedures and timelines for personnel evaluation are clearly defined and articulated, the College is in large part up-to-date with evaluation of all staff. The deans work with supervisory staff to ensure that all personnel, administrators, faculty, and staff have been evaluated according to the specified intervals. (Standard III.A.5)

The team reviewed evidence demonstrating evaluation of faculty, academic administrators, and other personnel directly responsible for student learning and includes, as a component of that evaluation, and consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. Faculty evaluation is a collective bargaining issue, and the process and criteria for evaluation are outlined in the Agreement between the American Federation of Teachers Local 1828 and the Ventura County Community College District. According to the current agreement, faculty are required to participate in the assessment of learning outcomes and use results to improve teaching and learning, as discussed in Standard II, Student Learning Programs and Support Services. This participation is reflected in the Administrator and Peer Evaluation Form that must be completed by each member of the evaluation committee. In a random selection and review of personnel files for five part-time faculty, ten full-time faculty, and three administrators at the District, the team made the following observations. The forms for administrators and faculty do not include a section for learning outcomes. Out of all sample evaluations, only one administrator included information about using the results of the assessment of learning outcomes to improve teaching and learning. (Standard III.A.6)

The College evidence describes how the institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College maintains a sufficient number of full-time faculty to effectively maintain the academic programs and services in support of the College's mission. In the spring of 2015, the College had 88 full-time faculty, 143

part-time faculty, 79 classified staff, 13 managers, and 9 supervisors for a total of 332 employees. The need for additional faculty, as well as administrators and classified staff, is analyzed through annual program effectiveness and planning activities. Because of the goal to offer the highest quality programs possible, the College has hired five additional full-time instructional faculty to begin in the fall of 2016 and plans to hire one more during the fall 2016 semester. Improved state funding has enabled funding these positions. Each year, the Planning and Budget Committee (PBC) develops a full-time faculty hiring priority list so that the College is prepared to hire the number of full-time faculty required to meet the District's annual Faculty Obligation Number (FON). For each of the last three years, the district has met their FON obligation numbers. The College also hires part-time faculty on an ongoing basis to meet student demand for course offerings.   (Standard III.A.7; ER 14)

The College is an institution that employs part time and adjunct faculty and the team reviewed evidence describing employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the College. Part-time and adjunct faculty are well-integrated into the life of Oxnard College. They teach a large number of classes and contribute significantly to the academic programs and student services. While there is no official orientation for adjunct faculty, the department chairs provide new adjunct faculty an orientation to their areas, and division deans hold an orientation session for part-time faculty during Professional Development Week each fall. The oversight and evaluation of adjunct faculty is addressed by the dean for the area supervised. In terms of professional development, the College provides several opportunities for adjunct participation. For example, professional development funding is available to adjunct faculty commensurate with full-time faculty for workshop and conference attendance. Each department also has adjunct Academic Senate representation and adjunct faculty are invited to participate in a number of College committees and events. (Standard III.A.8)

College evidence reviewed by the team describes how the institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. Staffing recommendations are made through the Program Effectiveness and Planning Committee and Planning (PEPC) and Budgeting Council (PBC) processes. The recommendations made are generally based on many factors including programmatic accreditation requirements, work load, and support for the College mission. The College is working to address the need for increased classified support. In spring 2016, a hiring pause for non-faculty positions was announced due to budget concerns. After further review of evidence and interviews, the team concluded that the College does not have a systematic integrated process for prioritizing employee hiring. (Standard III.A.9; ER 8)

The College also provided evidence demonstrating how the College maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. The College addressed administrative support through a reorganization which was initiated in 2014-15. The plan, developed by the former College president, was to move from two vice presidents to three. In order to accomplish this goal, the Executive Vice President's position, which assumed responsibility for both academic affairs and student services, was eliminated, and

the Dean of Student Development position was eliminated as well. These positions were replaced with the Vice President of Academic Affairs and Student Learning and the Vice President of Student Development positions. In addition, through various funding sources, new administrative positions were added: the Assistant Dean for Transitional Studies, Academic Support, and Library Services, and the Dean of Institutional Effectiveness. This reorganization was discussed through the participatory governance committees and minutes were provided regarding the agreement with the reorganization.
(Standard III.A.10; ER 8)

The team reviewed printed and electronic postings on the web demonstrating how the College establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. The Vice Chancellor of Human Resources is the officer responsible for the administration of District personnel policies and procedures. The VCCCD personnel policies and procedures are outlined in Board policy and are available online and through the District portal, MyVCCCD, which is accessible to all employees. Such policies and procedures are fair and equitably and consistently administered. Administrators and supervisors are charged with following employment procedures to ensure that all employees are treated fairly. (Standard III.A.11)

Evidence provided the team describes how OC, through its policies and practices, creates and maintains appropriate programs, practices, and services that support its diverse personnel. VCCCD has established policies, guidelines, and procedures as outlined in Board policy for all employment activities. These policies, guidelines and procedures are available online and are accessible to all employees through the District portal, MyVCCCD. The administration of all employment procedures is centralized at the District Administrative Center. Administrators and supervisors are charged with following employment procedures to ensure that all employees are fairly treated. All employees involved in hiring committees receive training and are provided a review of District hiring procedures at the beginning of each hiring process. The institution regularly assesses its record in employment equity and diversity consistent with its mission. Board Policy (BP) 7100, Commitment to Diversity, requires support of employment equity and diversity. As of 2015, the college employment demographic statistics were 49.7% (159 employees) white and 50.3% diverse (161 employees – Hispanic, Asian Pacific Islander, Black, and Alaskan/Native American).
(Standard III.A.12)

The team reviewed evidence describing how the College upholds a written code of professional ethics for all of its personnel, including consequences for violation. The VCCCD maintains a Code of Ethics for its employees through Board Policy (BP) 7205, Employee Code of Ethics. The code specifies expectations of College employees regarding their responsibilities in the public service, provides examples of conflicts of interest and ethical problems, and provides information regarding how and to whom unethical conduct should be reported. In addition, College supervisory and management staff have received ethics training, are expected to model ethical behavior, and must convey ethics information and expectations to their peers and subordinates. (Standard III.A.13)

The institution provided evidence describing how it plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College has an active Professional Development Committee (PDC). The membership and activities of this representative participatory governance committee are defined in the 2015 Participatory Governance, Standing, Advisory and Ad-Hoc Committee Manual. This committee is charged with supporting and advancing appropriate professional development activities of faculty, staff, and administration as delineated in AB1725 and Title 5. The PDC coordinates with the College President on a comprehensive organizational and professional development program for all College employees and evaluates all professional development proposals. PDC also oversees the coordination of self-assigned flex activities at the College during each academic year. In addition, this committee assists in planning the All College Day each year in coordination with the Academic Senate President and employment agreements. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. (Standard III.A.14)

The team reviewed evidence describing how 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. Each employee at Oxnard College has access to his/her personnel records in the MyVCCCD portal which is available 24 hours a day and can be accessed from both the office and from home. The College follows the VCCCD's strict rules for privacy, security, and confidentiality. (Standard III.A.15)

Conclusions

The College meets all the Standards and related Eligibility Requirements except for Standard III.A.9.

Recommendation to Meet the Standards

Recommendation 1
In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standard I.A.2. I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.6, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; ER 4, 5, 6, 8, 11, 14, 18, 19)

Recommendations to Improve Quality

Recommendation 2
In order to improve effectiveness, the College should define the elements of distance education and then develop, implement, and assess a comprehensive Distance Education plan. (Standard

II.A.2, II.A.16; ER 2, 3, 9, 10, 11, 12, 13)

Standard III.B: Physical Resources

General Observations

Oxnard College is one of three colleges, including Moorpark College and Ventura College, in the Ventura County Community College District (VCCCD). The College operates on three sites: the main campus, the Regional Fire Academy located at the Camarillo Airport and the Marine Education Center and Aquarium located at Fisherman's Wharf in the Channel Islands Harbor. In 1976, the first modular buildings were moved onto the main campus site, some of which are still used. In the 1990s several facilities opened on the campus: a Child Development Center in 1992; a Physical Education complex in 1994; and the Letters and Sciences building in 1997. Also in 1997, the Dental Hygiene program opened, as well as the Regional Fire Academy, which is located at the Camarillo Airport. The passage of the District wide Measure S bond in 2002 and allocation of approximately $111,000,000 to Oxnard College, allowed the College to renovate, remodel, and repair its physical resources. Since then, the College opened the Performing Arts Center in 2011, the Library and Learning Resource Center in 2013, a Fire/Sheriff Training Academy building, and the Dental Hygiene facility in 2016. Although a great deal of construction and facilities upgrades have been and are occurring on the campus, the team found little evidence of a current and robust facilities master plan.

Findings and Evidence

Evidence reviewed by the team describes how the institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The City of Oxnard Fire, Building, and Safety Department and the City of Camarillo Fire, Building and Safety Departments inspect the physical resources for fire and safety issues. In addition, the Ventura County Department of Health, Ventura County Department of Vector Control, Ventura County Environmental Health, and the Air Quality Management District conduct inspections of College facilities. The ISER also stated that the College has a Material Safety Data Sheet available online or hard copy that was issued on August 15, 2005 and last revised on December 27, 2004. However, during an interview the facilities manager, he stated that the 2004 date was a misprint. The Material Safety Data Sheet was last updated in 2015. In addition, the ISER reported that access, safety, and security inspections are conducted to promote a healthy learning and working environment at the College. The team received evidence of the completed inspections during the visit: the SWACC Property & Liability Inspection, the Oxnard College Scheduled Elevator and Wheel Chair Lift Maintenance, the Preventative Maintenance Tasks and Schedule (2015), the Inverter Inspection Log (Oct-15, Nov-15, and Dec-15), the Fire Alarm Batteries Inspection Log (Monthly 2015), the Card Lock Batteries Inspection Log (Monthly 2015), the Oxnard College 2015 Fume Hood Performance Field Test Report (October 2015), the Electrical Distribution Condition & Testing Survey, the 2015 Oxnard College Energy Audit Existing Equipment Photo Documentation, and the Emergency Lighting Power System Maintenance Report (2/17/16). (Standard III.B.1)

All facilities at the College are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Several College organizations are engaged in access, safety, and security planning activities including the Campus Use and Development and

Safety Committee, the Business Services Council, the Program Effectiveness and Planning Committee, and the Planning and Budget Committee. The College prepares and files an annual SMSR Scheduled Maintenance Plan and an Annual Space Inventory Plan with the State Chancellor's Office. The College also updates a Facilities Assessment Report with information on the costs of repairing each building. The ISER listed 29 completed projects that support access, safety, and security to promote a healthy learning and working environment. (Standard III.B.1)

The ISER reported that the organization plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. During discussions with faculty and staff, the team was informed that buildings such as the Performing Arts Center, the Library, and the Dental building were planned and built without their input. The Educational Master Plan (EMP) is the key document used to identify and ensure that the physical resources of the College are constructed and maintained in support of the mission statement and goals of the College. The EMP is also used to develop the Facilities Master Plan that describes the development and utilization of physical resources at the College. Data derived from space inventory documents is used to identify deficiencies in facilities and supports requests for upgrades, renovation, equipment, access, and maintenance. After the passage of Measure S, the College formed the Facilities Planning Steering Committee. The ISER reported that the committee identified construction and renovation priorities for the initial building program; however, during an interview with representatives of the College Academic Senate, the team was told that new facilities such as the Performing Arts building, the new Library, and the Dental building were directed by either the Board or the former President without a participatory governance process.

The College has a limited Music Program and recently started offering Drama Classes fall of 2016. Due to escalating construction costs, music classrooms were not included in the design of the Performing Arts Building and remain in the Liberal Arts complex. The planning and design committee for the Dental Hygiene Building included both faculty and classified. Additionally, members of the Academic Senate informed the team that the Dental Assistant Program might be downsized as a result of the Program Review process. Finally, the team was told that the music classrooms were moved over the summer without input from the faculty. At the team's request, the 2018-19 Five Year Capital Outlay Plan (2018-19) was provided during the visit. That plan and the annual SMDR Scheduled Maintenance Plan are used to request funding from the State of California. (Standard III.B.2)

The team reviewed evidence demonstrating how the College assures the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Departments and programs conduct annual Program Effectiveness and Planning Reports that include priorities for space increases, repairs or upgrades, as well as equipment needs. These reports are submitted to the Program Effectiveness and Planning Committee for review and are then submitted to the Planning and Budgeting Council. Funding for equipment is obtained from the state through Instructional Equipment, Library and Materials grants. Equipment for new buildings is obtained from the Furniture, Fixture, and Equipment grants. Additional funding for equipment is obtained from Measure S

funds and through Carl Perkins IV-IC, Title V, and STEM grants or the District general fund. (Standard III.B.3, III.B.2)

Additionally, the team reviewed evidence describing how long-range capital plans may not always support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Although the ISER reported that the Facilities Master Plan is the comprehensive planning tool for long-range capital planning, the team found evidence that much is done without appropriate constituent input. The current Oxnard College Facilities Master Plan Summery 2013-2019 was provided during the team visit. The plan was last updated in 2014. The ISER indicates that the College was to hire an outside consultant to assist with the development of a new Facilities Master Plan. During an interview with the facilities manager, the team learned that this project was delayed in 2010 due to costs and that the facilities manager will now develop a new Facilities Master Plan with the assistance of a consultant during the current academic year. The College is addressing the total cost of ownership through ongoing budget planning processes and through Oxnard College Strategic Goal 3.2D "Continue to incorporate total cost of ownership principles in evaluating facility needs and resource allocations." However, during the team visit, the facilities manager reported and provided evidence that the total cost of ownership is managed in the Preventative Maintenance Tasks and Schedule-2015. (Standard III.B.4)

Conclusions

The College meets all the Standards and Eligibility Requirements except Standard III.B.2 and III.B.4.

College Recommendation 1.

In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standard I.A.2. I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; ER 4, 5, 6, 8, 11, 14, 18, 19)

Standard III.C: Technology Resources

General Observations

The College has an Information Technology Services Department and, as one of three colleges in the Ventura County Community College District, it also receives IT support from the District. The College ITS Department operates under the guidance and direction of the Associate Vice Chancellor of Information Technology and the District ITS Department. The College has recently hired a Director of Information Technology to work on College issues who reports to the Oxnard College Vice President of Business Services. The manager of the ITS Department functions at both the College and District level and coordinates the daily activities of the department. The Oxnard College Director of Information Technology oversees two Information Technology Technicians.

There is a College Technology Plan (Evidence I.B.32) for 2010-2015. The District-wide Strategic Technology Plan (2015-2018) contains District and College related strategies that the ISER reported would be used in the development of an Oxnard College Technology Plan for 2016-2021. However, during an interview with the Assistant Vice Chancellor of Information Technology and Oxnard College Director of Information Technology the team learned that the College would use the Oxnard College Educational Master Plan 2013-2019 and would use the Oxnard Inventory Score Card for technology refreshment to gather data for the new technology plan.

Findings and Evidence

The Team reviewed evidence describing how technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. In addition to computers and software for administrators, staff, and faculty, the College has 72 smart classrooms with standardized smart media presentation equipment that was developed with input from the academic divisions. The ISER reported that the Information Technology Services (ITS) Department uses an Oxnard Inventory Scorecard for technology refreshment to assist with the review and evaluation of smart technology and will develop pilots to develop a standard to ensure the technology is current. The College ITS utilizes several software tools to manage and oversee the use of technology at the College and evaluates new software to increase effectiveness of ITS. The ITS department also has a network management system to address management, alerting, and diagnostic concerns that also provided solutions to address scheduled and automated backups as well as providing a mechanism to standardize configurations. Finally, ITS developed a centralized log contained within the Oxnard Inventory Score Card to assist with diagnosis and management of the enterprise class network. (Standard III.C.1)

The ISER asserts that the institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. The ISER reported that the District Information Technology Department created the Strategic Technology Plan, 2015-2018, that the College will use in the

development of a College-specific Technology Plan for 2016-2021. The Information Technology Services (ITS) department has several systems in place to inventory equipment and evaluate computer and network systems in terms of age, capacity, and the functional level of hardware and software systems in order to provide efficient updating and maintenance. Information gathered is placed in the Oxnard Inventory (IT Equipment Replacement and Upgrade) Scorecard. ITS developed the scorecard with criteria to establish priorities and schedules for upgrades and replacement of computer systems. The Technology Refresh budget was established by Business Services to provide resources necessary to enhance and increase technology in support of the College mission. The ITS department is in the process of developing a comprehensive computer lifecycle plan of the technology at the College. In addition, during an interview, the team learned that the new Oxnard College Director of Information Technology is gathering data from the Scorecard in order to develop an overall policy and procedure for IT use. Finally, the District Strategic Technology Plan states that the District will begin looking at alternatives to Banner, Desire2Learn Learning Management System (LMS), and the District wide Student, Human Resources, Finance, Payroll, and Financial Aid software package, in 2016. During an interview with several business services representatives, the team learned that, due to cost and the overall usefulness of Banner, the District decided not to find an alternative to Banner but would use Banner XE. In addition the District will replace Desire2Learn LMS with Canvas. (Standard III.C.2)

Courses, programs, and services are offered at three locations: the main campus, the Regional Fire Academy located at the Camarillo Airport and the Marine Education Center and Aquarium located at Fisherman's Wharf in the Channel Islands Harbor. All three locations are equipped with the same level of technology services including: wireless networking, high-speed internet, wide area network connectivity, and smart classrooms. Evidence was provided during the team visit of an online work-order system and a regularly staffed support desk, allowing College employees from all three locations to report issues to ITS. In discussions with the Associate Vice Chancellor of Information Technology and the Oxnard College Director of Information Technology, the team learned that the District provides IT security by housing its Data Center at Moorpark College and its disaster recovery backup at Ventura College, that data is backed up nightly, that the IT firewalls were upgraded about 18 months ago, and that the District will also hire two fulltime IT security staff by the end of the year. Additionally, the District will move data storage to the Cloud. (Standard III.C.3)

College evidence describes how the institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. The College ITS Department operates under the direction of the Associate Vice Chancellor of Information Technology and the new Oxnard College Director of Information Technology. The College ITS Department is staffed by two ITS specialists. In addition, the ITS department works with the computer technology learning programs on campus where student interns, volunteers, and work-study students receive work experience in information technology. The Ventura County Community College District Strategic Technology Plan 2015-2018 described the Districts' commitment to technology training. The ISER reported that the College employs a full-time Instructional Technologist who provides in person courses, workshops, and self-service training to faculty, staff, and administrators. Training sessions are also recorded and provided online.

Additionally, links addressing frequently asked questions for common software systems are provided. Faculty and staff can apply to the Professional Development Committee (PDC) to attend off-campus technology training. The PDC reviews and recommends applications to the College president. The PDC reports for 2014 through 2016 provided to the team during the visit confirmed that the process of applying for and receiving funds for off-site training is working. Faculty and staff also apply for grants to attend technology training and conferences. An Instructional Data Specialist provides instruction and support for eLumen to document the assessment of student learning outcomes. Students have several sources to assist them with technology training and to resolve issues with systems such as Desire2Learn. Support is also found in each course shell in the LMS and the Library Learning Resource Center also provides assistance. (Standard III.C.4)

The team reviewed evidence describing policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The Instructional Technology Advisory Committee provides District-level guidance for the development and prioritization of instructional technology goals and the Administrative Technology Advisory Committee creates and adopts administrative technology goals. Strategies of achieving the goals are described in the District Strategic Technology Plan and the Oxnard College Educational Master Plan 2013-2019. (Standard III.C.5)

Conclusions

The College meets all the Standards and Eligibility Requirements except for Standard III.C.2.

College Recommendation 1.
In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standard I.A.2. I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; ER 4, 5, 6, 8, 11, 14, 18, 19)

Recommendations to Improve Quality

College Recommendation 2
In order to improve effectiveness, the College should define the elements of distance education and then develop, implement, and assess a comprehensive Distance Education plan. (Standard II.A.2, II.A.16; ER 2, 3, 9, 10, 11, 12, 13)

Standard III.D: Financial Resources

General Observations

The College fiscal resources support, sustain, and improve student learning programs and services at Oxnard College. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness.   Unrestricted Adopted Budget for Oxnard College was $28,082,104 or 19% of the total General Fund Unrestricted allocation to the District. Other College funds, the 2015-16 General Fund-Designated College budget was $3,266,019 and the General Fund- Restricted budget was $8,115,447. Resources to the College totaled $39,311,638 for the 2015-16 fiscal year. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services.

The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The college has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. The College 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. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. Appropriate resource allocation for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. Short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Findings and Evidence

Planning

The team reviewed evidence describing how financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The District's total 2015-16 adopted budget, excluding Capital Projects Funds and Reserves was $266,079,270. Of the total, the General Fund Unrestricted budget was $146,710,231, or 55.1% of all resources. Of the District's Unrestricted General fund resource allocation, the General Fund Unrestricted Adopted Budget for the College was $28,082,104 or 19% of the total General Fund Unrestricted allocation to the District. The General Fund Unrestricted budget allocation to the College is distributed through the District Allocation Model that was adopted by the Board of Trustees in May 2015. For other College funds, the 2015-16 General Fund-Designated College budget was

$3,266,019 and the General Fund- Restricted budget was $8,115,447. Resources to the College totaled $39,311,638 for the 2015-16 fiscal year. In order to determine the priorities, budget and program planning is conducted at the unit and department levels where planning recommendations that are generally linked to program reviews are identified and submitted to the Program Effectiveness and Planning Committee (PEPC) for instructional programs, to the Student Services Leadership Team for student services programs, and to the Business Services Council for business services areas. These groups review the planning recommendations and identify recommendations to submit to the Planning and Budgeting Council (PBC). After review and discussion of these recommendations in March, April and May of each year, the PBC identifies recommendations and submits them to the President. Such recommendations may address positions, materials and equipment or other services that should receive available funding. After analysis of the PBC recommendations, the President determines which recommended requests will receive funding in the subsequent year. The entire budget process lacks a systematic integrated funding approach towards each division and executive level. (Standard III.D.1; ER 18)

The College provided evidence describing how the College's mission and goals are the foundation for financial planning, and demonstrated but failed to fully demonstrate integrated planning informing resource allocation. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. The District mission and goals are central to financial planning and are integrated into college planning. The Board reviews goals twice a year in February and June. The major Board policies that guide budget development are Board Policy 6200 Budget Presentation, 6250 Budget Management, and 6300 Fiscal Management. The College financial planning process begins with District and College discussions regarding the projected resource allocation for the upcoming fiscal year. As this number is determined, institutional needs and outlines for program compliance and needed program/educational improvements for all programs are discussed in the various departments, divisions, and councils through their respective planning processes. Program review is part of the College's planning and decision-making processes. From the evidence of reviewing program reviews, there are three designated groups: the Program Effectiveness and Planning Committee (PEPC) for instructional programs, the Student Services Leadership Team for student services programs, and the Business Services Council for the business services areas. After thorough deliberation, each of these three recommending bodies prepares recommendations for the Planning and Budgeting Council (PBC).

Although the ISER stated, "that the PBC develops and follows certain criteria for resource allocation, including the College mission, goals, and values, the College's master plans and strategic plans and federal and state mandates and applies them to all recommendations for funding with highest priority given to health and safety, ADA and federal and state mandates" the team found insufficient evidence to demonstrate this claim. The PBC develops recommendations based on the established criteria and presents recommendations to the President, who makes final decisions regarding allocation of resources." From further interviews, the Colleges admitted that they need a more formalized criteria for general fund allocation after addressing the highest priority. Entire budget process lacks a systematic integrated funding approach towards each division and executive levels. Since the PBC reviews

all requests to ensure they are consistent with and support the College mission, the PBC is also charged with reviewing and recommending changes to the College mission statement in order to reflect the changing educational, technical, and service needs of the community. Once the Board of Trustees approves the Adopted Budget, the document and executive summaries are posted on the District website for public access. Business Services is available to answer questions regarding all budget and financial questions. This occurs through presentations and discussions at PBC and other committee meetings as well as campus budget forums. After resources have been allocated, regular staff budget reports are provided to the Board and College leadership as part of regular Board meetings, Chancellor's Cabinet meetings, and meetings of the District Council on Administrative Services (DCAS), which is the District wide participatory governance council responsible for budget development. As demonstrated by prior budget expenditure reports, the College expends all of its allocated funding pursuant to program plans, staff, and other budgeted expense items. (Standard III.D.2)

Team reviews of the evidence find the institution generally defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. The College generally defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. Budget development is guided by the District Council on Administrative Services (DCAS) and the College Planning and Budgeting Council (PBC). These separate yet cooperative committees have established timeframes during which they conduct formal meetings and discussions, both at the College and at the District, regarding institutional plans, budgets, and other financial matters. Members of these committees represent the various College constituency groups such as the Academic Senate, College and District administration, classified staff, and the Associated Student Government of the College. The Planning and Budgeting Council (PBC) is responsible for helping set College budget planning priorities and generally recommends the process and protocol for establishing new College funding priorities. The PBC members are required to disseminate the outcomes of the discussions and decisions from these meetings to their constituencies through oral or written reports. Also, PBC minutes are posted on the College website for general College review. The budget allocation process is generally defined, with funding provided to Oxnard College using the allocation model. College groups have an opportunity to provide input to the allocation process in a formal participatory governance environment, which includes dialogue at the department and division levels. Budget planning and development documents are disseminated to College constituencies, with the College budget and other financial information discussed and approved at Board meetings. When budget changes and adoptions are made, the information is made available on the District's website and is available to anyone who seeks the information. Entire budget process lacks a systematic integrated funding approach towards each division and executive levels. (Standard III.D.3)

Fiscal Responsibility and Stability

The team reviewed evidence of institutional planning reflecting a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. In order to develop the District's budget and conduct a realistic assessment of

financial resource availability, regular updates regarding the assessment and projections of financial resources, including state economic projections, are presented and discussed at the District Council on Administrative Services (DCAS) with information from those meetings forwarded to the College as indicated in the minutes. This information is used to develop the District and Colleges' budgets.

Institutional planning at the College involves management, faculty, and staff. The Planning and Budgeting Council (PBC) was created to serve as the main entity for participatory governance, planning and budgeting at the College by the authority of the Oxnard College Participatory Decision Making and Collegial Consultation document approved in 2006. This document was approved by the Academic and Classified Senates, Associated Student Government, and management. The PBC reports directly to the President of the College. These constituencies recently reaffirmed the authority granted to the PBC in the Participatory Governance/Standing, Advisory and Ad Hoc Committees Manual, 2012. The program review process for each of the College divisions generally serves as the basis for budget planning and development and identification of priorities. The College's budget priorities are recommended to the PBC. The PBC discusses these priorities and makes recommendations to the President.   The entire budget process lacks a systematic integrated process for setting funding priorities towards each division and at the executive level. Once adopted by the Board, the District and Colleges' budgets are distributed widely throughout the District and are also accessible on the District's website. Copies are placed in all College libraries, and numerous copies are provided to College and District constituencies. The College also conducts regular budget forums to ensure that all constituencies are aware of current fiscal conditions. Additionally, the College provides budget information to its constituencies through newsletters, various College department meetings, and through the PBC.
(Standard III.D.4)

College evidence provided to the team describes how it assures the financial integrity of the institution and responsible use of its financial resources. Evidence also describes that the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. Interviews and program reviews show that both the District and the College have a number of mechanisms in place to assess the use of financial resources. In evaluating the effective use of financial resources at the College level, focus is placed on monitoring enrollment growth related to WSCH/FTEF. Since the single largest component of the budget is instructional salaries and benefits, the College devotes significant time monitoring enrollments and evaluating the use of instructional resources each term. The College reviews Banner fiscal reports to provide expenditure reports and assesses College fiscal trends and needs. Annual audit reports are reviewed to ensure adherence to fiscal processes and prompt attention to any audit exceptions. The units also use program review to determine program needs based upon past levels of funding and anticipated future funding. College departments and managers also review Banner fiscal reports, and with reports from the Business Office, reconcile expenditures to stay within approved budget guidelines. These fiscal reports are also used by managers to re-allocate funding within their departments to ensure that funding is used efficiently within their divisions, as well as to help address needed program or service improvements. This budget management and evaluation process is continued throughout the year to address program needs. This process also assists divisions with

determining long term resource needs which are then addressed through unit program reviews and submitted to the PBC for its review and recommendations.
(Standard III.D.5)

Financial documents provided as evidence to the team, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. From reviewing the last four years of audit report with no recommendations (unqualified opinion), the team concluded that audits are conducted annually to review College expenditures and to ensure that all funds are expended in light of state and federal requirements and that all expenditures are consistent with the College's program plans. Audits are conducted in a timely manner, and very few management findings have been noted. Any findings that are documented are addressed quickly and appropriately. The Banner financial management system is accessible to all College budget managers to monitor financial activity. The system is updated in real-time and managers have full access to the system to monitor their units' financial activity in a current and timely manner.
(Standard III.D.6)

The team reviewed evidence describing how institutional responses to external audit findings are comprehensive, timely, and communicated appropriately, evidenced by Board meeting minutes, PBC and DCAS minutes. Clean audit reports indicate financial management is sound with appropriate internal controls and timely responses. (Standard III.D.7)

The team was provided evidence by the College describing how the institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and how the results of this assessment are used for improvement. Ventura County Community College District (VCCCD) utilizes an independent auditor's review of District and College internal controls. In addition to offering an opinion on the District financial statement, auditors also test the adequacy of internal controls and provide a report on the results. The annual external audit process is extensive and comprehensive. The audit reports are presented to the Finance and Capital Planning committee of the Board and also to the Board of Trustees for acceptance. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis. Information from external audits is provided to the Finance and Capital Planning Committee, governing board, the Chancellor, and the Vice Chancellor of Business and Administration, and is used to evaluate and improve the District's financial management and internal control systems. (Standard III.D.8)

College evidence describes how the institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. From the audit reports and adopted budget documents neither the VCCCD nor the College has been faced with cash flow difficulties that would require borrowing cash, primarily due to the reserve balances that the District has accumulated over time. The District is a member of the Statewide Association of Community Colleges (SWACC), which has property and liability Joint Powers Authority. In addition to loss coverage, SWACC provides the District with programs and resources to mitigate loss exposure through loss control services, trainings, and risk transfer and, therefore, has reserves to handle unexpected losses. Participation in a Joint Powers Authority

(JPA) also spreads the impact of losses over time. In addition, the District carries small reserves specifically designated to handle self-insured exposures such as self-retained deductibles. (Standard III.D.9)

A review of College evidence describes how the institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Through constant reviews from vice presidents, deans, directors and the Banner system the District and College practice effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Evidence from audits and financial program reviews shows that the College and the VCCCD are both in compliance with recognized reporting and accounting standards and there are no fiscal management irregularities which need to be corrected. Proper oversight is provided by the College and the District's business offices, in addition to the respective departments responsible for financial aid, grants, and categorically funded programs, and contracts. (Standard III.D.10)

Liabilities

The team reviewed evidence describing how the level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. The VCCCD has established budgetary processes to address all long-term College obligations. A reserve has been fully funded to cover the long-term liability related to faculty workload balancing. The District also established a separate fund to cover retiree health liability, and the VCCCD fully implemented GASB 45 in 2007-08. The most recent actuarial of its retiree benefit obligation was performed in 2014. Insurance costs are covered on a pay-as-you-go basis and are budgeted annually in the District-wide services budget within the General Fund Unrestricted budget. In 2012 the Board approved the Infrastructure Funding model and established a sub fund to account for revenues and expenditures. The fund was created to help address total cost of ownership and the growing structural deficits in infrastructure categories. As specified in the funding plan, resources are re-allocated from the General Fund- Unrestricted, which may accumulate from year to year to address the Colleges infrastructure needs. (Standard III.D.11)

The institution's evidence described plans for appropriate resource allocation for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. An actuarial study for post-retirement benefits was performed in November 2014, estimating the amount that should be accumulated under the requirements of GASB 45. Actuarial studies are performed every two years. The District's long-term liability as of that date was estimated at approximately $138.3 million. Although the District Office has been making contributions to their Other Post-Employment Benefits (OPEB) and has educated the Board and Administration as to the costs associated with the Annual Required Contribution

and the actuarial study, there is no documented long-term plan on funding these obligations. The teams encourage the District to develop such a plan.

In order to reduce the overall cost to the District, in FY2010-11 the District established an irrevocable trust fund for the partial funding of that liability. As a means of accruing the amount required under GASB 45, the District makes an annual required contribution (ARC), assessed as an employer expense, that includes rates that range from 7 percent to 20 percent on each payroll dollar depending on employee type and funding source. These fringe benefit rates are assessed to all eligible employees' salaries in all funds, including categorical, grants and contracts, and auxiliary services. In the Adoption Budget, using this methodology, the expenditure for post-retirement benefits is projected to be approximately $12.8 million for all funds. (Standard III.D.12)

The evaluation team reviewed evidence describing the institution's annual assessment and resource allocation for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. The only debt instrument issued by the Ventura County Community College District is a General Obligation Bond which is paid through an ad valerum tax, collected and transferred by the County Assessor. (Standard III.D.13)

The College provided evidence describing how all financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. Oxnard College maintains financial accounts in accordance with the Budget and Accounting Manual (BAM) published by the California Community Colleges Chancellor's Office. Both the College and the District business offices review grant budgets for program compliance in terms of expenditures. College and District audits and reviews by external auditors and agencies show that the system of fiscal oversight and financial management is effective. The College does not have any Capital Equipment Leases, nor does the College or District have Tax Revenue Anticipation Notes or Certificates of Participation, but the District does have a General Obligation bond. In accordance with state law, the District formed a Citizens' Oversight Committee, which meets on a regular basis to review projects authorized by the voters. In addition, the District has a separate performance and financial audit of the bond expenditures. The College Foundation, an auxiliary organization of the College, provides support to campus development, student scholarships, and educational programs in order to promote the progressive and continuing advancement of the College, to support initiatives in educational excellence, and to enable the College to serve as an exemplary multi-cultural community resource. The Foundation's financial statements and records are reviewed by the independent auditor on an annual basis. (Standard III.D.14)

The College does not offer student loans.
(Standard III.D.15)

Contractual Agreements

The team reviewed evidence demonstrating how contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies,

and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. After reviewing several agreements the College has established between the College and outside agencies, including agreements with local high schools and universities though the Title V program; Science, Technology, Engineering and Mathematics (STEM) agreements with outside educational institutions; and child care grants through the child development program, the team concluded all agreements are consistent with the College mission. (Standard III.D.16)

Conclusions

The College meets the Standards and related Eligibility Requirements except for Standards III.D.1, III.D.2, III.D.3, III.D.4.

<u>Recommendation to Meet the Standards</u>

College Recommendation 1
In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College-integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standard I.A.2. I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.6, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; ER 4, 5, 6, 8, 11, 14, 18, 19)

STANDARD IV
LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observation

Oxnard College has generally developed and executed a broadly-based governance and committee structure. Faculty, staff, students and administrators participate in the participatory governance committees to take initiatives and improve practice, programs and services. Ideas for improvement are brought to the committees and sent to the college wide Planning and Budgeting Committee for a recommendation to the President in order to assure effective planning and implementation College-wide.

Findings and Evidence

Oxnard College institutional leaders create and encourage innovation that leads to institutional excellence. This is evidenced through its long history of creating and establishing innovative student success programs such as STEM and the Agora Program. The participative governance committees are composed of faculty, classified staff, students and administrators. The participative governance committees include (1) business services committee, (2) Student services committee, (3) Program Development and Academic Faculty Prioritization Committee, (4) Campus Use, Development, Safety Committee (CUDS), (5) Curriculum Committee, (6) Professional Development Committee (PDC), (7) Program Effectiveness and Planning Committee (PEPC), and (8) the Student Success Committee.

The Planning and Budget Committee (PBC) is the College-wide committee that forwards recommendations to the President. Recommendations to the PBC come from the Business Services, Program Development and Academic Faculty Prioritization, and CUDS committees. These three OC committees are labeled as the "pillars" to participatory governance. The other committees submit their ideas or innovations to the appropriate pillar committee or committees.

The College supports administrators, faculty, staff and students in their initiatives to improve practices, programs, and services that support student success. For example, the Associated Student Government (ASG) sought to fund a meal voucher program to assist students to obtain meals at the Café during the day and at the student center during the evening. This idea was brought to the Planning and Budget Committee (PBC) by the ASG. It was recommended to the President who approved it for the fall 2016 semester. The team discovered some "pockets" of effective planning like this example. The meal voucher program is one of a number of examples where the College has demonstrated systematic participative processes to assure effective planning and implementation of innovations leading to institutional excellence. The Participatory Governance Manual (PGM) does outline how the systematic participative processes are structured and functions. The PBC, like the other participative governance committees, is functioning and providing guidance and support for innovation and ideas that improve institutional excellence.

Systematic College participative processes are available to implement policies, programs, and services that have institution-wide implications; however it is difficult to ascertain from the evidence and interviews whether these eight committees work in an integrated fashion. What is problematic is that the institution does not have a strategic or integrated plan that joins all of these participatory governance planning committees into a cohesive whole. (Standard IV.A.1)

The institution establishes and implements policy and procedures that authorize administrators, faculty, and staff participation in decision making processes. The eight participatory governance committees are composed of faculty, staff, administrators and students. Students views are taken into consideration especially when policy and procedures have direct impact on them. The College has a policy that specifies the manner in which individuals bring forward ideas. It is located in the Participatory Governance Manual (PGM). The PGM is being revised for completion in December 2016.

The PGM outlines how the college establishes and implements policies that authorizes administrators, faculty, and staff participation in decision making. The current participatory governance committees such as the Program Effectiveness and Planning Committee (PEPC) and the Student Success Committee (SSC) are functioning and are utilized by administrators, faculty and staff to consider initiatives, practices, policies, and programs to recommend to the Planning and Budget Committee (PBC) for resource allocation recommendations to the President. The PGM is going through some revisions in fall 2016. The draft revisions will be completed in October with the final draft completed in November for a December review by the college. Student participation on all of the participatory governance committees is ongoing and effective. ASG appoints students to all of the participatory governance committees.

The PGM specifies the manner in which individuals bring forward ideas. Students understand how to forward their ideas through the participatory governance processes. For instance, the ASG approved the idea to have water hydration stations in key areas of the campus. They went to the PBC to gain approval. The PBC approved the water hydrations stations and recommended it to the President for approval and implementation. The water hydration stations were installed. (Standard IV.A.2)

The PGM describes how administrators and faculty share a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget. Their role in the participatory governance committees provides them with the framework, values, and goals that relate to their areas of responsibility. College administrators and faculty participate in key district committees such as the District Operations Council (DOC) and District Committee on Administrative Services (DCAS). Their participation is evidenced by the minutes and the substantive agenda items of these district committees.

The PGM describes how college administrators and faculty have a clearly defined role in institutional governance and a substantial voice in institutional policies, planning and budget related to their areas of expertise. In practice the college is utilizing these processes. Except for the divisions of student services and administrative services that do not have a clearly defined program review process that provides them a pathway for the appropriate consideration of resource allocation, the college enables the divisions to have a substantial role in institutional

governance. Even though administrative services and student services have not established a clearly defined program review and resource allocation pathway, both divisions are given an opportunity to request resources through the PBC. The Student Success Committee is an example of how student services can move policies and budget requests through the governance process to obtain needed resources. However, the college needs to establish a program review process for student services and administrative services that guarantees resource requests follow a "clearly defined role in institutional policies, governance, and budget." (Standard IV.A.3)

Policies and procedures are in place for faculty and academic administrators that have responsibility for curriculum and student learning programs. The Academic Senate's Curriculum Committee and the Student Success Committee are working effectively to ensure that curriculum is up to date and revised as well as supporting student learning programs and services. The Curriculum Committee is fully operational and continues to ensure that faculty are the primary group to create, revise, and establish curriculum. There is a well-defined structure for the recommendations related to curriculum and student learning programs and services. The three subcommittees, Distance Education, GE, and Learning Outcomes Team, have been meeting and doing a significant amount of work.

The participatory governance structure allows for student learning programs and services to be forwarded to the Planning and Budget Committee for resources allocation. There are two examples that demonstrate the defined structure and how faculty and academic administrators through policies and procedures make recommendations. First is the Agora Club. This was an idea by a faculty member that was taken to the Planning and Budget Committee for approval and recommendation to the President and his cabinet. The Agora Club provides for student and faculty dialogue on current topics of the state and nation. These topics foster critical thinking and debate that inspires students to think about and act on the issues of the day. The second example is how the curriculum committee focused on building a visual and performing arts curriculum to accompany the new Performing Arts Building funded by the bond. The visual and performing arts curriculum was initiated in fall 2016. (Standard IV.A.4)

The VCCCD Board of Trustees and Chancellor ensure that institutional governance is implemented at Oxnard College. Oxnard College ensures the appropriate consideration of relevant perspectives and decision making is aligned with the expertise and responsibilities of administrators, faculty and staff. The College has established a system for board and institutional governance. The Board of Trustees formulates board policies that lay the ground work for administrative policies. Administrative policies are implemented by the district and college leaders. Decision making is aligned with the expertise and responsibility of faculty, staff, and administrators. Institutional plans and policies are developed and forwarded to the appropriate participatory governance committees. Curricular change is done through the Academic Senate's curriculum committee and implemented by Department Chairs and academic deans.

An indicator of this process is how OC Transitional Studies, another term for basic skills, came into a reality. Following research and data analysis the efforts of mathematics faculty to accelerate completion and success demonstrated possible new practices. Thus, transitional studies came into its own as a pilot under the STEM grant to possibly become a college-wide

effort. The data was provided to the College Student Success Committee for approval. The SSC approved the pilot and Transitional Studies will be implemented and evaluated to see if it increases student completion and success. (Standard IV.A.5)

The team reviewed the evidence related to decision making processes and the documentation of resulting decisions. Unfortunately, much of this evidence had to be gathered during the site visit and was not readily available in the ISER or in the team room.   In addition, scheduled planning and decision making committee meetings were not attended by team members. The team requested the schedule of meetings two weeks prior to the visit.   The team did not receive these schedules until the third day of our visit. Thus, the team did not attend the Program Effectiveness and Planning Committee (PEPC) and the Student Success Committee (SSC) meetings. This hampered the team's ability to verify and clarify the decision making processes.

Documentation for the resulting decisions were found in the minutes of the various participatory governance committees. The President receives recommendations from the PBC through a formalized template describing the recommendation and requesting approval. Communication on the campus regarding decisions by the participatory governance committees can be found on the college website. Decisions by the President are also communicated on the website and the monthly newsletter.   KADY TV has streaming video of the college decisions and activities as well. Representation of students, classified, faculty and administrators report the actions and decisions through their respective bodies on a monthly basis. The Academic Senate and Classified Senate agendas and minutes confirm that "report outs" on these committees are done routinely at their meetings. (Standard IV.A.6)

The PGM outlines the leadership roles in participatory governance and decision making. Policies, procedures and processes are regularly evaluated to assure integrity and effectiveness. The results of these evaluations are widely communicated as the basis of improvement**.** Although the ISER did not contain sufficient evidence, the team was able to validate these processes through on-site evidence and interviews during the visit. The College describes leadership roles, institutional governance decision making policies, procedures and processes in the Program Governance Manual.

Regular evaluations occur for participatory governance committees. For instance, the PBC does an annual evaluation through survey monkey. The evaluations are for internal use only. The results of the evaluations are only shared with committee members. The results of the evaluations are analyzed by the committee members to improve the practice and outcomes of the committees. The results of the evaluations are also posted on the College website under committee agenda and minutes. Communication of committee actions and activities are also provided on the college website, by word of mouth of members of the committee to other committee members and by report outs at the Academic Senate and Classified Senate. Managers communicate with their respective staff Committee decisions and actions. (Standard IV.A.7)

Conclusion

The College meets the Standard.

Standard IV.B: Chief Executive Officer

General Observations

The CEO exercises the role of having the primary responsibility for the quality of the institution. This is particularly emphasized with the establishment of the Division of Institutional Effectiveness in February 2016. This Division provides research and data intended to improve the quality of the institution. The CEO also exercises effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness through management meetings, participating in participatory governance planning and co-chairing the Student Success Committee.

Findings and Evidence

The Chief Executive Officer (CEO) has the primary responsibility for the quality of the institution. This is evidenced by the job description for the CEO positions at the district and by the actual decision making authority demonstrated by the CEO. Recommendations from the campus participatory governance committees and the divisions of business services, academic affairs, and student services related to improving the quality of the institution inform CEO decisions.

With the departure of the CEO in June 2015 the College has gone through an acting President and the appointment of an interim CEO beginning fall 2015. During the tenure of the Interim CEO, the College posted a permanent position and the Board appointed a permanent CEO who began her Presidency May 23, 2016. During this period the District underwent the loss of the permanent Chancellor and had to appoint an interim beginning July 1, 2015. Thus, guidance to the College during Academic Year 2015-2016 was not as consistent as in previous years. The interim President worked hard to provide effective leadership in planning, organizing, budgeting, selecting and development of personnel and assessing institutional effectiveness. However, with the tentative nature of the interim CEO period, leadership qualities that ensure planning, organizing, budgeting, selecting and developing personnel appear to have been less than optimal.

With the May 23, 2016 appointment of the permanent President, the College now has a seasoned and proven leader. In her short tenure she has brought confidence to the CEO's leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. This is evidenced through bi-monthly cabinet meetings, agenda and minutes of participatory governance committees, the establishment of the Division of Institutional Effectiveness, leading three accreditation workshops and the agenda and minutes of the Student Success Committee that she co-chairs. (Standard IV.B.1)

The CEO plans, oversees and evaluates the administrative structure. Although the President has only been on the job four months, she has been evaluating the administrative structure and the staff to ensure the institution's purposes, size and complexity are effectively managed. Prior to her coming, the College changed its administrative structure by eliminating the Executive Vice President position that supervised academic affairs and student services to a four division structure that included student services, business services, academic affairs and the Office of the

President, which includes the institutional effectiveness. This administrative structure will serve the College well as it has witnessed a 14% enrollment growth (FTES) over the last five years.

The administrative structure is well defined. There are four divisions; business services, academic affairs, student services, and the Office of the President, which includes institutional effectiveness. Each division has a vice president leading and managing the staff. The college as a whole and the divisional organization reflect the institution's purposes, size and complexity. The mission of the College drives the goals of the divisions and the unit goals to achieve the annual goals of the divisions.

The evidence on reflecting the institution's purposes, size and complexity is found in their student success committee plans and initiatives. The Student Success Committee is a college wide committee bringing together faculty, classified staff, and students. Instructional and counseling faculty are represented as well as classified staff from student services, business services, and instruction. The SSC's central purpose is to improve student success that involves business services, instruction, and student services. The SSC has developed campus wide initiatives that have been offered to all students. Such initiatives include orientation, transitional studies (English and mathematics remediation strategies), and research and data driven decision making.

The CEO co-chairs the SSC and organizes staff and faculty to meet the complexities, size, and purposes of the institution through these initiatives. The CEO delegates authority to the vice presidents that are consistent with their responsibilities. The organization chart for the three divisions and the job descriptions of the vice president provided the evidence of the appropriate authority and responsibilities of the vice presidents, deans and others. (Standard IV.B.2)

The CEO guides institutional improvement through established policies and procedures. The CEO sets values, goals and priorities through her leadership and supervision of the four divisions and her participation on key participatory governance committees. High quality research and analysis has been established with the Division of Institutional Effectiveness. Evidence is used to improve learning and achievement.

It appears the participatory governance committees involved in planning are doing well but further refinement is necessary to ensure that there is a seamless integration among the eight participatory governance committees. The CEO guides institutional improvement for teaching and learning in a number of ways. The Vice President of Academic Affairs and Student Learning reports to the President. The President guides the Vice President to initiate and support ways to improve teaching and learning. In consultation with the Academic Senate the President supports and guides initiatives and actions that improve teaching and learning.

The CEO co-chairs the Student Success Committee and guides the activities of this college wide committee. The SSC is committed to improving teaching and learning through programs and initiatives that are assessed for their effectiveness in student completion and success. As the co-chair, the President has direct involvement in guiding teaching and learning initiatives and programs.

The CEO establishes a collegial process that sets values, goals and priorities. This is done through College forums, attending participatory governance committees, co-chairing the SSC, the monthly newsletter and leadership with the division vice presidents and deans. Consultation with the Academic Senate and Classified Senate provides another avenue to set the values, goals, and priorities of the institution.

The CEO ensures that institutional performance standards for student achievement are set, implemented and assessed. With the Office of Institutional Effectiveness in place, the CEO helps guide the setting of institutional standards for student achievement. The College has well defined institutional standards and stretch goals for each academic year. Having analyzed the last five years, the College set institutional standards and goals for the upcoming academic years. These goals are widely disseminated to faculty, staff, and students. Annually the institutional standards for student achievement are assessed and the College Profile and Institutional Effectiveness Report is prepared for distribution to the entire campus. The report includes what is called the Measures of Achievement and Performance of Students and Academic Performance Measures (MAPS). The institutional standards for student achievement are Academic Performance Measures such as course completion, GPA, percent of students receiving probation letters and percent of students receiving dismissal letters, persistence rates and associate degrees/certificates awarded.

The CEO ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions through guidance and supervision of the Division of Institutional Effectiveness. The Division of Institutional Effectiveness provides quality research and data for use in planning and to assess internal and external conditions. As discussed earlier the annual College Profile and Institutional Effectiveness Report provides data on Ventura County's economy, demographics, wages and cost of living, the city of Oxnard, and a unique set of data entitled the Misery Index. It also provides relevant data for Oxnard College, MAPS (discussed earlier) and the Future Focus of the College. The Future Focus section is the basis for the three Quality Focus Essays (QFE) that includes transitional studies, Participatory Governance, and Strategic Planning.

The CEO is working to ensure that educational planning is integrated into resource planning and allocation to support student achievement and learning by making sure the participatory governance planning process is operational. The College identifies the following as three pillars for participatory governance: 1) business services committee, 2) Student services committee, and 3) Program Effectiveness and Planning Committee (PEPC). These three committees submit their recommendations to the College-wide Planning and Budget Committee (PBC). The PBC then submits their recommendations to the President for resource planning and allocation of resources.

In addition to the "three pillars" and the PBC, the College also has five other participatory governance committees. These include the Campus Use, Development, Safety Committee (CUDS), Curriculum Committee, Professional Development Committee (PDC), Program Effectiveness and Planning Committee (PEPC), and the Student Success Committee. It appears that all the participatory or participative consultation committees are meeting consistently. Agendas and minutes are evidence of the meetings they have had and the issues or topics they

have addressed. However, it is difficult to understand how all these committees form an integrated whole. The Oxnard College Quality Focus Essay intends to address the above difficulty by completing a strategic plan and revising the participatory governance process.

The CEO is working to ensure that the allocation of resources supports and improves learning and achievement goals by approving, modifying or not approving the PBC recommendations on resource allocations. The CEO also provides guidance by approving, modifying or not approving faculty hiring prioritization.   An example of this was the list of faculty hires submitted by the PBC and modified by the President.   In addition, the CEO approved the recommendation of the Student Services Committee to the PBC to hire a counseling faculty to better support students and student achievement.

The CEO established procedures to evaluate institutional planning and implementation efforts to achieve the mission of the institution. With the formation of the Division of Institutional Effectiveness the CEO and the College can, in the future, evaluate planning and implementation efforts. The annual Institutional Effectiveness (IE) Report provides data on how the college is doing with reference to the Mission statement.   As the Mission Statement states, the College is learning centered, focused on academic excellence, and provides multiple pathways to student success. Manifestations of learning achievement, academic excellence and the performance of the multiple pathways, and student success are contained in the Institutional Self Evaluation Report. (IV.B.3)

The CEO demonstrated her leadership role for accreditation since arriving in June of 2016.   The Interim President did the same and made sure that the institution met the ERs, accreditation standards and Commission policies.   In addition, the CEO formed an Accreditation Leadership Team to involve faculty, staff and administrative leaders in the writing of the ISER that assured compliance with accreditation requirements

The Accreditation Leadership Team was co-chaired by the Vice President of Academic Affairs and Student Learning and the President of the Academic Senate.   The leadership team was composed of deans, faculty, and classified staff appointed by the Classified Senate. The accreditation leadership team met monthly as a whole and the co-chairs of Standards I, II, III, and IV met every two weeks to write the ISER and gather evidence. The Co-chairs of the leadership team met with the CEO consistently to inform the CEO of their progress, resource needs and gaps that needed to be addressed. The CEO conducted three accreditation workshops for the entire campus in preparation for the team visit. (Standard IV.B.4)

The CEO has bi-monthly cabinet meetings with the Division Senior Administrators.   The cabinet meeting reviews statutes, regulations and governing board policies that may have been revised or newly enacted.   The CEO receives the state Chancellor advisories and key policy and program guidance for all federal and state programs at the College.

The VCCCD Trustees Board Policies (BP) are routinely sent to the CEO for guidance and implementation. The Administrative Policies (AP) are sent out by the VCCCD Chancellor to the CEO for guidance and implementation as well. These are evidenced by the BPs and APs that are

located in the CEOs files. The CEO is a member of the Board Policy Committee that meets monthly at the District along with Chancellor and Vice Chancellors.

The CEO reviews the budget monthly, receiving reports from the Vice President of Business Services who is a member of the District Council on Administrative Services.   With these fiscal reports, coupled with the District HR reports, the CEO maintains effective control of budget and expenditures. (Standard IV.B.5)

The CEO attends meetings in the business, nonprofit, and education organizations of the community.   The CEO also is a member of the Oxnard College Foundation and attends meetings and functions sponsored by the Foundation.   Communication is ongoing with the Chamber, high schools, Superintendent of the Oxnard School District, and nonprofit agencies that support the social, emotional, and economic needs of the citizenry. (Standard IV.B.6)

Conclusion

The college meets the Standard, except IV.B.3.

College Recommendation 1
In order to meet the Standards, the team recommends that the College develop, implement, and assess its academic, student services, and business services plans for human, physical, technological, and financial resources. College integrated plans and processes must be developed, implemented, and assessed informing resource allocation decisions for the replacement of equipment and technology, repair and maintenance of buildings and facilities, and the hiring of instructional and non-instructional personnel initiated through Program Review. (Standard I.A.2. I.A.3, I.B.2, I.B.4, I.B.5, I.B.8, I.B.9, III.A.6, III.A.9, III.B.2, III.B.4, III.C.2, III.D.1, III.D.2, III.D.3, III.D.4, IV.A.2, IV.A.3, IV.A.4, IV.A.6, IV.B.3; ER 4, 5, 6, 8, 11, 14, 18, 19)

Standard IV.C: Governing Board

General Observations

Established Board Policies assure the quality, integrity, and effectiveness of student learning programs and services. The Governing Board consists of five area-elected trustees and one student trustee elected from the VCCCD student organizations. Board Policy 2715 describes a commitment to a "high standard of ethical conduct" and the team was provided evidence of each trustee's Public Service Ethics Education Online Certification. The VCCCD Decision-Making Handbook articulates principles derived from law and accreditation standards and the subsequent roles of the Board, the Chancellor, faculty, classified staff and students.

The VCCCD Chancellor reports directly to the Governing Board and has delegated authority to implement and administer board policies. The Board delegates the Chancellor full authority to District business consistent operate and control District business consistent with California statutes. The team, however, encourages the Chancellor and Board to clarify, realize, and enforce the Board's authority delegated to the Oxnard College President through the Chancellor.

Findings and Evidence

The team reviewed evidence that the institution has a governing board with authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Board Policy 2200: Board Duties and Responsibilities, defined in Education Code Section 70902, establishes the Board's responsibility to fulfill policies consistent with the District mission and establishes authority over the improvement in the quality, integrity, efficiency, and effectiveness of District student learning programs and services. Board minutes, interviews, calendars, and other supporting documents provide supporting evidence. Board Committee agendas and minutes also provide evidence that the Committee analyzes and recommends board actions related to academic quality, integrity, and effectiveness of student learning programs. Two-member Board committees support Board-level dialogue and effectiveness. The Board Planning, Accreditation and Student Success Committee analyzes and recommends actions to the greater Board. The Board Committee on Capital Planning and Finance does the same to ensure the financial stability of the District and the Colleges. As the name implies, the third Board Committee focuses upon Policy, Legislation, and Communication.
(Standard IV.C.1; ER 7)

A review of the evidence provided to the team describes how the VCCCD governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. Through a review of Board policies, meeting agendas, and interviews the team found no evidence that Board does not act as a whole and support, regardless of consensus, final decisions. (Standard IV.C.2)

College evidence describes how the governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. The Team reviewed evidence found in the VCCCD Board Policy Manual, Board Policy 2431: CEO selection.

Should a vacancy occur, the policy establishes a search to fill the position. Administrative Procedure 2431 describes the Protocols for just such a search. In a case where an Interim Chancellor is needed, the policy acknowledges that the Board may choose to use an abbreviated version of the Chancellor search process. Board Policy 2435: Evaluation of the Chancellor, establishes an annual evaluation of the Chancellor, but the team found no Administrative Procedure describing the process. The current VCCCD Chancellor is an interim. (Standard IV.C.3)

Evidentiary documents provided to the team describe how the governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. Through site interviews, the Governing Board members revealed a strong understanding and commitment to the communities being served. The Board meets quarterly with a Citizens' Advisory Board, comprised of community leaders jointly appointed by the Trustees and the Chancellor. Oxnard College advocates for and defends the institution and protects it from undue influence or political pressure. The VCCCD Decision-Making Handbook states: The Board of Trustees is comprised of representatives of the broad community, elected to act as guardians of the public's trust. Each of the Governing Board members is elected by District's registered voters to represent the community service area. The student trustee is elected by student organizations from all three VCCCD colleges. The Board is guided by Board Policies 2200: Board Duties and Responsibilities; 2201: Board Participation in District and Community Activities; and 2205: Delineation of System and Board Functions. (Standard IV.C.4; ER 7)

A review of the evidence provided to the team describes how the VCCCD governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The duties and responsibilities of the Board of Trustees are described in BP 2200: Board Duties and Responsibilities. Board responsibilities include the establishment of policies for comprehensive, academic, and facilities plans; courses of instruction and educational programs; and academic standards and graduation requirements. The District Decision-Making Handbook states: "The Board ensures that the mission and vision will be accomplished by assigning responsibilities to District employees through job descriptions." The Handbook also acknowledges how accreditation standards support institutional effectiveness and student learning. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. (Standard IV.C.5)

College evidence confirms that VCCCD publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. Chapter 2 of the District BoardDocs website provided the team with ample evidence that bylaws and policies define the Board's size, duties, responsibilities, structure, and operating procedures. For example, BP 2010: Board Member, defines the qualifications of a Board member, each of whom serves a four-year term and BP 2100 Board Election stipulates how the elections are conducted. Board duties and responsibilities are clearly delineated in the bylaws and policies described in BP 2200: Board Duties and Responsibilities. (Standard IV.C.6)

Furthermore, the team reviewed evidence that the VCCCD governing board acts in a manner consistent with its policies and bylaws. Board Policy and Administrative Procedure 2410

describe the Board intent and protocols in the policy development, review, and modification arena. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. Board minutes provided to the Team substantiate significant policy review activity and the Board's September 2015 reaffirmation to a five-year review cycle of policies and procedures. However, during the visit, team members heard concerns from several College stakeholders about how the Oxnard trustee may have sought to influence College operational decision-making, thus moving beyond the scope of policy development. The team encourages the VCCCD governing board to continually assess and realize Board Policy and Administrative Procedure 2410. (Standard IV.C.7)

Evidence provided to the team describes how the institution is accomplishing its goals for student success, how the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. The College makes an Institutional Effectiveness Report to the Board that includes course completion rates, course success rates, retention rates, degrees and certificates awarded, transfer rate to four-year institutions, licensure and certification pass rate, productivity rates, and student learning outcomes/student service unit outcomes. The Planning, Accreditation, and Student Success Board Committee reviews recommendations from the Chancellor for District and College planning meeting organizational and community needs. The Committee reviews policies that ensure that instructional programs are effective and consistent with District and College practices, plans, and strategies. (Standard IV.C.8)

The College provided the team with evidence that the governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. BP 2100: Board Elections, establishes staggered elections, ensuring that no more than three seats are up for election every four years. BP 2740: Trustee Professional Development, codifies ongoing Board development and new member orientation. Team interviews with Board members confirmed a quarterly Board assessment cycle informing possible future Board professional development needs. However, given the consistent concern from Oxnard stakeholders about the role of the governing board member in College operations, the team encourages further professional development in this arena. (Standard IV.C.9)

The team reviewed board policies and/or bylaws that clearly establish a process for board evaluation. Board Policy 2740: Trustee Professional Development commits the board to an annual assessment cycle. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. During interviews with governing board members, the team heard a commitment to teaching and student learning, evidenced by members attending trainings such as the Association of Community College Trustee (ACCT) workshops. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The team found evidence of such board evaluation and public notification in the form of VCCCD trustee meeting minutes. The VCCCD board is clearly committed to using their own evaluation results are used to improve board performance, academic quality, and institutional effectiveness through an annual review process. Outside consultants have sometimes worked with the board to improve effectiveness. However, the team strongly encourages a more frequent and formal evaluation and

professional development training in relation to its policy-making role and identify areas in which training is necessary to improve performance. (Standard IV.C.10)

The team was provided evidence of the VCCCD governing board code of ethics and conflict of interest policy, and examples of how individual board members adhere to the code. Each board member provided proof of participation in the Public Service Ethics Education program. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. Board Policy and Administrative Procedures 2715 describe intent and action if trustee misconduct were to occur. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. Board Policy 2710, along with board members' annual submission of Form 700: Statement of Economic Interests, codifies each member's duties as an officer of the District. (Standard IV.C.11; ER 7)

A review of evidentiary documents and evidence drawn from interviews provided the team with supporting evidence of how the VCCCD governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively. However, in practice, the team heard several times from stakeholders of unsubstantiated examples to the contrary. The team encourages the Chancellor and Board to clarify, realize, and enforce the Board's authority delegated to the Oxnard College President through the Chancellor. Board Policy 2430: Delegation of Authority to the Chancellor, delegates to the Chancellor full authority to operate and control District business consistent with law and California regulations. The Chancellor has the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action through Board Policy 2430: Delegation of Authority to the Chancellor and 2200: Board Duties and Responsibilities. The Chancellor has the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds through the same Policies. (Standard IV.C.12)

Team interviews and supporting documents are evidence that the governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. Board members demonstrated efforts to keep themselves abreast of accreditation-related topics through participation in Community College League of California conferences and through one member's service on the state Chancellor's Accreditation Task Force. A VCCCD board Student Success and Accreditation Subcommittee is charged with advising the body as a whole in this arena. The board participated in 2015 and 2016 accreditation study sessions and hosted their own public accreditation updates as evidence of their role and function in the accreditation process. (Standard IV.C.13)

Conclusions

The College meets the Standards and related Eligibility Requirements.

Standard IV.D: Multi-College Districts or Systems

General Observations

The Ventura County Community College District (VCCCD) is a multi-college district serving the needs of the County in three of its principal cities: Moorpark, Oxnard and Ventura. As of fall 2015, the District served 31,903 students at its three locations. The District's chief executive officer is a chancellor, who is selected by and reports directly to its locally elected five-member board of trustees. The Chancellor selects and evaluates the three college presidents who are responsible for the effective operation of their respective colleges.

Findings and Evidence

In collaboration with the board of trustees, the Chancellor communicates expectations of institutional excellence through annual board goal setting and review of individual college planning and institutional effectiveness reports. The District sets and communicates its expectations of educational excellence and integrity throughout the District through goal-setting and review of key college reports on student outcomes and success and student equity. The District supports the effective operation of the colleges by providing centralized support functions, especially in the areas of fiscal services, human resources and information technology. Clearly defined roles, responsibilities and authority have been established between the colleges and the District as defined in the *District Functional Map*, *Decision-Making Handbook*, and *District Integrated Planning Manual*. (Standard IV.D.1)

The District Chancellor clearly delineates, documents and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The *District Functional Map*, the *Decision-Making Handbook*, and the *District Integrated Planning Manual* have been developed and refined through District committees with broad representation. The District provides centralized support for human resources, allocation of resources, and information technology. Stakeholders at all three colleges noted difficulty in the timely hiring of faculty, classified staff and administrators. However, it was also noted that conditions seem to be improving. The team encourages the District to continue to review staffing levels in the Human Resources Department to ensure that sufficient and timely staffing occurs at each of the colleges. (Standard IV.D.2)

The District has a well-written policy related to budget preparation that outlines the expectations of the board of trustees and is being followed. As stated in Board Policy and Administrative Procedure 6200 on budget preparation, the budget allocation model and the infrastructure funding model must be developed annually with appropriate constituency participation. The District Council on Administrative Services (DCAS) provides a participatory governance forum to ensure that there is an opportunity for individuals to voice their concerns related to the allocation models. In addition to DCAS, the Vice Chancellor of Business and Administrative Services regularly meets with the college vice presidents of Administrative Services to discuss opportunities and challenges. The Vice Chancellor also makes presentations to the board as needed to ensure that they are sufficiently educated on the current financial status of the District. In the most recent presentation, the Vice Chancellor addressed issues such as the cost of negotiated settlements, and retirement system cost increases. The candid discussions related to

the allocation models and distribution of funds ensures that the process is well-understood across the District. In addition, the Vice Chancellor established a task force on full time equivalent students (FTES) to begin conversations related to enrollment targets to ensure that all three colleges are working toward a shared goal.

Both the budget allocation and infrastructure funding models are data driven. The budget allocation model is completed using the number of full time equivalent students (FTES). Current conversations are focused on whether these calculations should be on target FTES or actual FTES. These discussions are taking place at DCAS. The infrastructure funding model has set criteria related to assignable square footage, number of computers and FTES. As part of the infrastructure model, there is an equal share component as well. The criteria used in the allocation models were established through conversation at vice presidents meetings with the vice chancellor and through the DCAS.

The District hires an external auditor on an annual basis to conduct a financial audit and a financial and performance audit on Measure S, their general obligation bond. The bond audits have been unqualified. On the financial side, there was an audit finding in year end 2013 related to the tracking of how material fees were expended. This finding has been resolved. In fiscal year end 2014, there were two findings. The concurrent enrollment finding related to the forms not being properly completed; the sample test showed an error rate of 20 percent. The second finding related to annual meetings for Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE). In the review year, there was no annual meeting, which is not in line with the programmatic requirements. In all cases, the audit findings were rectified in a timely manner. In the most recent audit available for 2014-2015 fiscal year, there were no audit findings and an unqualified opinion was provided. (Standard IV.D.3)

The Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated board policies without interference. This includes the selection and oversight of the management team, accountability for budget development and fiscal status, and short and long term planning. The president ensures that the college meets and maintains accreditation standards, provides quality programs and support services, and that resources are managed to provide for long term operation of the college. The Chancellor holds the college president accountable for his/her performance and the operation of the college. (Standard IV.D.4)

District planning and evaluation are integrated with college planning and evaluation. Planning uses data made available by the college, the District, and the State. All planning at the college level is in line with the mission, vision, and values established by the board for the District. The District's mission drives the colleges' missions, values and visions. The team encourages the District to finalize its strategic plan in accordance with and as defined in the *District Integrated Planning Manual*. (Standard IV.D.5)

There is regular communication between the District and the colleges. The Chancellor, Vice Chancellors, and College Presidents meet weekly both formally at the Chancellor's Cabinet and informally to discuss specific college needs and required District support. Communication between colleges and the District through its governance committees ensures effective operation

of the colleges. These meetings are regular, productive and collegial. (Standard IV.D.6)

The District conducts climate, perception and communication surveys of students, faculty and staff to assess the effectiveness of District and college governance and operations. The results of these surveys are used to assess the effectiveness of the District in assisting the colleges with meeting educational goals for student achievement and learning. In addition, district wide governance committees conduct annual effectiveness evaluations. The results of these evaluations are discussed at District committee meetings and recommendations for improvement in processes and procedures are made. (Standard IV.D.7)

Conclusion
The Colleges and District meet the Standard.

Quality Focus Essay
Feedback/Advice

The Oxnard College Quality Focus Essay (QFE) generally lacks direction and continuity. Through the three Oxnard College objectives (Transitional Studies, Shared Governance, and Strategic Planning), the College has an opportunity to practice the essence of continuous quality improvement. The team suggests an intentional sequencing of the three identifies objectives.

First, the team suggests the College focus on the third of these three objectives, strategic planning. The College must define the purpose of an Oxnard College strategic plan. Once the purpose is understood, all stakeholders may contribute to the end product: an Oxnard College Strategic Plan. The team acknowledges that the strategic plan product may take some time and suggests this first step is critical to the success of the other two College QFE objectives.

Second, the College may then build a participatory governance structure; the framework upon which thoughtful dialogue can occur about student behavior and achievement outcomes. Once established, this participatory governance structure will enable College stakeholders to focus on those data elements deemed valuable as indicators of institutional effectiveness.

Finally, the team suggests Oxnard College leverage a new College strategic plan and established governance structure to analyze the Transitional Studies program as a "proof of concept". Only after Oxnard College first clearly defines and builds out a strategic plan, and then creates a governance structure where fidelity to a limited number of student outcome data elements is adopted, can any true evaluation take place.