INSTITUTIONAL SELF-EVALUATION REPORT
in Support of an Application for Reaffirmation of Accreditation

Submitted by
Oxnard Community College
4000 South Rose Avenue • Oxnard, CA 93033

to

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

December 2022

Institutional Self-Evaluation Report

In Support of an Application for

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December 2022

<center>**Certification**</center>

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

From: Dr. Luis A. Gonzalez
        Oxnard College
        4000 South Rose Avenue
        Oxnard, CA 93033

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

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

Signatures:

Dr. Rick MacLennan, Chancellor
_____

Dr. Oscar Cobian, President
_____

Trustee Dianne B. McKay, Chair
_____

Dr. Luis A. Gonzalez, VPAA
_____

Dr. Elissa Caruth, Academic Senate President
_____

Amparo Medina, Classified Senate President
_____

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A. Introduction

College History

Oxnard College owes its existence in large part to the dedication and persistence of the citizen activists of the City of Oxnard who, in the early 1960s, championed the creation of public higher education opportunities for their community. As a result of these efforts, the Ventura County Community College District (VCCCD) purchased 118 acres of land at the College's current location in South Oxnard in 1968; the College officially opened for the 1975–1976 academic year.

Oxnard College regards 1975 as its founding year, given that it hired its first president and published its first college catalog. During its early years, Oxnard College classes operated out of rented facilities in churches, K–12 schools, military bases, firehouses, public athletic facilities, a local seminary college, and two storefront centers. In June 1976, the College's first commencement exercises were held at the Oxnard Civic Auditorium. The year 1976 also marks the date that the first modular buildings were on the site of the present campus.

Within a few years, the College moved operations to its current location, mostly in temporary buildings. The three primary buildings that served the College consisted of North and South Hall, the Liberal Arts Building, and the Learning Resources Center (LRC) building (now known as Condor Hall). In 1976, the College's first childcare center opened, and the Oxnard College seal was created, featuring a condor atop a stack of textbooks, emblazoned with the words "Truth, Knowledge, Wisdom."

In 1986, the Occupational Education complex was built, and in 1992, the Child Development Center was added to the campus. A physical education complex was added in 1994, and in 1997, the Letters and Sciences buildings opened as the first modern classroom and lab buildings with classrooms, science labs, and two large lecture halls. That same year the College inaugurated the highly successful Dental Hygiene program and the Regional Fire Academy, located at the Camarillo Airport site.

After the initial 20 years, it became apparent that there was a critical need for the College to expand to better serve the growing student population. In 1999, a Job and Career Center was constructed, and in 2003 the College took ownership of a two-story building complex that had been constructed by the County of Ventura. This building now serves as the Administration Building. In 2003, the voters of Ventura County approved Measure S, a $300 million bond measure to fund the construction and rehabilitation of educational facilities for VCCCD.

As a result of the passing of the bond measure, Oxnard College was able to substantially improve its facilities, including the following:

- 2007   New Maintenance and Operations warehouse and workshops
- 2008   North Parking Lot "H' with Storm Drain improvements

Campus-wide Electrical Infrastructure improvements
Renovation of the Gymnasium
Water, Sewer and Storm Water infrastructure improvements
- 2009   30,000 square foot Student Services Center constructed
  - 7,800 square foot Condor Café constructed
- 2011   27,863 square foot Performing Arts Building constructed
  - 47,640 square foot Public Safety Academy building constructed at the Camarillo Airport site
- 2012   37,248 square foot Library Learning Resource Center constructed
- 2016   9,213 square foot Dental Hygiene building constructed
  - Former LRC building, now Condor Hall renovated and re-purposed
- 2022   New Apparatus Bay at the Camarillo Airport Public Safety site completed
- 2023   Projected replacement of original North Hall and South Hall modular buildings with new Art + Design modular buildings

Today, approximately 11,000 students, annually, make use of these new facilities and enjoy robust academic and student services campus wide. There are multiple academic departments housed in four divisions: Career Education, Liberal Studies/Library, Math/Science/Health/Physical Education/Athletics, and Public Safety. There are also multiple Student Services to ensure student success. Here are some of the details:

College Offerings
Academic Degree and Certificate Programs: The College offers 104 instructional programs in total, including 70 associate degrees, of which there are 17 associate in art (AA) degrees, 22 associate in science (AS) degrees, 20 associate in art for transfer degrees (AA-T), and 11 associate in science for transfer degrees (AS-T). There are 32 Certificate of Achievement programs, of which 30 are Career Technical Education (CTE) programs. Additionally, Oxnard College also offers 6 noncredit Certificates of Completion in short-term vocational programs and 3 noncredit Certificates of Competency in English as a Second Language (ESL).

Student Services: The College has a comprehensive set of student services and supports a diverse student body, including admissions and records, financial aid, academic counseling, campus life, wellness services, and transfer services. Services include programs whose goals are to address specific equity-impacted student populations, such as EOPS, CARE, CalWORKs, the Undocumented Dream Resource Center, Veterans Resource Center, the International Student Program, and Educational Assistance Center (EAC).

Academic Services: The Library and the Learning Resource Center serve as primary academic support services with tutoring, technology training, workshops, and instructor support. Technology support, including the distribution of laptops and Wi-Fi hotspots, are also provided through these academic services.

<u>Transfer Services:</u> The College's University Transfer Center (UTC) provides individual and group workshops to support students through the transfer application process. The UTC assists students to plan to transfer to a 4-year college or university in/or out of state. Students are provided with the necessary information and guidance that meets the requirements needed to successfully transfer to the school of their choice. Services provided by the UTC include Virtual Transfer Express Live Assistance, One-on-One Transfer Counseling, Universities/Colleges Transfer Fair, Transfer Recognition Ceremony, Workshops, Access to one-on-one University Representative Appointments, University Field Trips, Computer Lab, and University Resource Information.

<u>Recent Awards and Recognitions:</u> Oxnard College's history is not complete without mention of the most recent awards. In 2021, the Campaign for College Opportunity named Oxnard College a "Champion of Higher Education." Further, Oxnard College's Fire Academy won the prestigious 2021 Bellwether Award for its Project RECOVER, which established the state's first-ever hybrid format for firefighting instruction and helped sustain the state's much-needed pipeline of firefighters. The Fire Academy received this highly competitive, national recognition after beating out nine other finalists in the award's Workforce Development category. In addition, The Bellwether College Consortium named Oxnard College's Dental Hygiene and Fire Fighter I/II Academy programs as 2021 Bellwether Award finalists. The College is one of 30 nationwide eligible for the award, which is a highly competitive and nationally recognized award focusing on cutting-edge, trendsetting programs worthy of replication. Oxnard College was the only college in California to have two programs selected as Top 10 finalists. The Dental Hygiene program was honored in the category of Instructional Programs and Services, the Fire Fighter Academy in the Workforce Development category. The programs are being recognized for their ongoing excellence and efforts in response to Governor Gavin Newsom's "Guidance for Essential Workforce." The order stated that during the COVID-19 pandemic colleges are to continue instruction in programs that support the essential critical infrastructure of the workforce, which includes fire and rescue services and healthcare.

Student Enrollment Data
Oxnard College's primary service area includes the cities of Oxnard, Port Hueneme, and Camarillo and unincorporated areas of Ventura County such as Nyeland Acres and El Rio. Oxnard College is surrounded by farmland to its south, La Colonia (economically one of the poorest sections in Oxnard) to its north, and mostly working-class residential neighborhoods to the east and west. Oxnard College's primary feeder schools are within the Oxnard Union High School District and include Channel Islands, Hueneme, and Pacifica high schools.
Over 67% of the college's enrollment is from residents of the city of Oxnard, where over 11% of residents live below the poverty line. Hispanics/Latinos make up 75% of the city's residents. Another 7% of students are from Port Hueneme, which has similar demographics to the city of Oxnard. Camarillo is a more affluent community than Oxnard with a population that is majority White. Many Camarillo residents attend one of Oxnard College's sister colleges in the VCCCD (Ventura College and Moorpark College). Camarillo residents make up 7% of student

enrollment. These cities define the college's effective service area, with over 80% of students coming from these areas.

Oxnard College experienced steady increases in annual enrollments during the five years that preceded the pandemic, up to the 2019–20 academic year. The college had an unduplicated fall headcount of 7,512 students in the 2017–2018 academic year and 7,068 enrolled in the Fall of 2020. The steady increases in enrollments were due to efforts to increase capacity in high demand courses and concerted outreach efforts from the Student Services Division and collaboration with local high school district partners. Additionally, in the Spring of 2020 Oxnard College hired a Director of Outreach and Marketing to build on these positive enrollment trends.

Consistent with the nationwide college trends during the COVID-19 pandemic, Oxnard College enrollment during the 2020–21 and 2021–22 years suffered significant declines of approximately ten percent per year in FTES. Oxnard College's student population base, among the lowest in socioeconomic status in the county, has also suffered the most during the pandemic in terms of job loss, rising housing costs, inflation, and the COVID-19 infection rates.

Figure 1
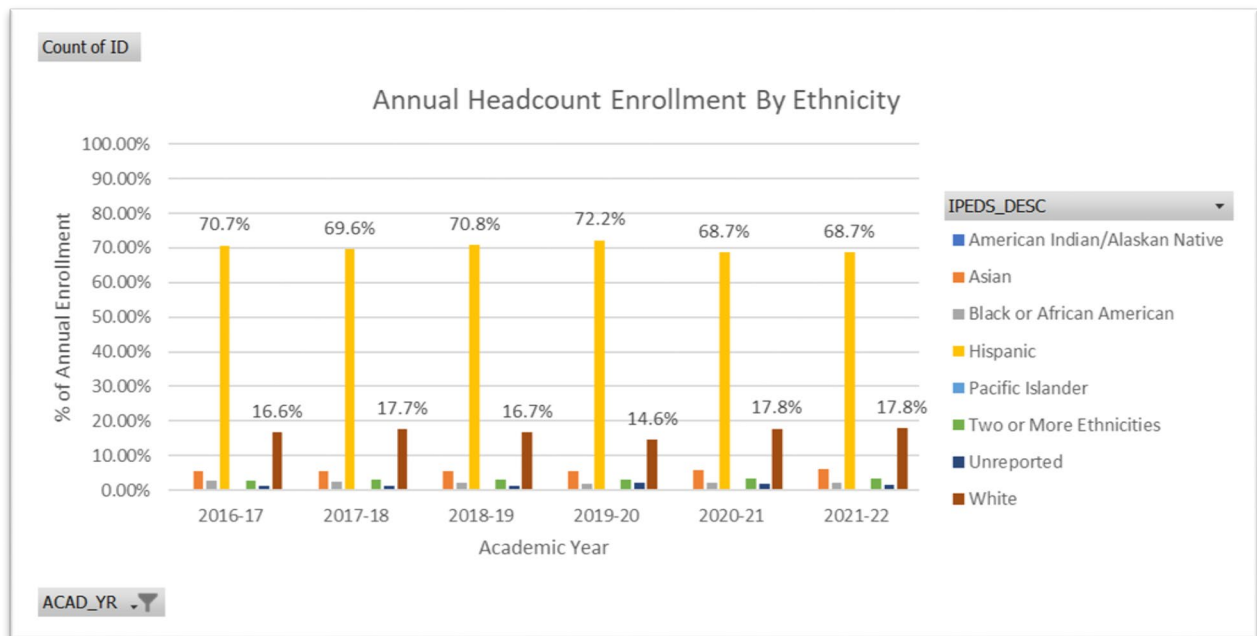
Data Source: CCCCO Data Mart

Since its inception, Oxnard College has provided educational opportunity for a largely Hispanic/Latino population. Figure 1 demonstrates that Hispanic/Latino enrollments remain steadily above 70% of the college's enrollment. White students are the second largest group, following far lower at approximately 16% of total enrollment.

Table 1

% of Students receiving Financial Aid by Aid Type						
Type of Aid	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
California Promise Grant	68%	67%	67%	65%	61%	65%
Pell Grant	25%	27%	28%	29%	27%	28%
Any Financial Aid	69%	68%	69%	67%	63%	67%
Total Headcount	11,212	11,248	11,024	11,281	11,336	11,248

Data Source: Internal Student Data

Table 1 shows that on average, about 28% of Oxnard College students receive a Pell Grant, about 66% receive a California Promise Grant/BOGW, and about 67% receive some sort of financial aid.

Figure 2
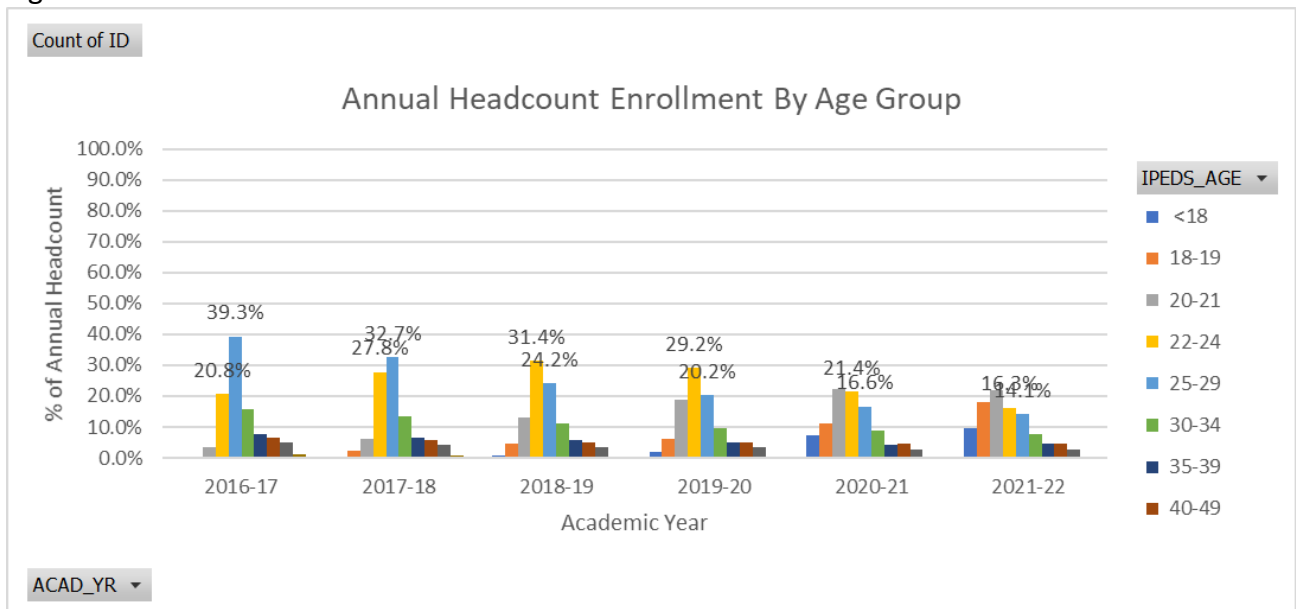
Data Source: CCCCO Data Mart

Figure 2 indicates that traditional-age students continually make up the majority of enrollments. There is room for growth in enrollment for our adult students, particularly with projected growth for Hispanics aged 28-35 in the City of Oxnard.

Figure 3

Annual Headcount Enrollment By Gender
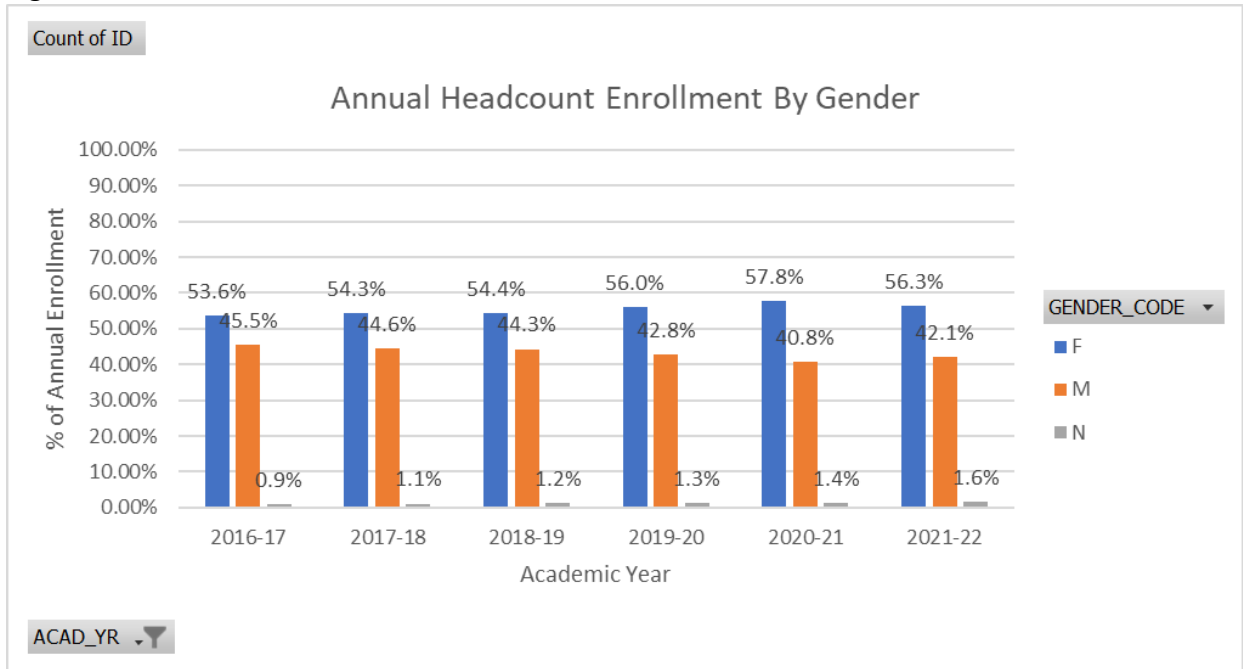
Data Source: CCCCO Data Mart

Figure 3 shows annual headcount by gender. Women consistently outnumber men at Oxnard College.

Figure 4

Enrollment by Part-Time/Full-Time Status
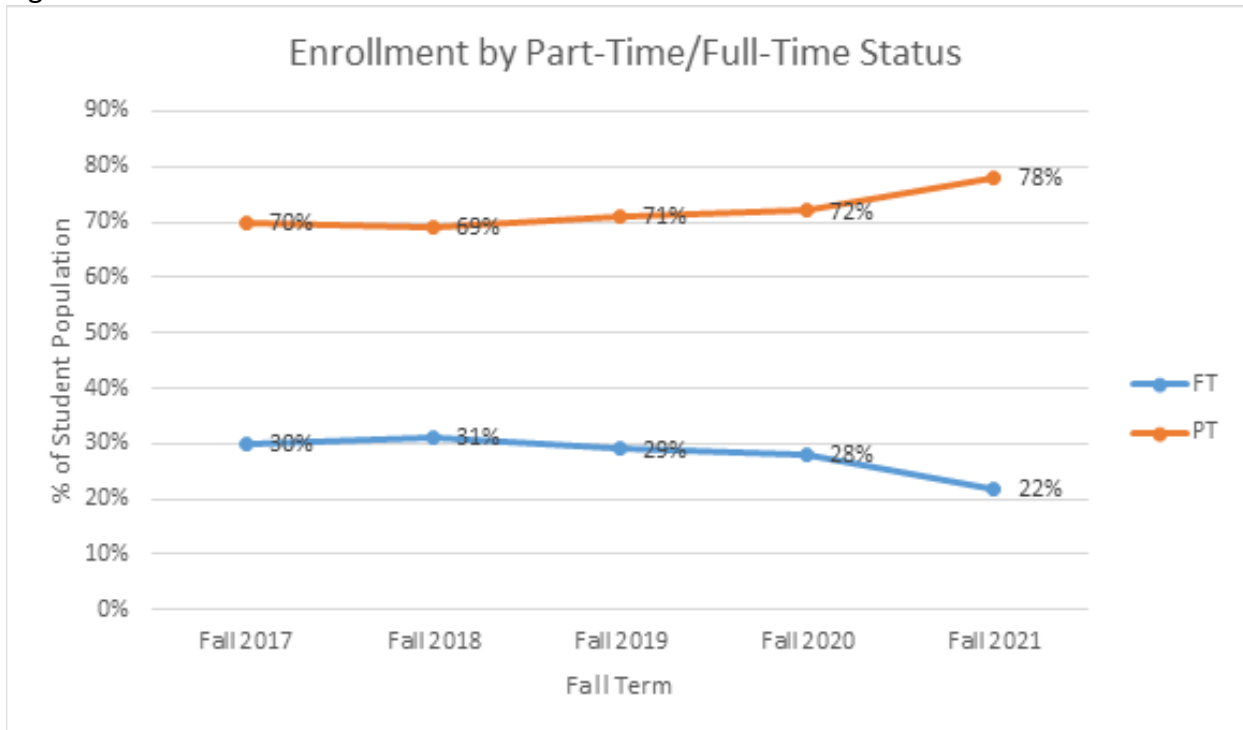
Data Source: CCCCO Data Mart

Figure 4 shows that part-time students are consistently in the majority at the college. During the pandemic we have seen a sharp decline in the number of our full-time students. Students are taking fewer units.

Figure 5
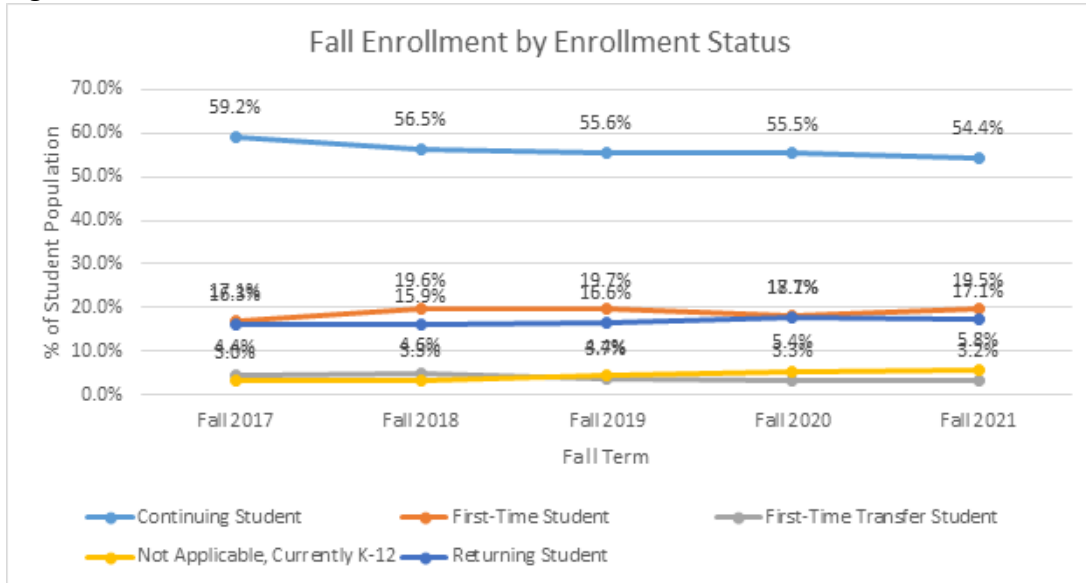
Data Source: CCCCO Data Mart
Figure 5 shows that the majority of students enrolled in fall terms at Oxnard College tend to be returning students. First-time students make up about 20% of the student body, year to year.

Figure 6

Data Source: CCCCO Data Mart
About 6% of the student body at Oxnard College receives services from the DSPS office.

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Table 2

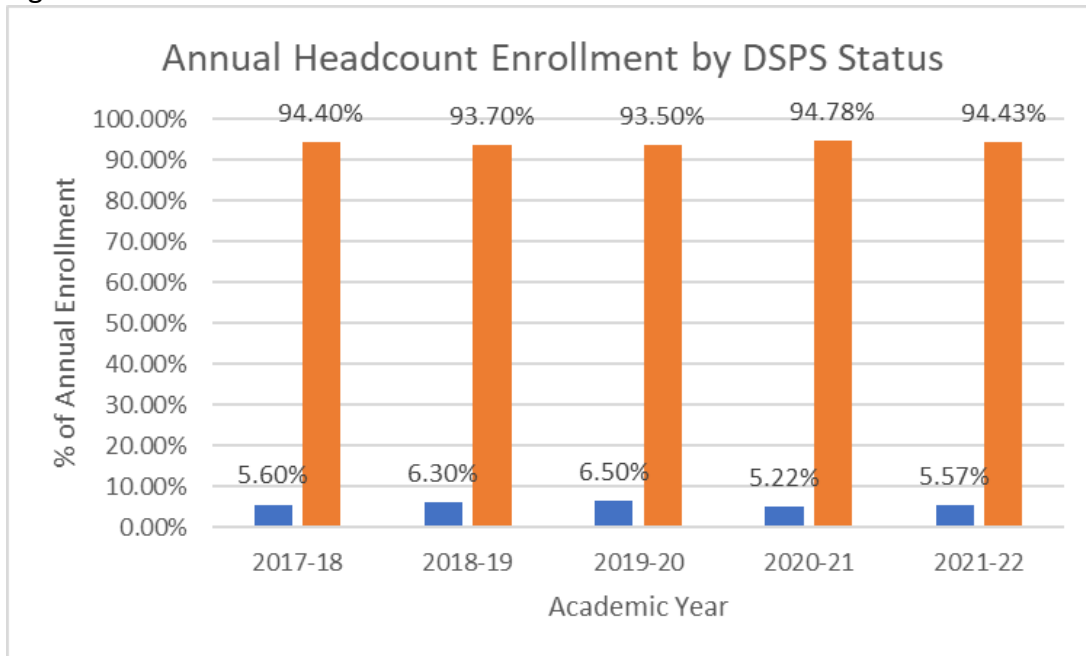| Fall Enrollment by Major						
Major Description	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	5-Year Totals
GS:NATURAL SCIENCES	547	563	537	446	399	2,492
Business Admin, CSU Transfer	448	448	418	384	410	2,108
GS:ARTS AND HUMANITIES (P1)	471	351	327	213	189	1,551
Sociology	310	314	330	339	216	1,509
Biology/Biological Sciences	301	263	259	250	140	1,213
Psychology, CSU Transfer	218	226	279	260	213	1,196
Fire Technology-Pre-service	225	226	228	247	258	1,184
Computer Network/Infor. Tech.	236	241	240	235	229	1,181
Biology, CSU Transfer	126	199	245	271	245	1,086
Kinesiology, CSU Transfer	208	220	217	192	172	1,009
Early Child. Edu, CSU Transfer	253	226	202	154	161	996
GS:NAT SCI OR MATHEMATICS (P3)	199	172	168	186	170	895
Business Management	199	184	159	151	201	894
Automotive Technology	184	170	182	108	134	778
GS:SOCIAL/BEHAV SCI (P1)	211	168	160	111	100	750
Mathematics, CSU Transfer	118	154	181	128	115	696
Culinary Arts-VCCCD Cert	145	142	153	115	115	670
Engineering	95	81	68	192	233	669
Business	169	175	167	114	28	653
Elemen Teach Edu, CSU Transfer	54	124	146	153	149	626
Psychology	82	111	151	152	125	621
English, CSU Transfer	102	111	116	106	92	527
Paralegal Studies	75	101	117	118	96	507

Data Source: Internal Student Data

The table above lists the Oxnard College Enrollment by Major over the last five years. The data is listed from highest enrollment to lowest and depicts our highest enrollment in Natural Sciences and lowest enrollment in Paralegal Studies with various majors in between sorted from highest to lowest.

Ventura County Labor Market Data

In Ventura County, the living wage for one adult with no children is $21.11 per hour, according to the MIT Living Wage Calculator. The tables below show California, EDD projections for high-growth and declining occupations from 2018-2028. Most of the fastest growing jobs in the region providing a living wage require some college. Many require a bachelor's degree or higher.

Table 3 High-growth jobs

Occupational Title	Percentage Change	Median Hourly Wage	Entry Level Education	Job Training
Veterinary Assistants and Laboratory Animal Caretakers	41.7	$ 16.11	High school diploma	Short-term on-the-job training
Veterinarians	41.4	$ 49.18	Doctoral or professional degree	None
Marriage and Family Therapists	41.2	$ 20.93	Master's degree	Internship/residency
Veterinary Technologists and Technicians	40	$ 19.80	Associate's degree	None
Glaziers	37.5	$ 27.72	High school diploma	Apprenticeship
Physician Assistants	35.3	$ 62.97	Master's degree	None
Cooks, Restaurant	33.8	$ 14.43	No formal educational credential	Moderate-term on-the-job training
Speech-Language Pathologists	33.3	$ 45.60	Master's degree	Internship/residency
Agricultural Inspectors	33.3	$ 26.66	Bachelor's degree	Moderate-term on-the-job training
Computer Numerically Controlled Machine Tool Programmers	33.3	$ -	Postsecondary non-degree award	Moderate-term on-the-job training
Personal Care Aides	31.4	$ -	High school diploma	Short-term on-the-job training
Information Security Analysts	30.8	$ -	Bachelor's degree	None
Occupational Therapy and Physical Therapist Assistants/Aides	30.2	$ -	N/A	N/A
Medical Assistants	28.9	$ 18.70	Postsecondary non-degree award	None
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	28.6	$ 19.25	High school diploma	Short-term on-the-job training

**Data Source: CA, EDD, job projections, 2018-2028**

Conversely, predicted declining job sectors in the region include jobs in the textile industry, manual labor industry, and include editors, secretaries, and telemarketers. Most of the declining jobs do not require a formal education or only require a high school diploma.

Table 4 Declining jobs

Occupational Title	Percentage Change	Median Hourly Wage	Entry Level Education	Job Training
Photographers	-32	$ 14.39	High school diploma	Moderate-term on-the-job training
Title Examiners, Abstractors, and Searchers	-28.6	$ 24.72	High school diploma	Moderate-term on-the-job training
Sewing Machine Operators	-28.6	$ 14.47	No formal educational credential	Short-term on-the-job training
Petroleum Pump System Operators, Refinery Operators, and Gaugers	-27.8	$ -	High school diploma	Moderate-term on-the-job training
Editors	-23.5	$ 27.06	Bachelor's degree	None
Telemarketers	-23.1	$ 15.54	No formal educational credential	Short-term on-the-job training
Pressers, Textile, Garment, and Related Materials	-22.2	$ 13.29	No formal educational credential	Short-term on-the-job training
Advertising Sales Agents	-21.4	$ 27.19	High school diploma	Moderate-term on-the-job training
Switchboard Operators, Including Answering Service	-21.4	$ 15.88	High school diploma	Short-term on-the-job training
Communications Equipment Operators	-20	$ -	N/A	N/A
Mail Clerks and Mail Machine Operators, Except Postal Service	-20	$ 17.65	High school diploma	Short-term on-the-job training
Grinding and Polishing Workers, Hand	-20	$ 15.85	No formal educational credential	Moderate-term on-the-job training
Executive Secretaries and Executive Administrative Assistants	-18.2	$ 35.60	High school diploma	None
Legal Secretaries	-17.2	$ 22.24	High school diploma	Moderate-term on-the-job training
Tellers	-17	$ 17.62	High school diploma	Short-term on-the-job training

Data Source: CA, EDD, long term job projections, 2018-2028

Figure 7

Ventura County Comparison of Average Hourly Wage by Occupation and Cost of Living (2020)
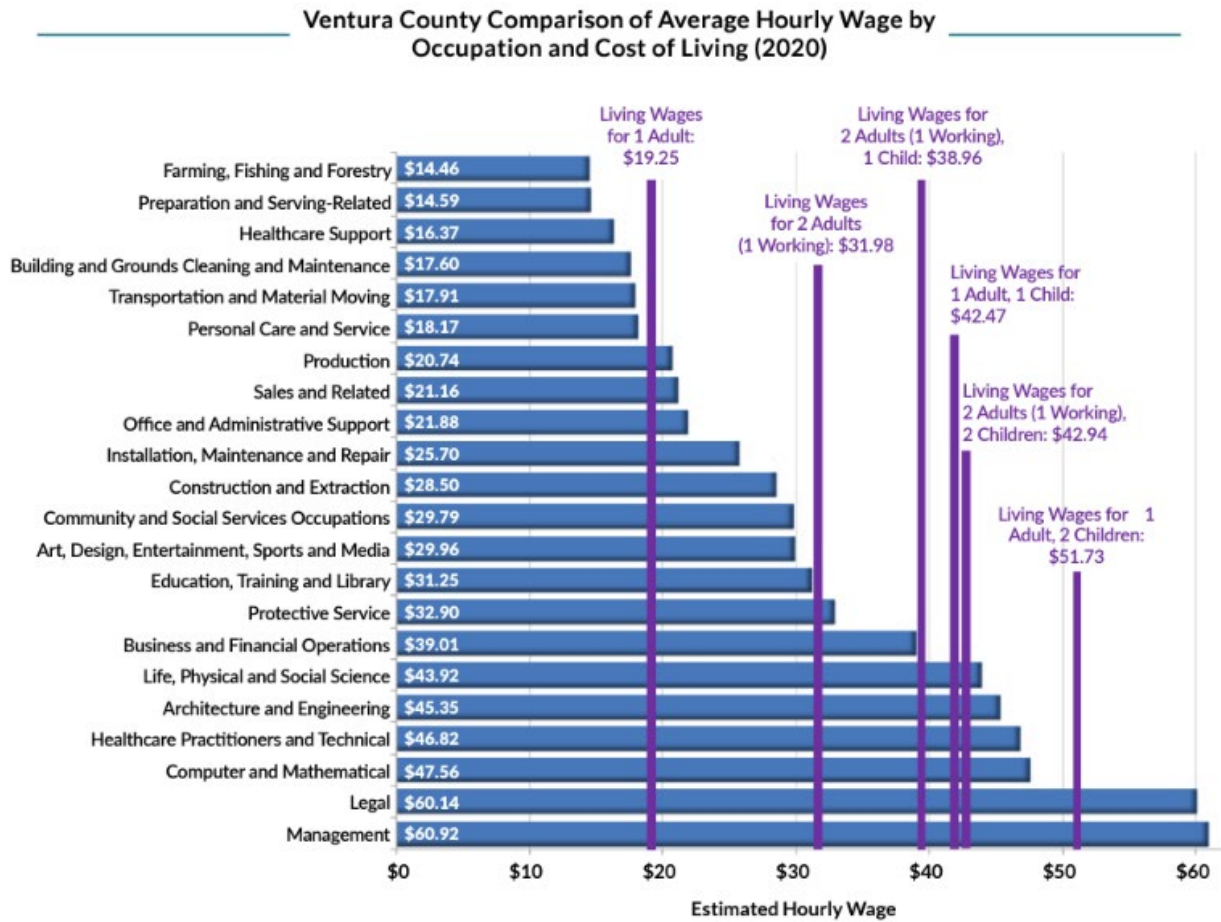
Source: 2021 Ventura County Civic Alliance State of the Region Report

The labor market data indicate that for Ventura County residents to earn a living wage, college is an important element to their success. Oxnard College provides open access to educational opportunities for the region's residents.

Demographic and Socioeconomic Data in the Effective Service Area

For the purpose of examining **demographic** and **socioeconomic** characteristics, we define the *effective service area* of Oxnard College by the three cities whose residents account for over 80% of the college's enrollment: Oxnard, Port Hueneme, and Camarillo. The City of Oxnard is the largest in the area, with a population of over 200,000 residents. Camarillo has over 70,000 residents and Port Hueneme has a population of over 21,000.

Figure 8

Population by Ethnicity for the Oxnard College Service Area
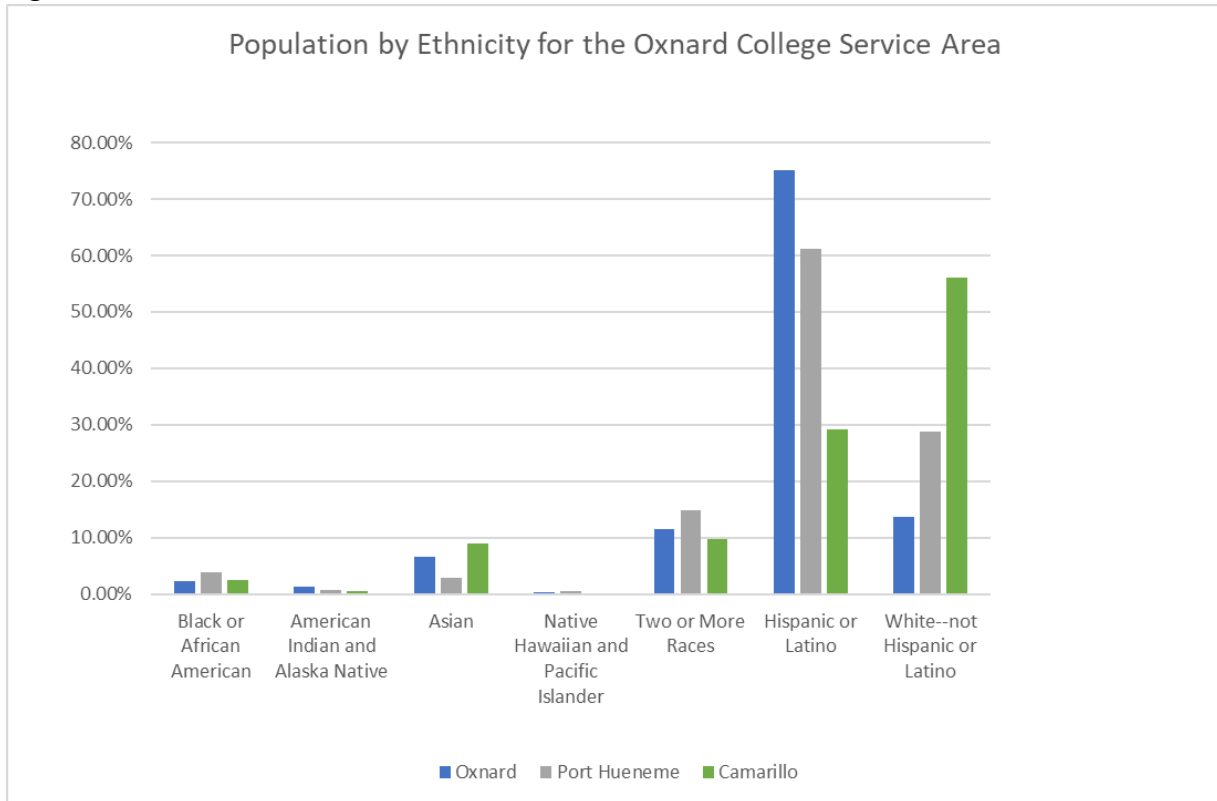
Data Source: U.S. Census Bureau, 2020, Quick Facts

Figure 8 shows the population breakdown by ethnicity for effective service area of the college. In the cities of Oxnard and Port Hueneme, the majority of residents are Hispanic or Latino (75% and 61%, respectively). In Camarillo non-Hispanic Whites are the majority (56%), with Hispanics being the next largest group (29%). These demographics are reflected in the enrollment at the college where 71% of students are Hispanic, and White students' make up the second largest group at about 16%.

Figure 9
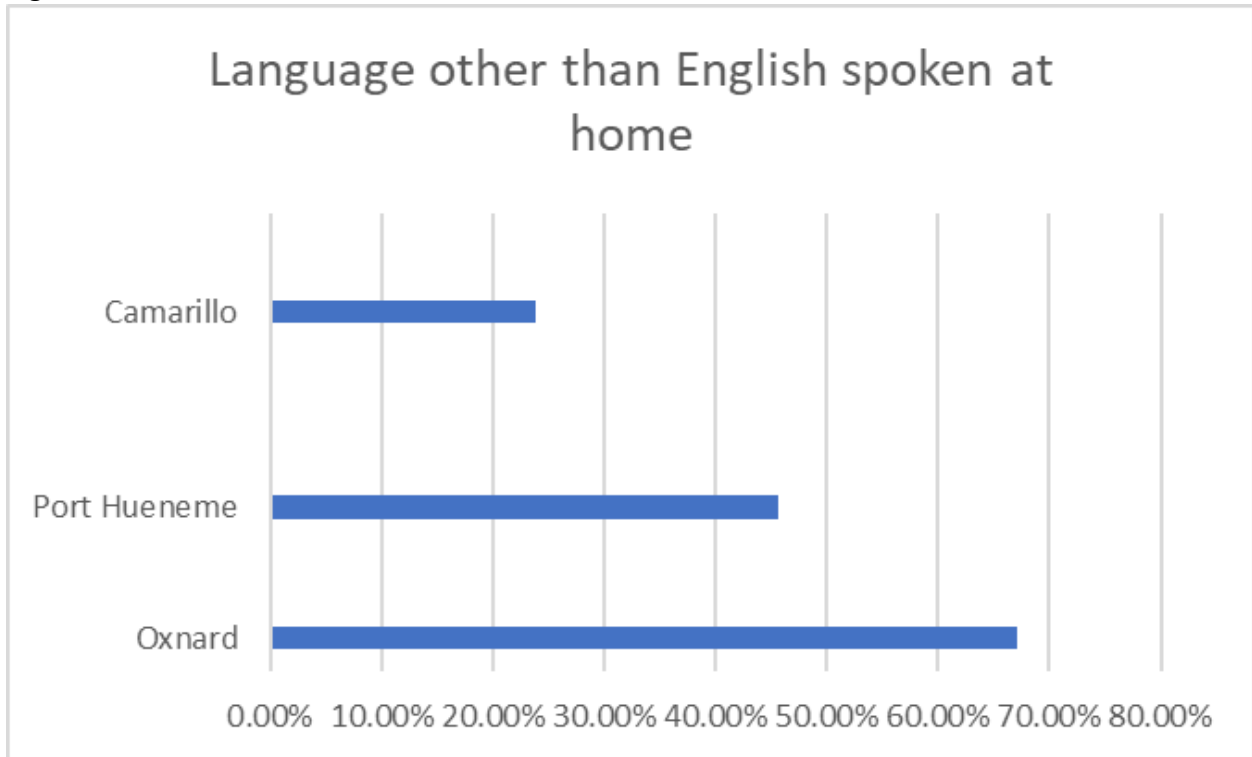
Data Source: U.S. Census Bureau, 2020, Quick Facts

In over 67% of households in the city of Oxnard, a language other than English is spoken. In nearly 50% of households in Port Hueneme another language is spoken. In approximately 25% of households in Camarillo, a language other than English is spoken at home.

According to the Ventura County Civic Alliance 2021 State of the Region Report, the percentage of public-school students who are English learners is declining from a high of 23.9% in 2016 but remains at 20% in the 2020-21 school year.

Figure 10

Percentage of Public School Students Classified as English Learners (2011/12 - 2020/21)
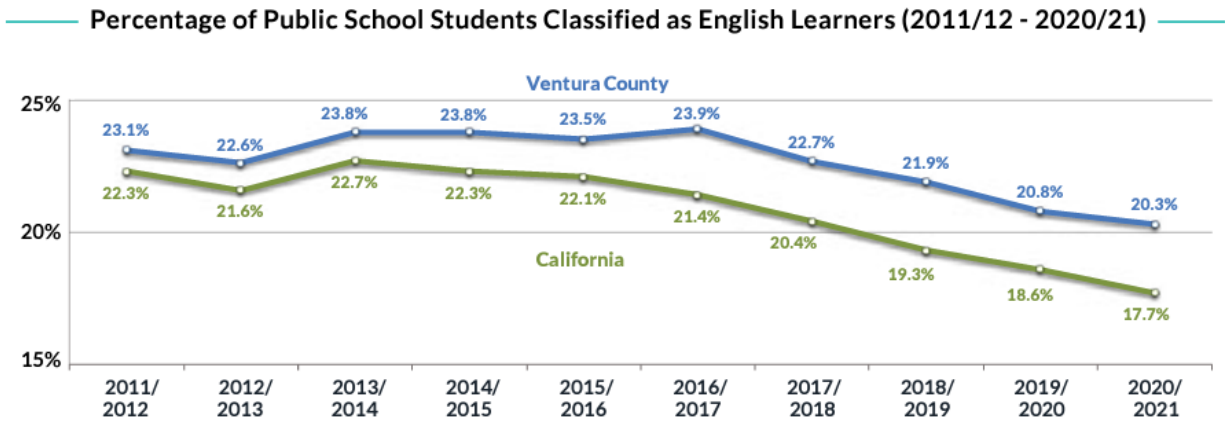
Source: 2021 Ventura County Civic Alliance State of the Region Report

In the cities of Oxnard and Port Hueneme, rates of attainment of a bachelor's degree or higher are lower than the national average of 32.9%. The percentage of residents with a bachelor's degree or higher in Oxnard is 18.5%. In Port Hueneme the percentage is 21.2%. In Camarillo the percentage is 41.3%, well above the national average.

Figure 11
Data Source: U.S. Census Bureau, 2020, Quick Facts

Educational Attainment in the Service Area

■ High school graduate or higher, percent of persons age 25 years+, 2016-2020

■ Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020

18
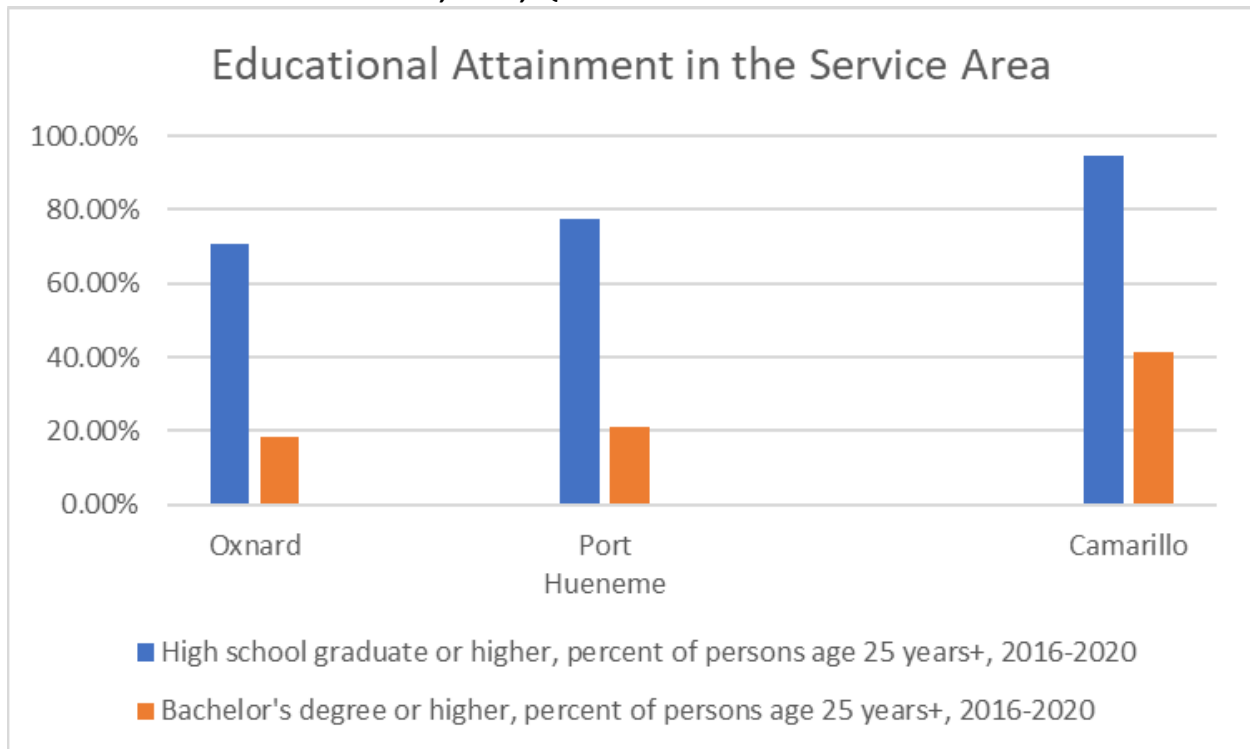
According to 2020 Census data, the percentage of residents living in poverty in Oxnard and Port Hueneme is close to the national average. Still, the poverty rate in Oxnard and Port Hueneme is higher than the county average. In Camarillo the percentage is below the national average.

Figure 12
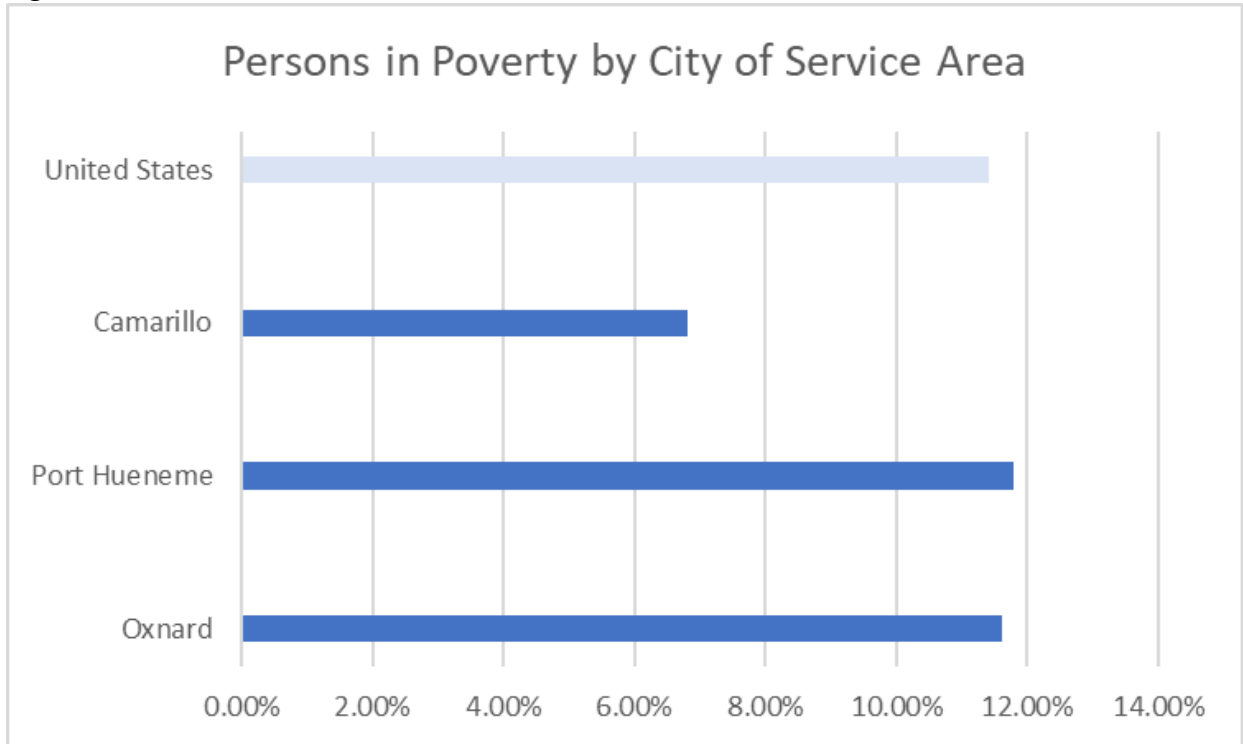
Data Source: U.S. Census Bureau, 2020, Quick Facts

Census data indicate that household income in the city of Oxnard is above the national average. But per capita income is below the nation. The 2020 U.S. Census Bureau data also indicate that the average household size is larger in Oxnard than the county, state and national averages (which are 4.04, 3.06, 2.94, and 2.6, respectively). This is likely contributing to the seeming anomaly. Because of the high housing costs and general cost of living, many households in Oxnard are multi-family and/or intergenerational homes.

Figure 13
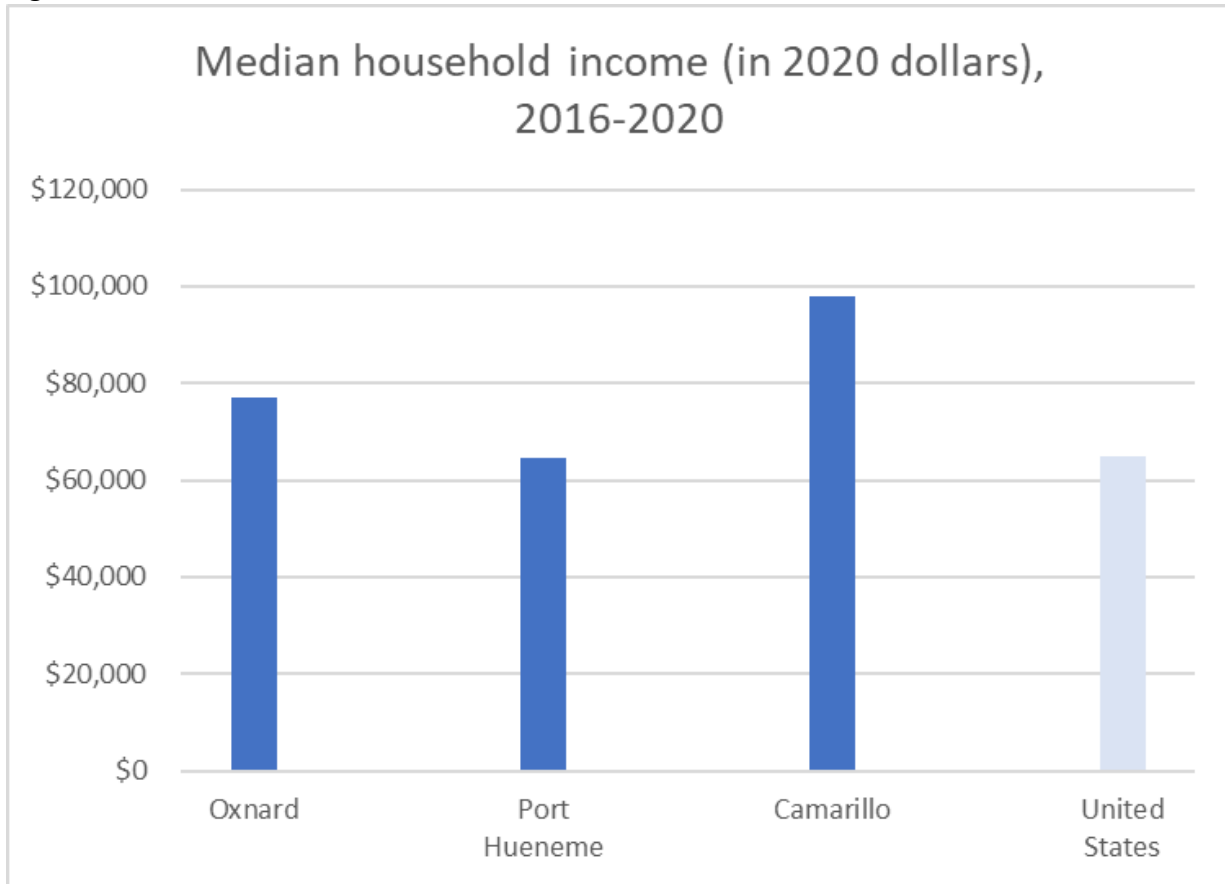
Median household income (in 2020 dollars), 2016-2020

Data Source: U.S. Census Bureau, 2020, Quick Facts

Figure 14

Per capita income in past 12 months (in 2020 dollars), 2016-2020
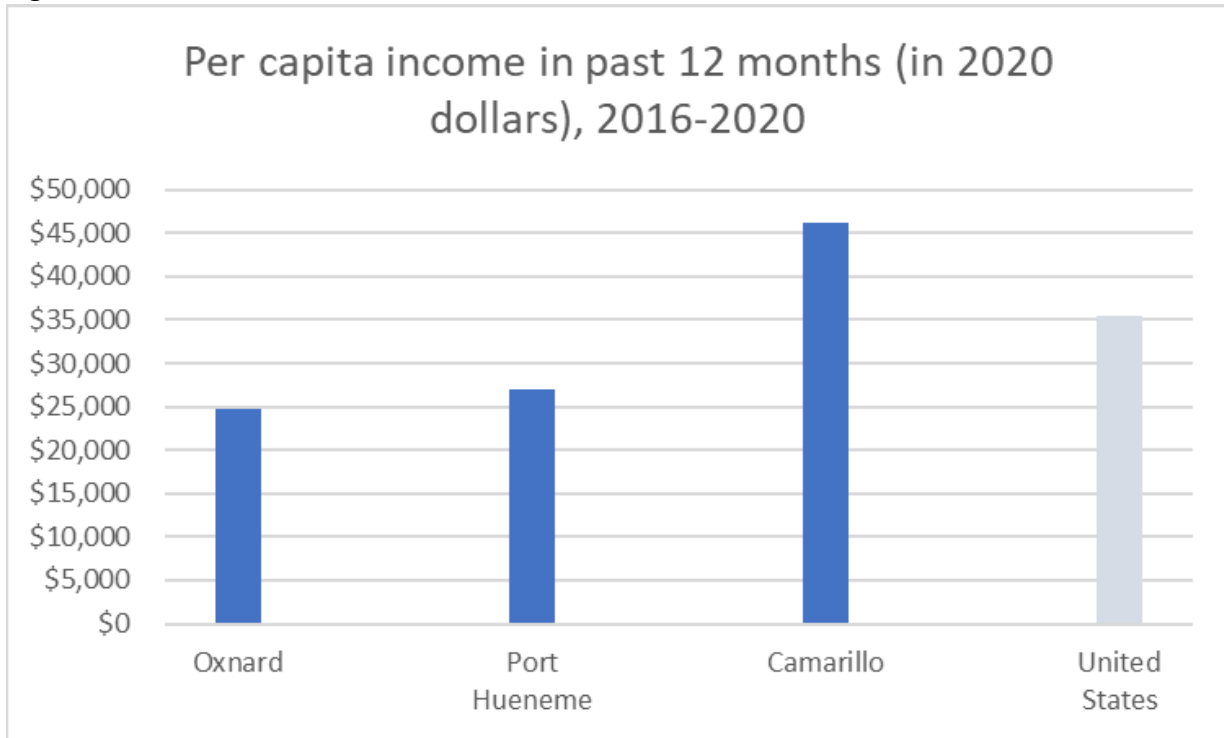
Data Source: U.S. Census Bureau, 2020, Quick Facts

The student population at Oxnard College is reflective of the demographic and socioeconomic profile of the service area. We are a majority Hispanic institution, and 60-70% of our students are receiving financial aid.

Sites

Oxnard College (main campus)
4000 South Rose Avenue
Oxnard, CA 93033
(805) 678-5800

Off-site locations:

The Oxnard College Marine Center
(Fisherman's Wharf area of Channel Islands Harbor)
4151 South Victoria Avenue
Oxnard, CA 93033
(805) 985-9801

Oxnard College Public Safety Division
104 Durley Avenue
Camarillo, CA 93010

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(805) 678-5284

California Lutheran University Oxnard Center
2201 Outlet Center Drive Suite 600
Oxnard, CA 93036
(805) 493-3050

Rio Vista Middle School
3050 Thames River Drive
Oxnard, CA 93036
(805) 981-1507

Rio del Valle Middle School
3100 Rose Avenue
Oxnard, CA 93036
(805) 485-3119

Specialized or Programmatic Accreditation

The following programs are accredited by external agencies:

Addictive Disorders Studies
California Association for Alcohol/Drug Education (CAADE)
4195 N. Viking Way Unit 270
Long Beach, CA 90808 (707) 722-2331
office@caade.org

Automotive Technologies
ASE Education Foundation
1503 Edwards Ferry Rd., NE
Suite 401
Leesburg, VA 20176
(703) 669-6650
Info@ASEeducationFoundation.org

Dental Hygiene
Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, IL 60611
(800) 232-6108

Emergency Medical Technician
Ventura County Emergency Medical Services Agency
2220 East Gonzalez Road
Oxnard, CA 93036

(805) 981-5301

Firefighter I/II Academy
California State Fire Marshal's Office
PO Box 944246,
Sacramento, CA
94244-2460
(916) 902 – 9738

Fire Technology Associate of Science Degree Program
International Fire Service Accreditation Congress
1700 West Tyler
Stillwater, OK 74078
(405) 744 - 8303

B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

B. Presentation of Student Achievement Data and Institution-set Standards

Oxnard College sets and reviews institutional and programmatic performance standards. Below are tables five, College-Wide Student Achievement, and six, Programmatic Student Achievement, which outline the primary metrics and standards that the college tracks and reviews. College-wide student achievement outcomes are also disaggregated by ethnicity, gender and age as demonstrated in Figures 15-22. The institution-set standard and stretch goals are set annually by the Student Equity and Success Committee (SESC). Institutional outcomes are reviewed annually at the Spring Planning Retreat. The SESC reviews and analyzes both institutional and programmatic outcomes in the aggregate and disaggregated. Committee members report results back to campus constituent groups who are responsible for improvement. The aggregated and disaggregated programmatic outcomes data are integrated in Program Review. Additional details about data-driven planning and improvement will be discussed in sections 1.B.3 and 1.B.6 and elsewhere.

Table 5

College-Wide Student Achievement						
Data Element	Definition	Institution-Set Standard	Stretch Goal	2021-22 Perform-ance	2020-21 Perform-ance	3-year Avg.
Course Completion	Of all students enrolled at census, percent who earn a grade of C or better	73%	75%	*74%*	73%	74%
Degree Completion	Count of students who earn an associate degree in the academic year	1,000	1,434	*1,127*	1,301	1,190
Certificate Completion	Count of students who earn a certificate the academic year	714	866	*755*	843	772

Because transfer data is not available until the following academic year, the latest available data are one year behind other metrics. These are the latest years available.				2019-20 Performance	2020-21 Performance	
Transfers	*The count of students who had at least one enrollment in a 4-year institution in that academic year, excluding students with fewer than 12 cumulative earned credits.*	459	523	410	500	459

Data Source: Internal Student Data

Table 6

Programmatic Student Achievement						
Data Element	Definition	Institution-Set Standard	Stretch Goal	2019-20 Performance	2020-21 Performance *latest available*	3-year Avg.
Job Placement Rate—Business & Management	For all students in the program: the number who are employed in the year following completion of the program	73%	87%	85%	86%	84%
Job Placement Rate—Media/Communications	For all students in the program: the number who are employed in the year following completion of the program	73%	85%	Suppressed value[1]	87%	n/a prior data suppressed
Job Placement Rate—Information Technology	For all students in the program: the number who are employed in the year following completion of the program	73%	90%	87%	62%	73%
Job Placement Rate—Engineering & Industrial Technologies	For all students in the program: the number who are employed in the year following completion of the program	73%	82%	79%	85%	82%
Job Placement Rate—Health	For all students in the program: the number who are employed in the year following completion of the program	73%	90%	*87%*	89%	89%

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[1] Values lower than 10 are suppressed.

Job Placement Rate—Family/Consumer Science	For all students in the program: the number who are employed in the year following completion of the program	73%	80%	*76%*	76%	77%
Job Placement Rate—Law	For all students in the program: the number who are employed in the year following completion of the program	73%	85%	84%	63%	77%
Job Placement Rate—Public/Protective Services	For all students in the program: the number who are employed in the year following completion of the program	73%	90%	84%	89%	84%
Licensure Examination Pass Rate—Dental	For all students who complete the program and attempt examination, percentage who pass in the year following completion	72%	100%	100%	100%	100%
Licensure Examination Pass Rate—Emergency Medical Technician	For all students who complete the program and attempt examination, percentage who pass in the year following completion	72%	75%	64%	50%	62%

Licensure Examination Pass Rate— Fire Academy	For all students who complete the program and attempt examination, percentage who pass in the year following completion	72%	100%	99%	99%	92%

Data Source: Internal Student Data
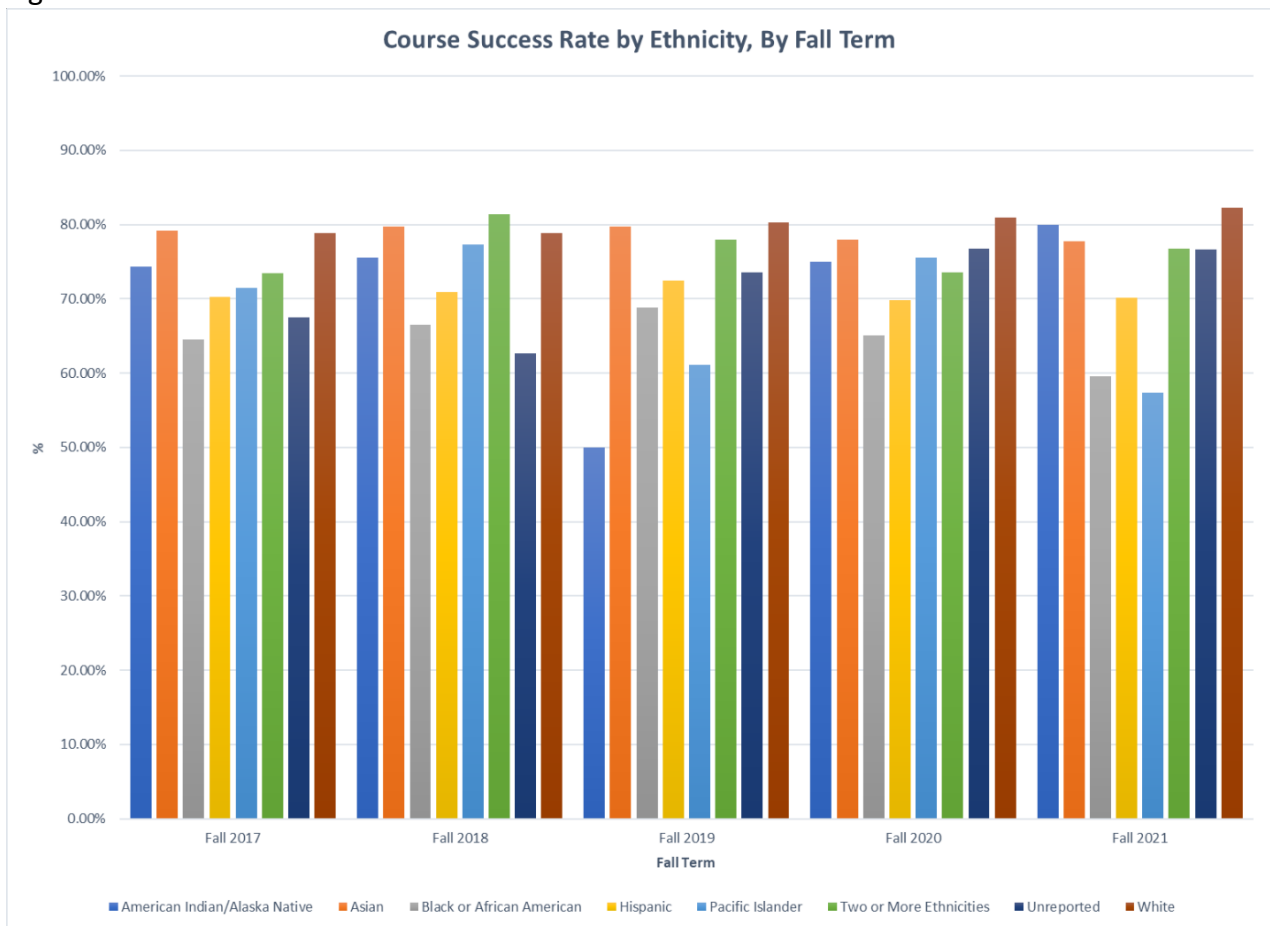
Figure 15

Data Source: Internal Student Data

Figure 15 shows that Hispanic and White students have historically shown the highest course success rates compared with other ethnic groups.

Figure 16

Course Success Rates by Gender
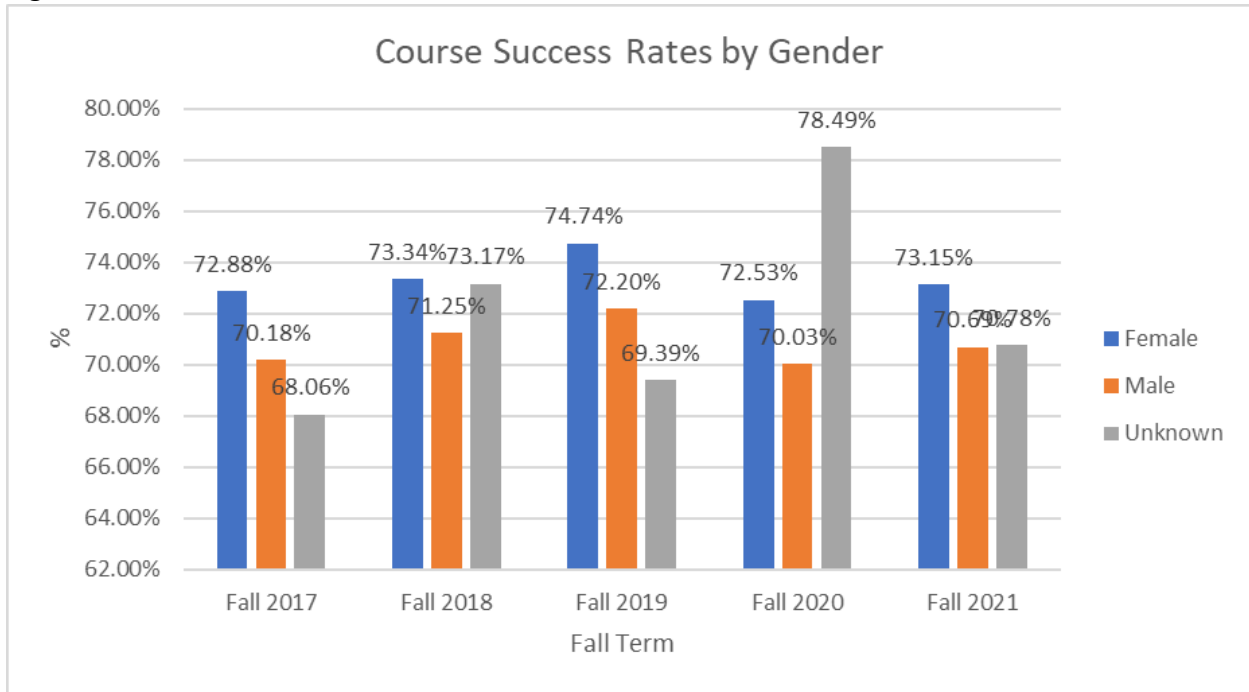
Data Source: Internal Student Data

Figure 16 shows a disparity of about 3% in course success rates between females and males, with females showing higher rates than males.

Figure 17

Course Success Rates by Age Group
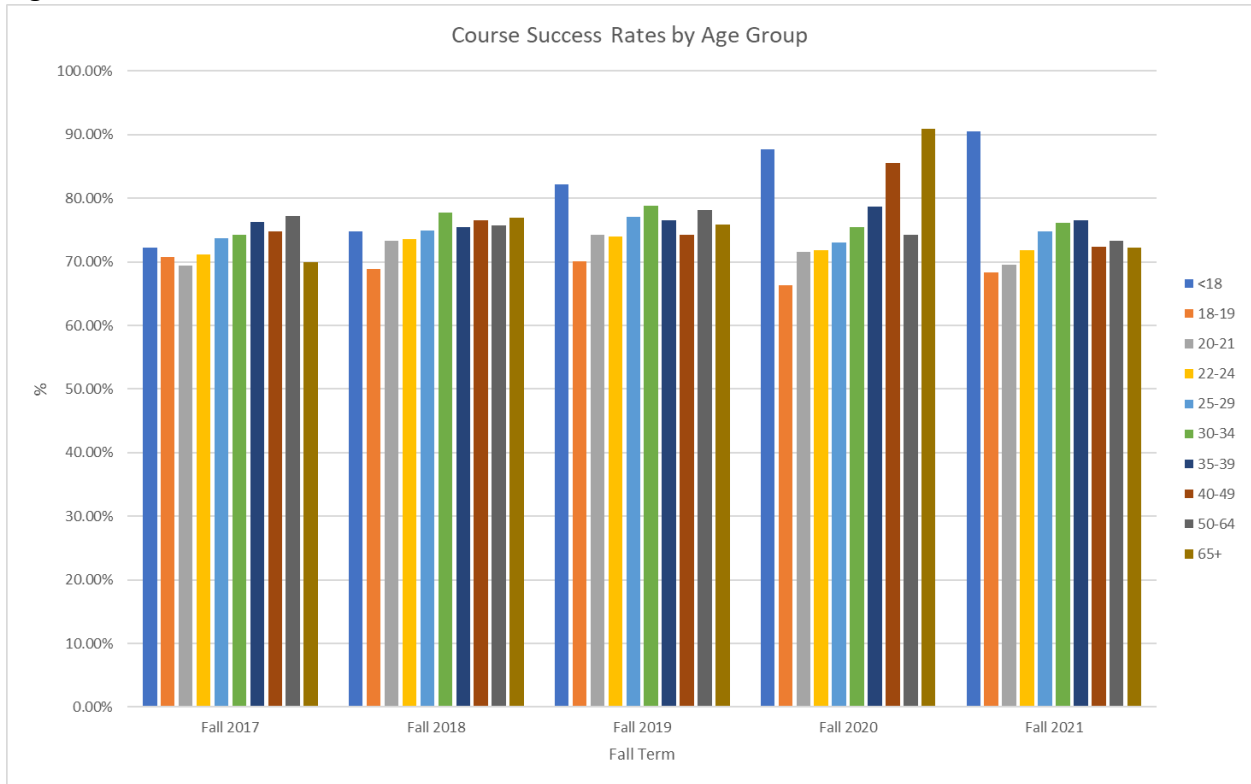
Data Source: Internal Student Data

Figure 17 illustrates that course success rates have been stable, in the low to mid 70's for most fall terms. More recently, younger students (potentially dual enrollment students) have shown much higher course success rates than the other age groups.

Figure 18
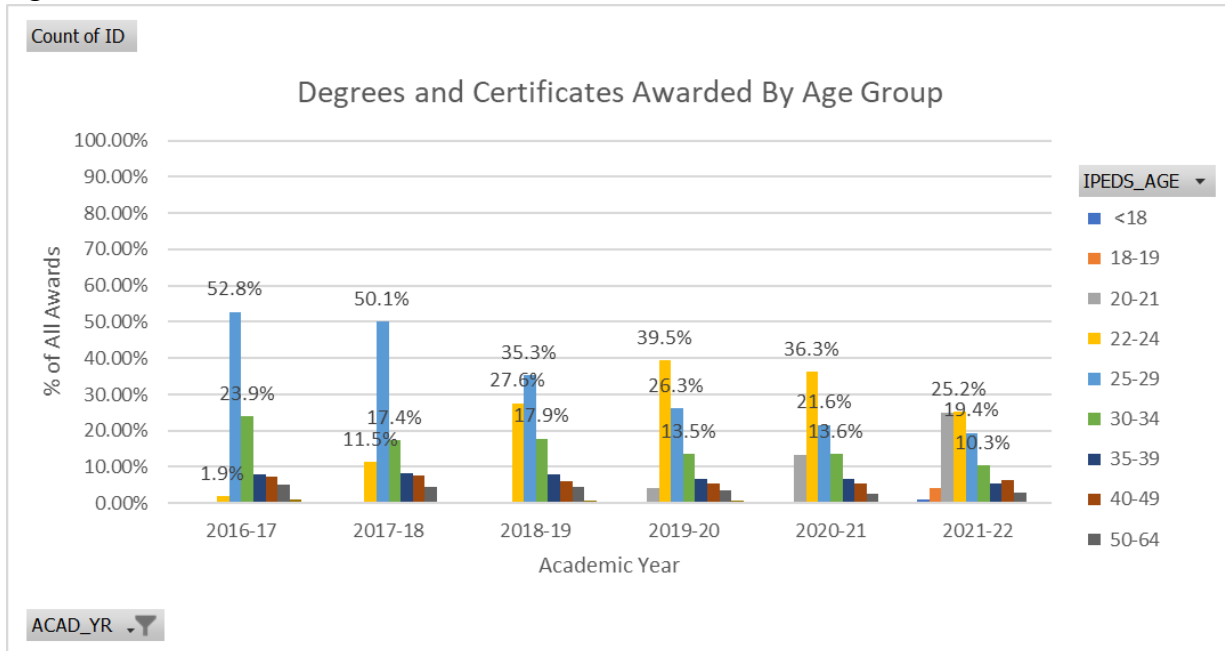
Data Source: Internal Student Data

Figure 18 shows that 6 years ago, the 25-29 age group has earned most of the degrees and certificates awarded at Oxnard College, making up about 50% of all awards. Today, younger age groups (20-21 and 22-24) together make up about 45% of all degrees and certificates awarded, with the 25-29 group accounting for only 10% of awards.

Figure 19
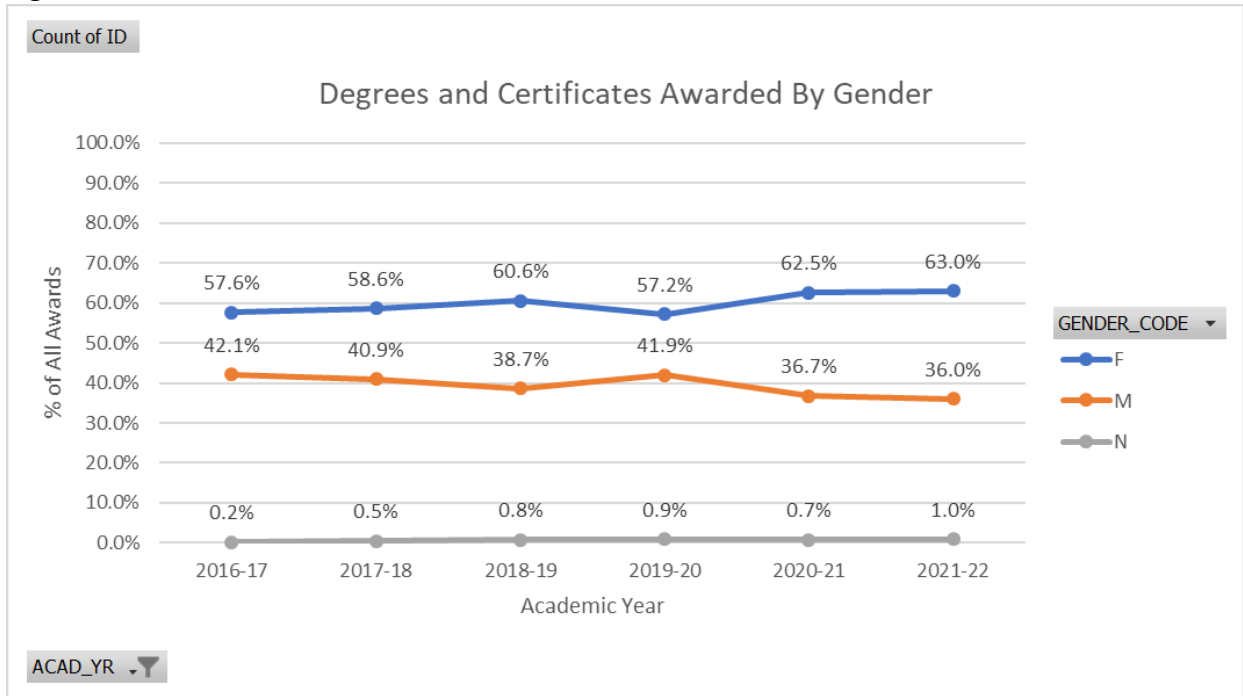
Data Source: Internal Student Data

Figure 19 shows that on average, females account for about 60% of all degrees and certificates awarded at Oxnard College.

Figure 20

4-Year College/University Transfers By Gender
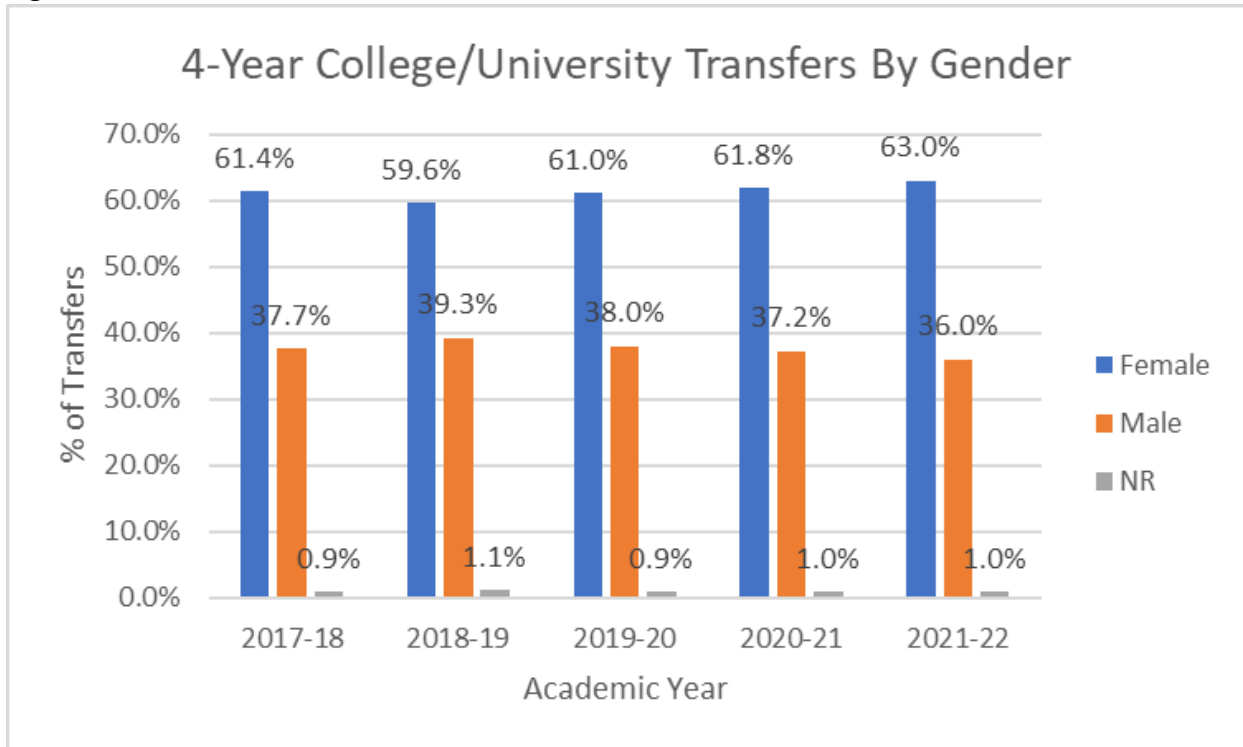
Data Source: National Student Clearinghouse

Figure 20 shows that over time, females have accounted for over 60% of all transfers to 4-year colleges/universities.

Figure 21

4-Year College/University Transfers By Ethnicity
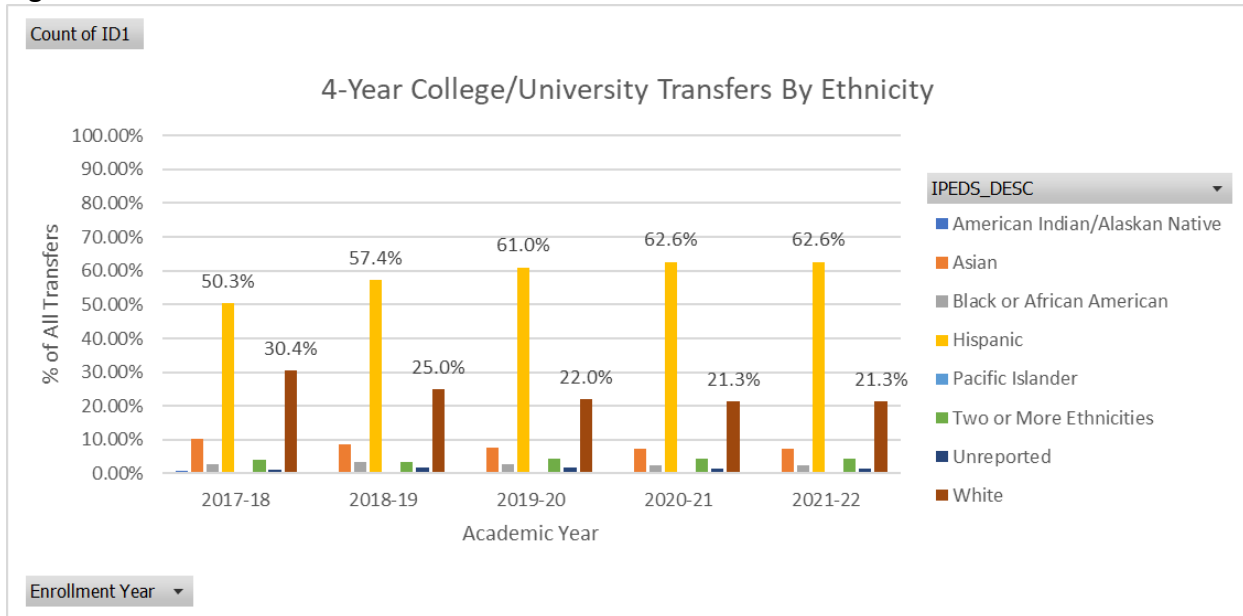
Data Source: National Student Clearinghouse

Figure 21 shows that the majority of transfers to 4-year colleges/universities were Hispanic (63%), followed by Whites (21%).

Figure 22
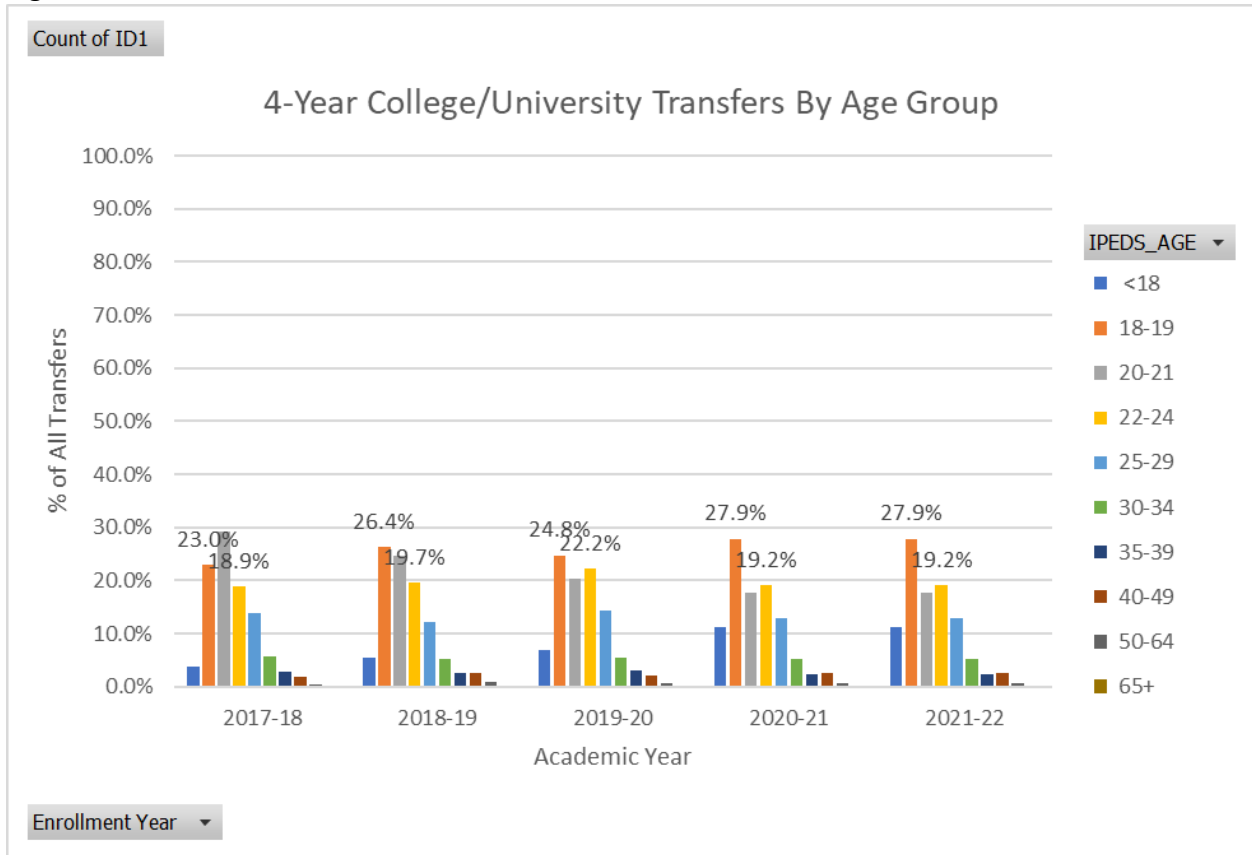
Data Source: National Student Clearinghouse

Figure 22 shows that about 40% of all our transfer students are 19 or younger. The next largest groups are the 20-21 and 22-24 groups, which account for approximately 35% of transfers collectively.

C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

C. Organization of the Self-Evaluation Process

Oxnard College completed its last comprehensive self-study in 2016, a follow-up report in 2017, and a midterm report in Fall 2020. After the acceptance of the midterm report, the College's Accreditation Workgroup began meeting to complete the current self-evaluation cycle. The Vice President of Academic Affairs (VPAA), who also serves as the College's Accreditation Liaison Officer (ALO) organized a campus wide ISER training with ACCJC Vice President Dr. Catherine Webb on April 9, 2021 (C_01-ACCJC-ISER-Training).

During Spring 2021, the Accreditation Workgroup established writing teams for each section of the ISER and a timeline. Each team consisted of members from the administration, faculty, and classified professionals. Each team was tasked with the writing of narrative responses and collection of evidence for their assigned Standard. This entailed the ISER teams reviewing the Gap Analysis Worksheet (C_02-Gap-Analysis), identifying, locating, and linking appropriate evidence to the Standards accordingly.

The Accreditation Workgroup met monthly throughout the 2020–2021 and 2021–2022 academic years to plan the writing process, finalize timelines and assignments, and to check-in on, and coordinate the ISER completion (C_03-ISER-Timeline; C_04-AW-Agenda-11-04-21). In the summer of 2021, one of the College deans was designated as the Accreditation Workgroup Chair. In the summer of 2021, the Workgroup began using Microsoft Teams to organize the ISER work, documents, tasks, and evidence in one location online. Microsoft Teams gave every Workgroup and ISER writing team member access to all necessary content for their writing assignments, including the latest ISER draft.

Early summer and Fall 2021 Workgroup meetings focused on Microsoft Teams orientations and organizing information, tasks, and evidence within Teams (C_05-MS-Teams-Images). By mid-Fall 2021, ISER teams were collecting evidence and drafting their narratives. The Accreditation Workgroup Chair and the ALO participated in the monthly District Council on Accreditation Planning meetings along with colleagues from the sister colleges and the District. Council members discussed the Standards where the College and District shared responsibility and where the District had primary responsibility, and they assigned tasks to complete drafts for each college ISER.

Upon completion of the draft ISER, the Accreditation Workgroup began sharing the draft with the broader College community and public through multiple methods. First, feedback was solicited by circulating drafts of the ISER for comment to College participatory governance committees starting in Spring 2022 and continued in Fall of 2022 (C_03-ISER-Timeline). This included the Academic Senate, Associated Student Government (ASG), Budget Committee, Campus Use, Development and Safety (CUDS) Committee, Classified Senate, College Planning Council (CPC), Curriculum Committee, Student Equity and Success Committee (SESC), and Classified Senate. Individuals provided feedback on the ISER through a Microsoft Form that was shared with each committee along with the draft of the ISER(C_06-ISER-Form-&-Results).

Additionally, updates on the accreditation process were available online via the College website homepage (C_07-OC-Accreditation-page).

Oxnard College ISER Writing Teams

Section A. Introduction:
Art Sandford (former Vice President, Academic Affairs (VPAA))
Luis A. Gonzalez (Interim VPAA)
Section A. College History:
Art Sandford (former Vice President, Academic Affairs)
Section A. Student Enrollment Data:
Keller Magenau (Dean, Institutional Effectiveness), Office of Institutional Effectiveness
Section A. Demographic Data:
Keller Magenau (Dean, Institutional Effectiveness), Office of Institutional Effectiveness
Section A. Socio-Economic Data:
Keller Magenau (Dean, Institutional Effectiveness), Office of Institutional Effectiveness
Section A. Sites:
Matt Jewett (former Dean, Public Safety), Art Sandford (Former VPAA)
Section A. Specialized or Programmatic Accreditation:
Matt Jewett (former Dean, Public Safety), Art Sandford (former VPAA)
Section B. Presentation of Student Achievement Data and Institution-Set Standards:
Keller Magenau (Dean, Institutional Effectiveness), Office of Institutional Effectiveness
Section C. Organization of the Self-Evaluation Process:
Luis A. Gonzalez (Interim VPAA)
Section D. Organizational Information:
Karla Banks (Executive Administrative Assistant)
Section E. Certification of Continued Compliance with Eligibility Requirements:
Art Sandford (former VPAA)
Section F. Certification of Continued Institutional Compliance with Commission Policies:
Art Sandford (former VPAA)
Section G. Institutional Analysis
Standard I.A. Mission: Luis Gonzalez (Interim VPAA), James Schuelke (Director, Outreach & Marketing), Keller Magenau (Dean, Institutional Effectiveness), Amy Edwards (former Academic Senate President; current Dean of Library & Liberal Studies), Amparo Medina (Classified Senate President), Oscar Cobian (Acting President)
Standard I.B. Assuring Academic Quality & Institutional Effectiveness: Keller Magenau (Dean, Institutional Effectiveness), Elissa Caruth (current Academic Senate President), Art Sandford (former VPAA), Office of Institutional Effectiveness
Standard I.C. Institutional Integrity: Keller Magenau (Dean, Institutional Effectiveness), James Schuelke (Director, Marketing & Outreach), Paris Trujillo (Curriculum Technician), Karla Banks (Executive Administrative Assistant), Joel Diaz (Registrar), Art Sandford (former VPAA)
Standard II.A. Instructional Programs: Shannon Davis (Articulation Officer/Faculty Curriculum Committee co-chair), Rocio Cervantes (Research Analyst), Paris Trujillo

(Curriculum Technician), Luis A. Gonzalez (Interim VPAA), Elissa Caruth (current Academic Senate President), Ishita Edwards (Faculty)

Standard II.B. Library & Learning Support Services: Luis A. Gonzalez (Interim VPAA), Ron Lacson (Tutorial Services Specialist II), Tom Stough (Faculty Librarian), Kari Tudman (Faculty/Writing & Reading Center Coordinator), Marcella Klein-Williams (STEM Grant Director)

Standard II.C. Student Support Services: Leah Alarcon (Acting Vice President of Student Development), Charles Ramirez (Counseling Department Chair), Jonas Crawford (Faculty/Athletic Director), Joel Diaz (Registrar), Amparo Medina (Student Activities Specialist), Marcos Lupian (Counselor Assistant), Linda Faasua (Financial Aid Officer), Eliseo Gonzalez (FYE Grant Director), Katie Pena (TRIO Grant Director)

Standard III.A. Human Resources: Chris Renbarger (Vice President, Business Services), Matt Jewett (former Dean, Public Safety), Sheila Lu (Fiscal Services), Allie Frazier (former Executive Administrative Assistant), Brenda Griego (Fiscal Services Supervisor), Amparo Medina (Student Activities Specialist)

Standard III.B. Physical Resources: Matt Jewett (former Dean, Public Safety), Allie Frazier (former Executive Administrative Assistant), Chris Renbarger (Vice President, Business Services), Bob Sube (former Director, Facilities, Maintenance & Operations), Rainer Mack (Faculty), Amanda Burwick (Placement Project Specialist), Marcia Fulkerson (Faculty)

Standard III.C. Technology Resources: Luis A. Gonzalez (Interim VPAA), Mike Alexander (Director, Technology Services), Allie Frazier (former Executive Administrative Assistant), Dan Watkins (Associate Vice Chancellor, Technology Services), Scott Wolf (Faculty), Chris Renbarger (Vice President, Business Services), Tyler Haven (Lab Technician II), Linda Faasua (Financial Aid Officer), Laura Knight (Instructional Technologist/Designer)

Standard III.D. Financial Resources: Chris Renbarger (Vice President, Business Services), Brenda Griego (Fiscal Services Supervisor), Allie Frazier (former Executive Administrative Assistant), Linda Faasua (Financial Aid Officer), Senior Acct Tech, Leo Orange (Educational Assistance Center Coordinator), Jonas Crawford (Faculty/Athletic Director), Amy Edwards (former Academic Senate President; current Dean of Library & Liberal Studies)

Standard IV.A. Decision-Making Roles & Processes: Oscar Cobian (Acting President), Amy Edwards (former Academic Senate President; current Dean of Library & Liberal Studies), Amparo Medina (Classified Senate President), ASG President, Chris Renbarger (Vice President, Business Services), Art Sandford (former VPAA), Keller Magenau (Dean, Institutional Effectiveness), James Schuelke (Director, Marketing & Outreach), Karla Banks (Executive Administrative Assistant)

Standard IV.B. Chief Executive Officer: James Schuelke (Director, Marketing & Outreach), Oscar Cobian (Acting President), Karla Banks (Executive Administrative Assistant)

Standard IV.C. Governing Board: District Council on Accreditation Planning

Standard IV.D. Multi-College Districts or Systems: District Council on Accreditation Planning

Quality Focus Essay: James Schuelke (Director, Marketing & Outreach), Luis A. Gonzalez (Interim VPAA)

Title Page, Certification Page, Table of Contents, and Section A through F:

Laurie Nelson-Nusser (Senior Administrative Assistant), Susan Lawrence (Administrative Assistant), Keller Magenau (Dean, Institutional Effectiveness), Art Sandford (former VPAA), Luis A. Gonzalez (Interim VPAA)

D. ORGANIZATIONAL INFORMATION

D. Organizational Information

Oxnard College is organized into three management units consisting of Academic Affairs & Student Learning, Business Services, and Student Development (organizational charts listed below). Each of these units is managed by the Vice President of Academic Affairs, the Vice President of Business Services, and the Vice President of Student Development, respectively.

Administration of Academic Affairs & Student Learning is supported by a Dean of Liberal Studies/Library, Dean of Math/Science/Kinesiology/Athletics, Dean of Career Education, and the Dean of Public Safety. The administration of Student Development is supported by the Dean of Student Success, and the multiple supervisors that oversee the critical student support services students need. The administration of Business Services is supported by the essential staff that support the finances, facilities, maintenance and operations of the college.

President's Office Organizational Chart

PRESIDENT'S OFFICE 2022-2023

PRESIDENT
Oscar Cobian *(Acting)*

Community Development/ Institutional Advancement Specialist
Vacant

Executive Assistant to the President
Karla Banks

Administrative Assistant
Vacant

VICE PRESIDENT Academic Affairs/ Student Learning
Luis Gonzalez *(Interim)*

VICE PRESIDENT Business Services
Chris Renbarger

VICE PRESIDENT Student Development
Leah Alarcon *(Acting)*

Dean Institutional Effectiveness
Keller Magenau

Director Advancement & Grants
Tina Knight

Director Outreach & Marketing
James Schuelke

Marketing Specialist
Kristina Hamilton

Revised 8/18/2022

Vice President of Academic Affairs and Student Learning Organizational Chart

VICE PRESIDENT
Academic Affairs & Student Learning
Luis Gonzalez *(Interim)*

Sr. Administrative Assistant
Laurie Nelson-Nusser

Articulation Officer
Shannon Davis

Curriculum Technician
Paris Trujillo

Instructional Technologist/ Designer
Laura Knight

Instructional Data Specialist
Blanca Barrios
Laura Anderson

Dean, Career Education
Isaac Rodriguez Lupercio (Interim)

Dean, Library & Liberal Studies
Amy Edwards

Dean, Math/Science/ Health/Kinesiology/ Athletics
Paloma Vargas

Dean, Public Safety
Steve Hall (Interim)

STEM Grant Director
Marcella Klein Williams

PACE Program Coordinator I
Beatriz Ortiz

Oxnard Middle College High School
Maricruz Hernandez

Grant/Administrative Assistant
Sheila Lu

Student Success & Support Specialist II
Christina Hanna
Haida Jimenez-Martinez

Revised 8/24/2022

Vice President of Business Services Office Organizational Chart

VICE PRESIDENT, BUSINESS SERVICES OFFICE 2022-2023

VICE PRESIDENT Business Services
Chris Renbarger

Associate Vice Chancellor Technology Services
Dan Watkins

Campus Police

Senior Administrative Assistant
Berenice Rodriguez

Director Information Technology
Michael Alexander

Info Technology Support Specialist III
Andrew DeRouen
Reuben Asahan

Info Technology Support Specialist II
Sergio Arana

Help Desk Assistant
Jess Sherchan

Bursar
Vacant

Business Office Assistant I
Rosalina Valenzuela

Business Office Assistant (Seasonal/Bil)
Cheryl Hamilton
Vacant

Childhood Development Center Supervisor
Antonio Frias

Office Assistant (Bil)
Vacant

Childhood Development Center Associate
Bertha Mendoza
Mariela Guido
Kelsi Ramirez
Vacant
Vacant
Vacant

College Services Supervisor
Gilbert Downs

Communications Assistant (Bil)
Norma Martinez

PAB Technician
Jeremy Hanes (40%)

Evening & Weekend Activities Specialist
Vacant

OC Publications (RICOH)

OC Bookstore (Barnes & Noble)

College Fiscal Services Supervisor
Brenda Griego

Sr. Accounting Technician
Silvia Medrano
Vacant

Administrative Assistant
Yolanda Navarro

Director Of Facilities, Maintenance & Operations
Bob Sube

Assistant Director, Facilities, M&O
David Gardner

Warehouse Operator II
Jesus Rodriguez

Custodial Supervisor
Robert Moran- Romero

Lead Custodian
Vacant

Custodians
Jorge Almazon
Rudy De La O
Roland Duenes
Eric Gonzalez
Gabriel Hernandez-Munoz
Cristian Lopez
Hilario Raguini
Manuel Sotelo
Grissel Velazquez
Mohammed Zulmai
Vacant
Samuel Navarro (40%)

Grounds Equipment Operator/Mechanic
Robert Whitlock

Grounds Maintenance Worker
Filiberto Morales
Vacant

Sprinkler Repair Technician
Michael Perez

Maintenance Supervisor
Vacant

Maint. Worker
Carl Hill

Electrician
Matthew Parreira

HVAC Mechanic
Cleveland Coffee

Carpenter
John Pena

Plumber
Peter Tryk

Revised 7/11/2022

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Vice President of Student Development Organizational Chart

VICE PRESIDENT STUDENT DEVELOPMENT
Leah Alarcon (Acting)

Sr. Administrative Assistant
Vacant

DEAN Student Success
Eliseo Gonzalez *(Acting)*

Athletics Director
Jonas Crawford

Administrative Assistant
Lori Jay

Registrar
Joel Diaz

Assistant Registrar
Deborah Tyson

Admissions & Records Technician
Tonia Arias (Bil)
Tara Harold
Emily Pineda

Student Services Specialist
Lucy Alcantar – 40%

Counselor/ Department Chair
Charles Ramirez

Office Assistant
Marisa Arias

Counselor
Akadina Amrekhasadeh
Melissa Garcia
Nayeli Madero-Fernandez
Julius Munyantwali
Jose Vega
Linda Webb
Jennifer Zier

Counselor Services Specialist (Veterans Center)
America Barroso

Counselor Services Specialist
Susan Carrasco

Financial Aid Officer
Linda Faásua

Financial Aid Specialist
Ruth Cervantes
Diana Garcia
Fidelia Flores
Jessica Flores
Myra Hernandez-Gonzales
Edlin Marquez
Roberta Chinery

Student Health Center Coordinator
Deanna McFadden

College Nurse – 40%
Karen Paxton

Student Health Center Asst. !
Nelly Perez

Mental Health Specialist – 70%
Christopher Domasin
(Professional Expert)

Welcome Center
Marcos Rodriguez

1st STEP Center
Vacant

Revised 7/13/2022

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Vice President of Student Development Organizational Chart *continued*

**VICE PRESIDENT
STUDENT DEVELOPMENT**
Leah Alarcon *(Acting)*

GRANTS

INITIATIVES

**Grant Director – Title V
Proyecto Acceso y Progresso**
Elliseo Gonzalez

**Program Director I - TRIO
Upward Bound/Student Support Services**
Katherine Pena

**Grant Accounting/
Administrative Assistant**
Clara Viveros

Student Services Assistant
Luis Garcia

Student Services Assistant
Ayla Mirjafarli

- Implementation of OC Summer Scholars
- Finalize accreditation (Standard IIIC), collect evidence and final edits
- Title IX investigations
- Oversee SEAP plan development during the Summer and oversee shared governance review during the Fall
- Assist with PACE (student services)
- Continue with outreach on Condor Fest development
- Oversee updates to program review including new SUOs
- Continue to oversee the college counsellors assigned to the high schools
- Continue to monitor SEAP budget and Guided Pathway budget
- Start assigning the part-time evaluations, when reasonable, to the Dean
- Oversee scheduling of PF and Learning Skills classes
- Monitor orientation programs

Revised 7/13/2022

Office of Institutional Effectiveness Organizational Chart

INSTITUTIONAL EFFECTIVENESS 2022-2023

DEAN INSTITUTIONAL EFFECTIVENESS
Keller Magenau

Administrative Assistant
Susan Lawrence

Research Analyst
Sofia Diamantopoulou
Damian Hoffman

Technical Data Specialist
Rocio Cervantes
John Habal
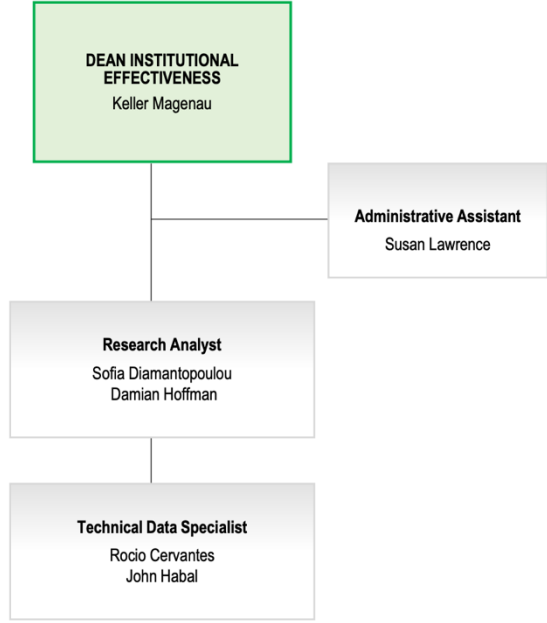
Revised 6/2/2022

Outreach & Marketing Organization Chart

OUTREACH & MARKETING 2022-2023

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                    ┌─────────────────────────┐
                    │        DIRECTOR         │
                    │  Outreach & Marketing   │
                    │     James Schuelke      │
                    └─────────────────────────┘
                          │               │
        ┌─────────────────────────┐   ┌─────────────────────────┐
        │    Student Success &    │   │   Marketing Specialist   │
        │ Support Specialist II   │   │    Kristina Hamilton     │
        │      (Outreach)         │   │                          │
        │   Laura Maldonado       │   └─────────────────────────┘
        │   Imelda Fernandez      │
        └─────────────────────────┘
                    │
        ┌─────────────────────────┐
        │    Student Success &    │
        │ Support Specialist I    │
        │  (Outreach) – 40%       │
        │    Vacant – ESL         │
        │  Vacant – Middle School │
        └─────────────────────────┘
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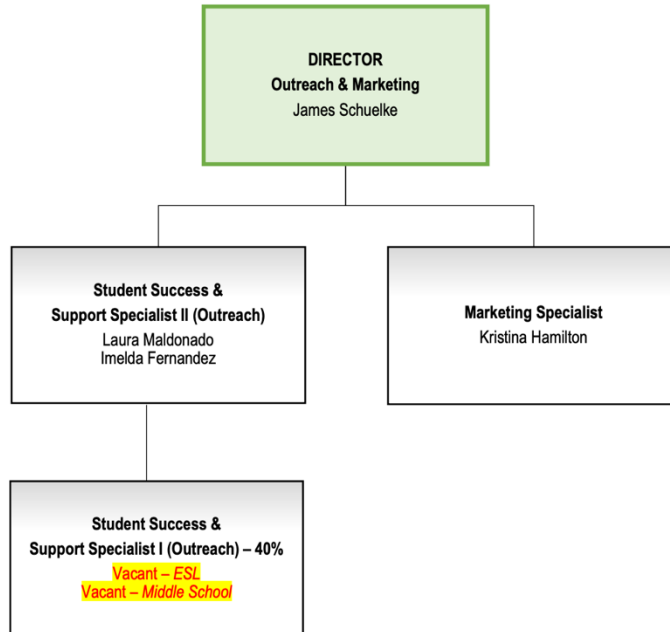
Revised 6/1/2022

E. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

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

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Oxnard College has operated as operated as a post-secondary institution since 1975. The College has provided instruction and services to 6,578 students for fall 2021; 7,190 for fall 2020; and 7,701 for fall 2019; with a total of 2,266 degrees and certificates awarded in 2021-22; 2,172 awarded in 2020-21; and 1,860 awarded in 2019-20. The College Catalog further demonstrates the full range of available degree and certificate programs.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Oxnard College offers 17 Associate of Arts degrees, 22 Associate of Science degrees, 31 Associate Degrees for Transfer, and 32 Certificates of Achievement. The College Catalog provides a listing of all degrees and certificates offered at the college including Associate of arts and associate of science degree programs, which can typically be completed in two years by a full-time student (E_01-OC-Catalog). In fall 2021, 14,648 course enrollments were in degree-applicable credit courses out of a total of 15,346 enrollments (95%).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer

board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Luis Sanchez, JD, LLM has been president of the College since April 15, 2019. The President is the Chief Executive Officer of the College. The process for hiring the College President is outlined in the VCCCD Administrative Procedure (AP) 7120-B Recruitment and Hiring: College President (E_02-AP7120-B) In May of 2022, VCCCD Chancellor Dr. Greg Gillespie placed President Sanchez on administrative leave and named Dr. Oscar Cobian, Vice President of Student Development, Acting President of Oxnard College.

Eligibility Requirement 5: Financial Accountability

The district annually undergoes and makes available an external financial audit (E_03-VCCCD-Audits) by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The VCCCD is audited annually by an independent financial auditing firm and complies with all Federal and California requirements and regulations. Oxnard College is part of this annual audit.

F. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

F. Certification of Continued Institutional Compliance with Commission Policies

Oxnard College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 602.23(b).

Oxnard College has appropriately solicited third-party comment. The College website provides (F_01-Accred-Page-Screenshot) a link to accreditation information on the homepage of its website under the "About" drop-down menu where the "Accreditation" link is located. The Accreditation page includes links to information and resources about the College's self-evaluation efforts. Additionally, the page includes a public invitation to submit comments about the College to our accrediting body, including a link to the third-party comment form and an announcement of the next comprehensive visit in spring 2023.

The College has also solicited third-party comments through presentations about the 2023 accreditation visit to students and faculty in a variety of venues since spring 2022, including at the faculty Academic Senate (F_02-AS-agendas-minutes), the Classified Senate (F_03-CS-agendas-minutes), College Planning Council meetings (F_04-CPC-agendas-minutes). The College also presented the ISER draft to the Board of Trustees before submitting the final draft for approval in December 2022.

The College complies with the Commission Policy on rights and Responsibilities of the Commission and Member Institutions on third party comments.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Oxnard College integrates data on student performance and achievement through program review processes and regularly reviews student achievement during Student Equity and Success Committee meetings. Evidence of compliance with performance and reporting with respect to student achievement is documented in Standards I.B and II.A. These data are linked to the planning, resource allocation, and decision-making processes. As part of the College's Educational Master Plan 2021-2030 (F_05-OC-Ed-Master-Plan), the College has set performance goals and objectives that focus on student equity, access and success and are aligned with the California Community College Chancellor's Office Vision for Success. Student performance data is also integrated into the College's Student Equity & Achievement Plan (F_06-OC-SEAP-2022), which focuses on closing student equity gaps and increasing student achievement, success and

retention. The College complies with the Commission Policy on Standards and Performance with Respect to Student Achievement.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Oxnard College awards credit for courses, degrees, and certificates consistent with standard practices in higher education and in compliance with state and federal laws and regulations. The formula for course credit hours calculations is described in the Program and Course Approval Handbook (F_07-PCAH-7th-Edition), Board Policy 4020 (F_08-BP4020), and Administrative Procedure 4020 (F_09-AP4020), and the Curriculum Handbook (F_10-Curriculum-Handbook) and is followed for all courses. Consistent with federal regulations, the college designates each of its programs as a "credit hour" or "clock hour" program. A student enrolled full-time can complete an Associate degree in two years. The Oxnard College Curriculum Committee, which is a subcommittee of the College's Academic Senate, is responsible for the review and approval processes of current and new curriculum and programs. All programs and courses are approved by the Curriculum Committee and Governing Board prior to being offered. The College has standard tuition that is consistent across all courses and programs and is set by the California legislature based on the number of units in which a student is enrolled.

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

Transfer policies are detailed in the college catalog in the section entitled "Transfer Information" (F_11-College-Catalog) This section provides detailed information regarding the various options for transferring to a four-year institution to earn a bachelor's degree and step-by-step instructions on how to transfer successfully. The College has articulation agreements with the University of California (UC) and California State University (CSU) systems that are available in ASSIST.com and the College articulates courses through the Course Identification Numbering System (C-ID).

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Oxnard College develops and implements all courses and programs according to Curriculum Committee process (F_12-Curriculum-Review-Process), including those delivered through distance education. The College's curriculum review process ensures that all distance education courses are developed and implemented according to standards consistent with the official course outline of record and feature regular, substantive instructor-initiated student contact (F_13-Sample-COR-DE). Due to the recent COVID-19 pandemic, the College also developed provisional distance learning addenda, which allow courses to be offered via distance education when needed during emergencies, through mutual agreement. These addenda are for courses that ordinarily would not be offered in a virtual format (e.g., science laboratory courses).

Oxnard College, along with two other colleges within the District, ensure that Administrative Procedure 4105 (F_14-AP4105) will be met when offering distance education courses. Distance education versions of courses have the same student learning outcomes and Course Outline of Record as face-to-face versions. All classes offered in an online format utilize the District-selected learning management system (Canvas) and maintains integrity in Canvas by requiring students to sign-in using a unique username and a password of their own creation. This ensures the student participating in each course or program is the same person that receives the appropriate academic credit.

The College does not offer Correspondence Education.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

Oxnard College recognizes that students are free, individually and collectively, to express their interests. Students of the College are afforded certain rights and privileges, in addition to the freedom to learn. Oxnard College has clear policies and procedures for handling student complaints. Nondiscrimination and Prohibition of Harassment are outlined in AP 3400; Standards of Student Conduct are stated in AP 5500; Student Discipline Procedures are described in AP 5520; and Student Rights and Grievances are explained in AP 5530 (F_15-AP3400; F_16-AP5500; F_17-AP5520).

In the Fall of 2021, Oxnard College revamped its student complaint page to provide a centralized location for finding information pertaining to how to submit a student complaint, the grade grievance process, and how to submit a discrimination complaint. The website also includes information about the process to submit a Title IX complaint and the contact information for the Title IX Coordinator. (F_18-Student-Complaint-Procedures).

Title IV Compliance
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.

Oxnard College complies with the requirements of Title IV of the Higher Education Act. Oxnard College does not have any outstanding or recent findings from the USDE. Oxnard College complies with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV by designating College personnel who have the authority to sign contracts. Contracts include details regarding work to be performed or services to be rendered, the period of agreement, and delineation of responsibilities for the College and contracted organizations.

Evidence List
C_01-ACCJC-ISER-Training
C_02-Gap-Analysis
C_03-ISER-Timeline
C_04-AW-Agenda-11-04-21
C_05-MS-Teams-Images
C_06-ISER-Form-&-Results
C_07-OC-Accreditation-page

E_01-OC-Catalog
E_02-AP7120-B
E_03-VCCCD-Audits

F_01-Accred-Page-Screenshot
F_02-AS-agendas-minutes
F_03-CS-agendas-minutes
F_04-CPC-agendas-minutes
F_05-OC-Ed-Master-Plan
F_06-OC-SEAP-2022
F_07-PCAH-7th-Edition
F_08-BP4020
F_09-AP4020
F_10-Curriculum-Handbook
F_11-College-Catalog
F_12-Curriculum-Review-Process
F_13-Sample-COR-DE
F_14-AP4105
F_15-AP3400
F_16-AP5500
F_17-AP5520
F_18-Student-Complaint-Procedures

G. INSTITUTIONAL ANALYSIS

G. Institutional Analysis

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

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

IA. Mission

IA1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
Oxnard College is a comprehensive community college whose mission reflects its commitment to student learning and achievement. The College mission statement, approved by the Board of Trustees on August 10, 2021 (IA1_01-BOT-Minutes-8-10-21), reads: *Oxnard College transforms lives by offering equitable access to multiple educational and career pathways. Our academic programs and student services prepare students to enrich their communities and to succeed socioeconomically, professionally, and personally (*IA1_02-OC-Website-Mission; IA1_03-BP1200). This mission includes the institution's educational purposes, its intended student population, and the multiple educational and career pathways it offers. credentials it offers. To achieve its mission, Oxnard College offers a depth and breadth of classes, degrees, and programs along with student support services designed to prepare students to transfer to four-year institutions, enter or re-enter the workforce with specialized training and skills, and access opportunities for life-long learning.

This updated mission statement informs the College's policies, procedures, and practices and emphasizes the College's status as an open-access institution with a commitment to academic excellence and student success. To embody the essence of "transforming lives of students," the College offers equitable access to multiple pathways in order to highlight the importance of success and upward mobility for its community. Students are empowered to thrive in their financial, professional, and personal relationships while also focusing on rewarding career pathways or transferring to a four-year college or university to further their higher education.

The multiple educational and career pathways referenced in the College mission include noncredit instruction, career-education programs, university transferable courses and programs, associate degrees, and associate degrees for transfer. The College offers courses in a variety of instructional modes including traditional face-to-face instruction, partially online

courses, and fully online courses. Student services are also offered in multiple delivery methods including in-person and online. This variety of delivery methods demonstrates the College's commitment to student learning and student achievement.

The Oxnard College mission statement is bolstered and expanded by the College vision: "Oxnard College will be a model of state-of-the art education and training in the diverse communities we serve. We will foster the highest level of student success, advocate for a just and inclusive society, and be a valued community partner" (IA1_04-EMP; IA1_05-OC-Website-Vision).

The College mission and vision are further supported by the College's eight guiding principles from which all College efforts emerge. As with the physical landscape, the state of the College's underlying essence is dynamic, changing with the environment. In order to preserve its vitality, parts of the landscape require attention and renewal over time. In the 2021–2030 Educational Master Plan (EMP) (IA1_04-EMP), the College set renewal goals for several guiding principles. The College affirms commitment to these principles by this renewal.

Analysis and Evaluation
The recently updated mission statement communicates the College's broad, inclusive purpose, it's multiple pathways to student success, and its commitment to student learning and achievement. The College is focused on transforming the lives of its students by preparing them to be well-rounded, educated citizens who enrich their communities.

IA2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard
Oxnard College uses institution- and program-level data to measure progress on achieving its mission throughout its integrated planning process. The principal metrics that measure institutional progress arise from the College's 10-year Educational Master Plan (EMP), which was developed throughout the 2020-21 academic year, and included a revision of the College's mission statement. The five broad goals identified in the EMP align with the College's mission. To measure how effectively the College is accomplishing its mission and achieving its 10-year EMP goals, the Institutional Effectiveness office (IE) prepares and presents data on 24 metrics, including student achievement measures as well as operational data. The data are reviewed bi-annually at the Executive Council. At the College's annual spring planning retreat, a collegewide event, the data are reviewed as part of priority setting for the coming year (IA2_01-EMP; IA2_02-EMP-Metrics; IA2_03-Spring-Retreat-Notes; IA2_04-Dashboard-Screenshots).

In addition to data to measure institution wide progress, disaggregated program- and course-level data are used in the annual Program Review process. All programs in each division (Instruction, Student Services, and Business Services) submit Program Review reports which inform program improvement and resource allocation. The IE office provides interactive data

dashboards showing program and course trends in enrollment, persistence, and degree/certificate completion, disaggregated by demographic factors and by course modality. The office also provides disaggregated service-unit outcomes data for offices to review in their reports. All reports are reviewed and assessed by the members of the Program Review Committee (PRC), which includes administrators, faculty, classified staff, and students. The review is an overall assessment of the state of each program's progress on EMP goals. The reports and the PRC assessments are used to direct program improvement and to provide annual updates on how each department is contributing to the College mission, and how they are meeting student educational needs.

Analysis and Evaluation
The Oxnard College integrated planning process requires the use and analysis of data to assess how effectively it is accomplishing its mission, directs its institutional priorities, and provides specific areas of improvement to help departments meet the educational needs of students.

IA3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
Oxnard College's programs and services align with its mission. The College mission statement, approved by the Board of Trustees on August 10, 2021 (IA3_01-BOT-Minutes-8-10-21), drives institutional decision-making, planning, program review, resource allocation, institutional goals for student learning and achievement, and was used to develop the Educational Master Plan (EMP). The College's Integrated Planning Process is centered by its mission and includes annual and multi-year reports focused on measuring student enrollment, persistence, learning and achievement. All programs are assessed, and the results are forwarded through the College's planning process to make informed decisions on institutional planning and resource allocation designed to increase student success (IA3_02-Resource-Flow-Chart-21).

The College's Strategic Plan (2018–2023) was developed with the intent to link the mission, vision, values, priorities, resource allocation, human resources (administrators, faculty, staff, students), and physical institution in a system of evaluation, decision-making, and action that shapes the entire organization as it evolves over time and within the community (IA3_03-Strategic-Plan). In 2021, the Strategic Plan led to, and was replaced by, the Educational Master Plan which now acts as the guide for integrated planning (IA3_04-EMP-2021-2030). For example, in the program review process, programs describe how their plans and activities align with EMP goals and objectives, and resource allocation decisions are made with reference to EMP priorities. (IA3_05-PR-Template). Further, the College Planning Council (CPC) reviews progress toward the EMP goals and objectives twice yearly and reports on progress each year at the annual spring retreat (IA3_06-Spring-Retreat-Agenda). Community partners and campus-wide constituency groups also provide input at the retreat to ensure that the College's direction is still relevant, and that the College is making progress on its goals.

Analysis and Evaluation
Oxnard College's mission statement is used to guide decision making, resource allocation, and planning. The Integrated Planning Process, which utilizes student learning and achievement data, ensures that programs and services are aligned with the College's mission.

IA4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard
Oxnard College's mission statement was most recently approved on August 10, 2021, by the Board of Trustees (IA4_01-BOT-Minutes-8-10-2021) as the last step of a comprehensive review that included community stakeholders, students, faculty, classified professionals, and administration. This review process began in Spring 2020 and involved the administration of two all-campus surveys asking constituents to evaluate our existing mission, vision, and values. The surveys asked respondents to provide input on how these should change (IA4_02-Mission-Surveys). Revised drafts of the mission, vision, and guiding principles were further developed through facilitated dialogue at participatory governance committees. Following that extensive collegial dialogue, updated mission, vision, and guiding principles were incorporated into the new Educational Master Plan that was reviewed by key campus groups including the Academic Senate, Classified Senate, Executive Team, ASG and, finally, the Board of Trustees (IA4_03-EMP).

The mission statement is widely published including on the College and District website, catalog (IA4_04-M-V-G-Screenshot; IA4_05-Catalog-Mission) and is posted throughout campus.

Analysis and Evaluation
The college recently revised its mission statement and has a process for periodic review and revision. The mission is widely published in multiple locations including the website, college catalogue, and on the agendas of participatory governance meetings.

Conclusions on Standard IA. Mission
Oxnard College is committed to its mission of transforming lives by offering multiple educational and career pathways and preparing students to succeed socioeconomically, professionally, and personally. The College's mission was reaffirmed by the Board of Trustees in the summer of 2021 and drives institutional decision making, planning, and resource allocations to support student learning and success. The OC Integrated Planning Process ensures that all programs and support services are aligned with the mission.

Improvement Plan(s)
None.

Evidence List
IA1_01-BOT-Minutes-8-10-21
IA1_02-OC-Website-Mission
IA1_03-BP1200
IA1_04-EMP
IA1_05-OC-Website-Vision

IA2_01-EMP
IA2_02-EMP-Metrics
IA2_03-Spring-Retreat-Notes
IA2_04-Dashboard-Screenshots

IA3_01-BOT-Minutes-8-10-21
IA3_02-Resource-Flow-Chart-21
IA3_03-Strategic-Plan
IA3_04-EMP-2021-2030
IA3_05-PR-Template
IA3_06-Spring-Retreat-Agenda

1A4_01-BOT-Minutes-8-10-21
IA4_02-Mission-Surveys
IA4_03-EMP
IA4_04-M-V-G-Screenshot
IA4_05-Catalog-Mission

IB. Assuring Academic Quality and Institutional Effectiveness

IB1. The institution demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Oxnard College promotes sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Faculty, staff, and administrators at the College continuously engage in the discussion and evaluation of student achievement using a variety of organizational structures, institutionalized procedures, and professional development activities.

Dialogue about student outcomes takes place at the department, service unit, and division level (IB1_01-COMM-Mtfg-SLO-12-3-19). In these regularly scheduled meetings, faculty and staff discuss their established Student Learning Outcomes (SLOs), rubrics, assessment instruments, and the data derived from the assessment of student learning. Course and program level SLOs are also reviewed as part of the curriculum review process whenever a new course is proposed,

or an existing course is revised. Faculty are also required to document their discussion of CSLO and PSLO data as part of the program review process. (IB1_02-PR-Templates)

The Student Equity and Success Committee (SESC) is the primary forum for discussing student achievement through an equity lens (IB1_03-SESC-PGM-Charge). In addition to serving as the steering committee for Student Equity and Guided Pathways, SESC advances the College mission, vision, and values by evaluating College initiatives designed to strengthen student access, retention, and success in an environment that fosters equity, diversity, and inclusion. The committee engages in data analysis and dialogue to provide a platform for collaboration and communication regarding student success and equity initiatives, programs, and plans (IB1_04-IE-Sample-Dashboard).

Frank discussions of academic quality take place during the faculty evaluation and tenure review processes. Each instructor is evaluated a minimum of once per six semesters, and the tenure review process typically involves four years of observations and feedback from multiple colleagues. Additionally, students are provided the opportunity to assess each instructor's effectiveness, and the faculty member being evaluated submits a self-appraisal. This provides instructors with the opportunity to reflect on best practices and areas of growth, allowing them to refine pedagogical approaches to better serve students. There is then a summary evaluation meeting at which the various assessments and observations are discussed and the primary criterion for evaluation is the quality of instruction provided (IB1_05-AFT-CBA-ARTICLE11-12).

Administration, faculty, and classified leadership engage colleagues in frequent dialogues related to the College's performance on measures of institutional effectiveness. At the annual spring planning retreat and in the College Planning Council (CPC), the Dean of Institutional Effectiveness presents data on the College's progress toward meeting the ten-year goals established in the EMP (1B1_06-EMP-Metrics-dashboards). The data include measurement of institution-level student achievement, including examination of progress on equity gaps. The Office of Institutional Effectiveness (IE) also collaborates with the Student Equity and Success Committee to examine disaggregated student achievement data, determine annual and stretch goals as part of the annual accreditation report process, and identify potential initiatives for improving outcomes. The Dean of IE presents data and recommendations to the Academic Senate, Classified Senate, ASG, Deans Council, Department Chairs Council, the SESC, and CPC. As part of the program review process, each program must review and assess its program-level success, retention, and awarding of degrees and certificates, including analysis of equity in all outcomes (IB1_02-PR-Templates).

To ensure that the College continues to strive to improve student learning and student success, the College supports a variety of professional development opportunities for faculty, staff, and administration through the Professional Development Committee. During the 2021–22 academic year, the PDC sponsored or promoted activities including the Pathways to Equity Series, COLEGAS Presents: Courageous Latinx Leadership, Equity Institute: Cultivating Equity-Minded Student Services Professional Academy, LGBTQ Safe Zone Training, Classified Professionals Symposium, and Basic Needs Summit, among many others (IB1_07-PDC-PD-

Examples). In addition, the College provides $30,000 in on-going general fund support for faculty and classified professionals to attend workshops, seminars, and conferences.

Analysis and Evaluation
Through its organizational structures and practices, the College ensures that student learning, student success, equity, academic quality, and institutional effectiveness remain a top priority. There is a culture of continuous improvement, frequent assessments of the effectiveness of the College's programs, informed allocation of resources, and tangible changes in structures and practices as a result.

IB2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of meeting the standard:
Faculty develop Student Learning Outcomes (CSLOs) that are appropriately aligned with the Course Outline of Record (COR) for each course taught at Oxnard College. Review of CSLOs is also part of the overall review of a COR by the curriculum committee each time a COR is on the agenda. Faculty list CSLOs on their syllabi, ensuring that students are informed of the learning outcomes to be achieved for each class in which they are enrolled (IB2_01-Sample-Syllabus).

Each semester, the technical data specialists prepare CSLO "scorecards" in *eLumen* for the faculty. Faculty enter student assessment data per CSLO on scale of 0 –4 with a score of 4 = exemplary, 3 = exceeds standard, 2 = meets standard, 1 = below standard, 0 = no proficiency (IB2_02-Sample-SLOScorecard).

Faculty complete CSLO assessments on a rotating basis for each course they teach. These results are reported and discussed within each discipline or department annually for best practices. When programs complete their annual or multi-year program review, they are asked to elaborate on the substantive and collegial discussion regarding their CSLOs (IB2_03-PR-Templates).

CSLOs are reviewed within departments after they are completed; each department determines when CSLOs are to be reviewed and evaluated. For example, the English Department annually reviews CSLOs during the spring semester. Discipline faculty are provided with CSLO data from the preceding two semesters. They review the data and their classroom efficacy and applicability and make CSLO revisions as necessary or decide upon a plan of action for the following academic year based on the CSLO data examined (IB2_04-English-Minutes&PPT).

CSLOs are aligned with program-level SLOs (PSLOs) which support institutional SLOs (ISLOs). PSLOs are included in the Catalog for each degree or certificate for the discipline (IB2_05-Catalog-Sample-PSLOs). ISLOs and General Education SLOs (GESLOs) are also included in the college catalog.

A work group of the Academic Senate (AS) led the initiative to review and revise the College's ISLOs during the 2021–2022 academic year. The review process began during the Fall 2021 semester and included robust discussion at multiple Academic Senate meetings. The first reading of the draft revised ISLOs passed at the December 2021 AS meeting (IB2_06-AS-Minutes-12-2021). The draft then circulated through the various participatory governance bodies, including Classified Senate, Associated Student Government, and the College Planning Council. Once all recommended changes were sent to the Academic Senate for final review, the revised ISLOs were approved by the Academic Senate and are published in the 2022–23 college catalog (IB2_07-ISLOs-OC-Catalog).

During the 2021–22 academic year, a Focused Innovation Group (FIG) was tasked with examining SLO processes currently in place at the College and providing recommendations for improvement. The results of this group's efforts form the basis for an improvement plan for this Standard (IB2_08-SLO-FIG-Report). One of the recommendations was to hire a faculty facilitator to work with the Vice President of Academic Affairs and Student Learning on developing a better system of assessing student learning outcomes for instructional programs and tracking those assessments.

Analysis and Evaluation:
The College has established learning outcomes and assessments for all instructional programs and learning support services. Learning outcomes are assessed within the program review cycles and are reviewed by programs on an annual basis. The College has identified a need to improve on the assessment of student learning outcomes and has developed an improvement plan outlined under the "improvement plan" section of this standard.

IB3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
Oxnard College has set both baseline and aspirational goals for retention, course completion, program completion, transfer, Career Education job placement rates, and licensure and pass rates (IB3_01-ACCJC-Annual-Report). Each spring, at the planning retreat for the coming year, the Office of Institutional Effectiveness presents preliminary data on student achievement outcomes from the year. The spring retreat consists of stakeholders from across the campus, including students. Select representatives from the community at large are also invited to attend. Retreat attendees discuss priorities for the coming year that will address areas where institution-set standards are not being met or should advance (IB3_02-Data-Slides; IB3_03-Planning-Retreat-Agenda).

The Student Equity and Success Committee (SESC) establishes and reviews the institution-set standards. Early each fall semester, SESC reviews the standards and data on the prior year's outcomes, disaggregated by subpopulations. The Committee, the membership of which includes students, staff, faculty, and administration does the following:

- Determines the current year's goals
- Identifies areas where action needs to be taken to improve outcomes
- Incorporates priorities from the spring planning retreat
- Initiates plans for interventions during the academic year

SESC representatives report on this discussion and seek input from Academic Senate. (IB3_04-SESC-Charge; IB3_05-AS-Minutes-02-22-21); The student achievement data and institution-set standards are reported annually to the ACCJC (IB3_01-ACCJC-22-Annual-Report).

Analysis and Evaluation
Oxnard College has a systematic process for reviewing institution-set standards for student achievement. Constituents from across campus are brought into the dialogue about appropriateness of the set goals and about initiatives to improve institutional performance. Recent examples include identifying the need to improve transfer rates substantially. As a result of college-wide discussions, transfer initiatives are now part of the Guided Pathways initiative and are the focus of a recently awarded Federal Title V grant.

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
The College analyzes multiple sets of assessment data to inform its decision-making and to direct resources to promote student learning and student achievement. At the micro level, as detailed in sections IB02 and IB03, College departments and programs participate in a continuous cycle of assessment and reassessment of SLOs or Service Unit Outcomes (SUOs) through the College's Program Review process (IB4_01-Program-Review-Sample). PRC is responsible for these reviews and committee members are tasked with providing feedback and recommendations as part of the integrated planning process (IB4_02-PGM-PRC).

On the macro level, the College's Educational Master Plan, completed in 2021, guides planning and resource allocation in support of the College's broad goals of enhancing student success, strengthening access to educational opportunity, advancing social justice and equity-minded practices, promoting the College's reputation, and strengthening the College's financial future. Each goal has more narrow objectives, and each objective has metrics with which to gauge progress. (IB4_03-EMP-Metrics)

Participatory governance committees, including College Planning Council, Program Review Committee, Budget Committee, and Student Equity and Success Committee, with representation from faculty, staff, students, and administration, review multiple data sources on institutional effectiveness including core indicators of effectiveness such as student success, retention, transfer rates, and disaggregated student equity data (IB4_04-PGM). These and other data sources promote collegial discussion of institutional effectiveness and help frame the dialogue regarding student learning and achievement.

Analysis and Evaluation
The College Educational Master Plan, reviewed annually at the Spring Planning Retreat, serves as the guide for directing institutional processes in support of student learning and achievement. The College community engages in collecting, organizing, analyzing, and discussing assessment data as part of the planning processes to support student learning and achievement.

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
Program review is founded in the College mission, vision, and guiding principles, and is linked closely to the EMP goals and objectives. All programs at Oxnard College -- academic, student services, and business services – annually complete and participate in a peer-reviewed program review process. Each program preparer is tasked with describing their programs alignment with the College mission, vision, guiding principles and with the goals of the Educational Master Plan as part of their program description. The Vice Presidents of Academic Affairs, Student Services, and College Services, along with the Academic and Classified Senate Presidents and the Dean of Institutional Effectiveness, provide leadership to the College through the PRC on all aspects of the program review process.

In Fall of 2022 the Program Review Committee decided to transition from *eLumen* to Microsoft Teams for the Program Review Process for both preparers and reviewers. The program review process includes links to data Tableau dashboards which allow program review preparers to examine student success data disaggregated by gender, race, ethnicity, age, and mode of instructional delivery. In addition, the academic program review template prompts faculty to analyze their success and retention rates based on mode of instruction, disaggregating for fully online delivery, partially online, or in-person instruction, and by race, gender, and ethnicity (IB5_01-PR-Tableau-Sample).

Teams comprised of faculty, classified professionals, administrators and students read and assess all program reviews in which the preparers request additional resources. Reviewers comment on the preparation of the program review in terms of completeness and evidence of thoughtful analysis. They also assess the overall performance of the program and assign a rating of Exemplary, Satisfactory, Fair, or Needs Improvement. Reviewers also assess whether the program needs an improvement plan or if the program should be reviewed for discontinuance. All program representatives are invited to speak at PRC meetings in which their program will be discussed. Constructive feedback and dialogue are encouraged and are an integral part of the overall process. (IB5_02-PR-Template-Academic).

Analysis and Evaluation
Program review processes for all academic, student service, and business services units provide the opportunity for a review of program performance in support of the College mission. Program review preparation and analysis takes place every fall term, and a thorough review of the forms, procedures, and timelines occurs during the spring semester.

IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
The SESC, a participatory governance committee, regularly examines disaggregated data to identify equity gaps and to plan for interventions (IB6_01-SESC-Agenda-2-3-21). The committee has a standing data workgroup that analyzes institutional data and presents key issues to the representative body. The full Committee uses the data to develop recommendations for action and intervention. These recommendations are forwarded to CPC.

Disaggregated student achievement data is also a critical component of the Program Review process. In 2021-22 the Program Review committee recognized that while many programs addressed disaggregated data, not all did. The committee approved a change to the Academic Program Review forms to explicitly prompt preparers to analyze disaggregated learning outcomes, and achievement data for program improvement, gap analysis, and strategic and integrated planning. Additionally, forms were also revised to be applicable for Student Services and Business Services programs. Preparers are now prompted to identify service unit outcomes and key indicators for their programs (IB6_02-PR-Template-AY23). Programs use the Program Review Tableau Dashboard (IB6_03-PR-Dashboards) provided by the Institutional Effectiveness office (IE) to review multiple achievement metrics disaggregated by ethnicity, age, gender, and special populations such as students with disabilities, foster youth, and low-income students.

Annual Program Review reports include a section for programs to self-identify areas for enhancement or improvement through resource requests or other means. The Multi-Year report also includes a section for programs to self-identify areas of improvement through resource requests or other means (IB6_04-Completed-PR-Samples).

Resource requests are forwarded to the Budget Committee, which sorts them by category and sends them to PG and standing committees, where they are ranked by priority level and as they relate to college needs and identified College plans. The Budget Committee affirms these rankings and forwards them to CPC, which makes recommendations to the College President (IB6_05-Resource-Req-Flowchart).

Additionally, the College's Student Equity Plan (SEP) (IB6_06-SEP-09-22-19) serves as the focal point for efforts to reduce and eliminate performance gaps among disproportionately impacted student populations. In drafting the SEP, faculty, staff, and administrators analyzed student

achievement data, reflected on the significance of those data, identified subpopulations of students to be targeted for intervention, and then devised goals and activities designed to close gaps in success rates among the targeted groups. Examples of strategies the College has adopted after identifying gaps through the SEP include hiring more part-time counseling faculty, more tutors, and other student services personnel including staff in admissions and records and to serve students with basic needs. Additionally, the College extended the hours of operation for both the library and tutoring center. SESC serves as the steering committee for the SEP and will work collaboratively on future revisions of the plan.

Analysis and Evaluation
Oxnard College engages in a collaborative, rigorous, and data-driven analysis of student success and achievement, through the Program Review process and SEP review and development. The SEP provides a framework for designating strategies to eliminate achievement gaps for student populations identified as significantly impacted by current institutional practices. The plan provides specific initiatives, funding, and an ongoing evaluation component for assessing the results of the targeted interventions.

IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
Oxnard College regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, budgeting, resource management, and governance processes, to assure their effectiveness in supporting academic quality and accomplishment of the College's mission.

As a college that operates within a district, many of the operational policies and practices that govern the operations of Oxnard College are found within the VCCCD Board Policies (BPs) and Administrative Procedures (APs). These BPs and APs are created, reviewed, and revised by district participatory governance committees comprised of college faculty, classified staff, administrators, and district administrators. (IB7_01-VCCCD-PG-Handbook). For example, policies on instructional programs and academic matters are within the purview of the District Council on Curriculum and Instruction (DCCI) which is comprised of the three Vice Presidents of Academic Affairs, Faculty Curriculum Co-Chairs, Articulation Officers, Academic Senate Presidents, and the Vice Chancellor of Institutional Effectiveness. Student and Learning Support Services policies are the domain of the District Council on Student Services (DCSS) consisting of the Vice Presidents of Student Services and leads from the various student services areas (e.g., Registrar, Financial Aid, Student Activities) as well as Associated Student Government (ASG) representatives. These groups work together to update policy to align with current regulations and collaborate on ways to improve policies and practices to further student success. Drafts of BPs and APs are sent back to the colleges for vetting by the Academic Senates and sometimes

by other committees such as the curriculum committees when the subject of the BP or AP is curricular.

At the college level, every spring, the College holds a Planning Retreat (IB7_02-Planning Retreat-Agenda) at which the goals and objectives of the EMP (IB7_03-EMP) are reviewed. A collaborative group of faculty, classified professionals, and administrators leads the revision of the College's Participatory Governance Manual (PGM) (IB7_04-PGM) every two years. This ensures the College regularly evaluates the governance structure and decision-making process. In addition, several participatory governance committees play a critical role in the evaluation of the College's policies and procedures, as outlined in the College's PGM.

On a more micro level, the Curriculum Committee, a subcommittee of the Academic Senate, Program Review Committee (PRC), the Budget Committee, Student Services Leadership Group and College Planning Council play a prominent role in establishing, amending, and discontinuing college policies and procedures. The Curriculum Committee approves new and revised curriculum and academic policies and ensures compliance with board policies, district administrative procedures, and state regulations. The PRC establishes the parameters, processes, forms, timelines, and procedures for all aspects of program review. The Budget Committee monitors and regulates the analysis and prioritization of resource requests that emerge from the program review process. The CPC reviews each participatory governance committee survey results and makes recommendations to the College President for modifications of the committee structure, policies, and procedures.

Analysis and Evaluation
The College has the appropriate structures and processes in place to ensure that each aspect of the College's operations regularly evaluates its policies and practices in support of the College mission, and to ensure academic quality.

IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard
Oxnard College provides institutional effectiveness information through a variety of means; however, the primary method of communicating this information is through the College's website, and in particular, the Office of Institutional Effectiveness (IE) website. On these pages, anyone can access the College's current and historical data regarding student demographics, student retention, student success, degrees, and transfer information (IB8_01-IE-Website). In addition to these data, all significant institutional plans, such as the EMP and Strategic Plan (IB8_02-EMP; IB8_03-Strategic-Plan), are also available/accessible on the College website. On All College Day each fall semester, the president and vice presidents provide an overview of the College's academic and fiscal health and discuss challenges and opportunities moving forward (IB8_04-All-College-Day).

The Office of Institutional Effectiveness provides student achievement data to each department to assist with completing the program review report (IB8_05-PR-Dashboards). In addition, the Student Equity and Success Committee (SESC) advances the College mission, vision, and values by evaluating college initiatives designed to strengthen student access, retention, and success in an environment that fosters equity, diversity, and inclusion. The committee engages in data analysis and dialogue to provide a platform for collaboration and communication regarding student success and equity initiatives, programs, and plans. SESC makes recommendations to the College Planning Council.

The annual Spring Planning Retreat provides the opportunity to bring constituents from all parts of the College to receive updates from all administrative areas and engage in discussion on items such as; a tabletop analysis of the Education Master Plan's goals, metrics, and priorities for the following year, action proposals from the Facilitated Innovation Groups (FIGs), a tabletop exercise to prioritize action items for the following year, and facilitated visioning on the College's branding (IB8_06-Planning-Retreat-Notes).

Discussions of the College's strengths and areas needing improvement occur on a regular basis through the program review process and at other college meetings such as the Executive Council, CPC, and Academic Senate (IB7_07-Program-Review-Minutes; IB8_08-CPC-Minutes). In addition, SLOs and SLO data are readily available to administrators, faculty, and staff through the *eLumen* software program (IB8_09-eLumen-Sample-Data).

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

IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard
The College has systematic, annual, and long-term planning cycles that involve the Participatory Governance (PG) structure and include stakeholders from outside the College as well. The Oxnard College Participatory Governance Manual (PGM) describes the College's participatory governance structure, including its bodies, how they relate to each other, and how recommendations flow from one body to the next (IB9_01-PGM). It also explains the recommendation and decision-making processes, connection to the College mission and how members of college constituency groups and governance bodies participate in those processes. The PGM is reviewed and updated by the College Planning Council biannually (IB9_02-CPC-Charge).

The Educational Master Plan (EMP) (2021–2030) is aligned with the College mission and the California Community College system Vision for Success goals to improve student achievement (IB9_03-EMP). The College's Facilities Master Plan (FMP) and Technology Master Plan (TMP) are aligned with the College mission and EMP goals (IB9_04-FMP; IB9_05-TMP). While the EMP is a long-term planning document, it drives short-term planning and is reviewed annually. Each spring the annual planning retreat brings together students, staff, faculty, and administration, as well as community stakeholders. As part of the development of the 2021-2030 EMP, the College ratified two dozen metrics to measure progress toward the five major goals of the plan: enhance student success, strengthen access to educational opportunity, advance social justice and equity-minded practices, promote the College's reputation, and strengthen the college's financial future. The Office of Institutional Effectiveness tracks those metrics and provides an update on progress at the spring planning retreat. Attendees discuss the results and the internal and external factors that account for them. Finally, they discuss plans and improvements for the coming year. This transparent and evaluative process involves all participants in the analysis of student achievement and institutional data and is part of setting the College's priorities and plans for the coming year (IB9_06-Planning-Retreat-Notes).

The College's continuous and systematic evaluation and planning processes engage the entire college community through the participatory governance process; Program Review drives planning and resource allocation. Each year every academic program, student services program and business services unit complete either an annual or a comprehensive review (IB9_07-6-year-PR-Cycle-sheet). The Office of Institutional effectiveness provides disaggregated program-level student outcomes and achievement data as well as service unit outcomes data for programs and offices to review and address as part of their report. The Program Review Committee, made up of members from all campus constituency groups including students, reviews and evaluates programs and makes recommendations for improvement plans or discontinuance where warranted. Resource requests, including requests for additional personnel, are evaluated in relation to each unit's Program Review (IB9_08-PRC-Charge). The Resource Requests Flowchart illustrates how resource allocation flows through Program Review and engages operational and governance groups in the annual resource allocation decision-making process (IB9_09-Resource-Req-Flowchart).

Analysis and Evaluation
The College has developed a continuous, broad-based, systematic evaluation and planning process that addresses short-and long-range needs for educational programs and services as well as for human, physical, technological, and financial resources. It is a transparent and inclusive process where all college voices are heard and shared. The College's process integrates program review, short and long-range planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness
Oxnard College sustains institutional effectiveness and academic quality through the Annual Planning Retreat, which typically occurs in the spring semester. At these retreats, representatives from all stakeholder groups from the college are invited to come together collaboratively to review data related to planning efforts, review emerging documents such as the Educational Master Plan, or review conclusions from special projects, such as the Focused Innovation Groups, which studied such areas as increasing transfer and improving onboarding for students. These retreats link their planning efforts to the college's mission, vision, and values, and hold the team accountable for successful planning and efforts to improve students' higher education experience while closing equity gaps.

The college engages in Program Review processes yearly by reviewing each academic, student service, and administrative area of the college in either an annual or multi-year review process. The College assesses the accomplishment of its mission primarily through program review and evaluation of institutional goals and student achievement as they pertain to each of the areas on campus that serve students in different capacities. The College's Program Review cycle is a data-driven process that provides opportunities to evaluate student learning and student achievement and engage in continuous improvement.

Improvement Plan
(I.B.2) The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 12)
A team of four instructional and non-instructional faculty, a technical data specialist, and the Dean of Institutional Effectiveness collaborated in 2021-22 in examining and making recommendations on how to improve the College's SLO processes. This Focused Innovation Group (FIG) reviewed research on best practices for SLO assessment, gathered faculty input on current SLO processes, identified barriers to more effective and consistent SLO assessment, and provided a list of recommendations to move the College forward.

Specifically, the FIG identified as barriers a lack of a robust support system for faculty, a lack of faculty experts/coordinators, confusion regarding the need for assessment, and a cumbersome data entry system. Faculty reported being unclear about the processes for assessing student mastery, how to track results, and how to use assessment results to revise lectures, assignments, or other learning activities. Faculty also lamented that there was no one good source, i.e., an SLO Handbook or Toolkit to turn to as a resource. Further, faculty were critical of the College's use of *eLumen,* the software application for inputting and tracking SLOs, calling it cumbersome and not user-friendly. Faculty expressed a desire to have *eLumen* integrated into Canvas, the College Learning Management System, and to not have to learn to use another software application for entering, assessing and tracking SLOs.

During academic year 2022-23, the College will implement the following FIG recommendations:
- Integrate *eLumen* into Canvas or vice versa; or examine a different SLO platform
- Hire/assign two or more faculty to serve as facilitators to assist their colleagues in creating, revising, and establishing assessment plans for their discipline

- Create an SLO and SUO Handbook and conduct professional development training on an on-going basis for SLO and SUO creation, assessment, and data analysis
- Better integrate SLO and SUO assessment into the program review and resource allocation processes
- SLOs and SUOs will be remapped to align with PSLOs and ISLOS, which will also undergo an examination and revision.

Evidence List
IB1_01-COMM-Mtg-SLO-12-3-19
IB1_02-PR-Templates
IB1_03-SESC-PGM-Charge
IB1_04-IE-Sample-Dashboard
IB1_05-AFT-CBA-ARTICLE11-12
IB1_06-EMP-Metrics-dashboards
IB1_07-PDC-PD-Examples

IB2_01-Sample-Syllabus
IB2_02-Sample-SLO-Scorecard
IB2_03-PR-Templates
IB2_04-English-Minutes&PPT
IB2_05-Catalog-Sample-PSLOs
IB2_06-AS-Minutes-Dec-2021
IB2_07-ISLOs-OC-Catalog
IB2_08-SLO-FIG-Report

IB3_01-ACCJC-22-Annual-Report
IB3_02-Data-Slides
IB3_03-Planning-Retreat-Agenda
IB3_04-SESC-Charge
IB3_05-AS-Minutes-02-22-21

IB4_01-Program-Review-Sample
IB4_02-PGM-PRC
IB4_03-EMP-Metrics
IB4_04-PGM

IB5_01-PR-Tableau-Sample
IB5_02-PR-Template-Academic

IB6_01-SESC-Agenda-2-3-21
IB6_02-PR-Template-AY23
IB6_03-PR-Dashboards
IB6_04-Completed-PR-Samples
IB6_05-Resource-Request-Flowchart

IB6_06-SEP-09-22-19

IB7_01-VCCCD-PG-Handbook
IB7_02-Planning-Retreat-Agenda
IB7_03-EMP
IB7_04-PGM

IB8_01-IE-Website
IB8_02-EMP
IB8_03-Strategic-Plan
IB8_04-AllCollegeDay-Agenda
IB8_05-PR-Dashboards
IB8_06-Planning-Retreat-Notes
IB7_07-Program-Review-Minutes
IB8_08-CPC-Minutes
IB8_09-eLumen-Sample-Data

IB9_01-PGM
IB9_02-CPC-Charge
IB9_03-EMP
IB9_04-FMP
IB9_05-TMP
IB9_06-Planning-Retreat-Notes
IB9_07-6-year-PR-Cycle-sheet
IB9_08-PRC-Charge
IB9_09 -Resource-Req-Flowchart

IC. Institutional Integrity

IC1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all its accreditors. (ER 20)

Evidence of Meeting the Standard
Oxnard College assures the clarity, accuracy, and integrity of information provided to students, prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services primarily through its catalog and website but also through its social media, the MyVCCCD portal, brochures, course outlines of record, and course syllabi. The accuracy and currency of the information presented is ensured through institutionalized processes that occur on a regular basis.

The College Mission Statement appears on the College website, in the College Catalog (IC1_01-Catalog-Mission-Statement), in other publications, and on posters throughout the campus. The data on student learning outcomes and student achievement are maintained by the Office of Institutional Effectiveness, charged with ensuring these data are presented in a timely, accurate, and easy-to-understand format on the College's website. To ensure timeliness of these data, the office maintains a research and project calendar that indicates that updates to student achievement and student learning outcomes are to occur annually, immediately following the end of the prior academic year (IC1_02-OIE-Project-Calendar). The office has developed accessible views for displaying student learning outcomes and student achievement trends (IC1_03-OIE-Web-Public). Many views are available to the public. Some dashboards that include disaggregated course-level data are password protected to provide access to internal constituents only.

Information about educational programs and corresponding program learning outcomes is principally found in the College catalog. Each year, the College catalog is rigorously reviewed and updates all information related to educational programs. This annual update is coordinated by the office of the Vice President of Academic Affairs and Student Learning (VPAA), specifically the Curriculum Technician, who assigns sections of the catalog to the appropriate faculty and staff for review and revision. For example, the Registrar is assigned to update sections pertaining to Admissions and Records and academic policy and the Articulation Officer updates transfer and articulation information, including transfer admission policies and procedures for California's public universities and credit for prior learning information. Since curricular information for courses and programs is updated through the curriculum process, lead faculty need only update the discipline overview pages in the catalog.

Beginning in May 2021, the College began the process of shifting from a print and PDF-file catalog to an electronic, database-linked, online Catalog, using the CourseLeaf Catalog (CAT) system. The process began with a district-level work group to determine necessary and additional information to include in the new catalog. District marketing created a cohesive and consistent design for improved student interface, allowing for accessibility and mobile-device friendly content. The work group collaborated with CourseLeaf to establish data alignment from the colleges' Curriculum Inventory System (CIM) and Student Information System (Banner). Instead of manually updating curricular information, all course and program information is migrated to CAT from CIM and Banner. This process improves the accuracy of curriculum published in the catalog and the efficiency of the catalog creation process. More importantly, it creates a better catalog for students, counselors, and others who rely on the catalog as a resource.

Information on student support services is the responsibility of the Vice President of Student Development and the Dean of Student Success, who work collaboratively with their division leads to ensure that all information in the College catalog, student services webpages, and communications to students is accurate, timely, and easy to follow. In addition, District and College Marketing collaborate with Student Services leads to verify the accuracy of messages prior to sending out information bulletins regarding financial aid, enrollment deadlines,

graduation deadlines and other necessary information to students. Further, these notices are tracked on a master spreadsheet available to all Student Services leads.

Accreditation information for Oxnard College is readily available on the College website (IC1_04-OC-Accreditation-Page). This webpage is dedicated to explaining the college's accreditation status with the ACCJC, the accreditation process, and why accreditation is important, and has all recent accreditation documents, from the 2016 ISER and ACCJC reports to the current ISER as attachments. In addition, there is information on the Standing Committee on Accreditation, external accreditation of programs, and an overview of accreditation history for Oxnard College. Accreditation status with the ACCJC is also found in the College catalog (IC1-05-OC-Catalog-Accred)

Analysis and Evaluation
Oxnard College regularly and systematically reviews, edits, and updates all information related to the College mission, services and operations. Student, Academic, and Business Services personnel are charged with ensuring that all college web pages, print and electronic communications, and the College Catalog present clear, accurate and relevant information to all students, employees, and the public. In the spring of 2022, the College identified several websites that required updating. As a result, in summer 2022 a plan was developed to systematically track and ensure regular website updates. This plan is the basis of an improvement plan for this standard.

IC2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (ER 20).

Evidence of Meeting the Standard
Oxnard College provides an online and downloadable print catalog for students and prospective students with precise, accurate, up-to-date and comprehensive description of College services, programs, requirements, policies and procedures (IC2_01-OC-Catalog-Full). Below is a list of the required catalog contents with reference to the page on which the content can be found in the Oxnard College catalog.

1. General Information
   - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (pg. 7)
   - Educational Mission (pg. 16)
   - Representation of accredited status with ACCJC, and with programmatic accreditors if any (pg. 15)
   - Program and Degree Offerings (pg. 159-440)
   - Course Offerings (pg. 159-440)
   - Student Learning Outcomes for Programs and Degrees (pg. 16; pg. 159-440)
   - Academic Calendar and Program Length (pg. 8-9)

- Academic Freedom Statement (pg. 471)
- Available Student Financial Aid (pg. 42-44)
- Available Learning Resources (pg. 41-42)
- Names and Degrees of Administrators and Faculty (pg. 488-495)
- Names of Governing Board Members (pg. 13-14)

2. Requirements
   - Admissions (pg. 18-19)
   - Student Tuition, Fees, and Other Financial Obligations (pg. 20-23)
   - Degrees, Certificates, Graduation and Transfer (pg. 51 –61; pg. 159-440)

3. Major Policies and Procedures Affecting Students
   - Academic Regulations, including Academic Honesty (pg. 34-35)
   - Nondiscrimination and Sexual Harassment (pg. 449-451)
   - Acceptance and Transfer of Credits, Transcripts (pg. 27-28)
   - Grievance and Complaint Procedures (pg. 316-318)
   - Refund of Fees (pg. 22-23)

Key college personnel produce, edit, and review the College catalog for accuracy and currency through an established process as described in standard 1C1. The process and deadlines for completion of the catalog revisions are outlined in an annual memo to all individuals and offices involved (IC2_02-Catalog-Memo-Timeline). The online version of the Catalog is published on the website along with the link to the printable PDF version. The catalog is published once a year with addenda published during the year, if needed.

Analysis and Evaluation
The Oxnard College catalog contains current, accurate information on all facts, requirements, policies, and procedures listed in the ACCJC's "Catalog Requirements." The content of the catalog is reviewed and updated annually by college personnel. The current catalog is available in an ADA accessible online format as well as in a printable hard copy version on the College's website and archived catalogs are also available in viewable and printable PDF format.

IC3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard
The College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies. The Institutional Effectiveness office (IE) website provides public access to student learning and achievement data and the U.S. Department of Education College Scorecard, and other reports. The public can access reports and interactive dashboards related to:

- Institutional enrollment
- Program and course enrollment, retention, and success
- Degree/certificate completion
- Transfer rates

The public dashboards provide FERPA-compliant information disaggregated for age, ethnicity, and gender. Internal constituents can access password protected dashboards that provide additional detail. (IC3_01-IE-Web-Public).

These data are presented and discussed with multiple participatory governance groups including the Student Equity and Success Committee (SESC), the Program Review Committee (PRC) and the College Planning Council (CPC) (IC3_02-SESC-PRC-Agendas). PRC is charged with evaluating academic and program quality through the annual review process, which includes review and analysis of disaggregated student learning and achievement data. These data are integral to the program improvement and planning process that arises out of Program Review. (IC3_03-OC-PGM-PRC; IC3_04-Program-Review-Template)

Analysis and Evaluation
Oxnard College uses documented assessment of student learning and evaluation of student achievement through the Program Review Process. The data are also presented and discussed at other Participatory Governance Committees. The content is available publicly through Program Review Committee Meeting Agenda and Minutes and through the Office of Institutional Effectiveness website.

IC4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
The Oxnard College Catalog provides information on each state-approved certificate, degree, and locally approved proficiency award in both online and downloadable printed versions of the College catalog (IC4_01-Sample-Anthro-AAT). The description of each program includes the purpose and goals of the program, the preparation the program provides, either in terms of transfer or job readiness, including preparation for licensure or industry certification, course requirements, and program-level student learning outcomes (PSLOs).

Each Certificate of Achievement or Associate Degree program listing includes:
- A detailed description of the program, its purpose, and requirements for admission, if any
- Lead faculty contact information
- List of required courses for completing the certificate or degree and course descriptions
- Any prerequisite courses
- Program Student Learning Outcomes (PSLOs)

Programs that require separate applications or prerequisites have those additional requirements specified in the Catalog and on the webpages of those programs. At Oxnard College these programs include Dental Hygiene and the Firefighter I/II Academy (IC4_02-Apply-Webpages).

In addition, Oxnard College uses Program Mapper, (IC4_03-Program-Mapper) which gives students a plan for the completion of each program by displaying course sequencing that leads to degree or certificate completion.

Analysis and Evaluation
All programs offered by Oxnard College, including degrees, certificates, and proficiency awards, are described within the College catalog. This information is available in the online College Catalog, as well as in print and PDF formats. Program information includes an explanation of the program's purpose, content, course requirements, and expected program student learning outcomes. Students can find information regarding the appropriate sequence of courses by using the online Course Mapper.

IC5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
Institutional policies and procedures are reviewed regularly through the governance process following a committee structure outlined in the Participatory Governance Manual (PGM) (IC5_01-PGM-Full). This process involves review of institutional policies and procedures to ensure integrity in all representations of the College's mission, programs, and services. The PGM underwent extensive analysis and revision during the 2019–2020 Academic Year through a collaborative process involving the Academic and Classified Senates, the College administration, and student leadership, and it was revised again in spring 2022.

The PGM describes in detail the areas of responsibility for each committee or work group. Primary responsibility for revising policies and procedures falls to the College Planning Council, the Budget Committee, and the Campus Use and Development Committee. Each division of the college, in Student Services, Business Services or Academic Affairs, is responsible for maintaining up-to-date and accurate information on its respective web pages. Faculty members or staff in each area participate in training on Drupal, the webpage management software provided by the District.

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

and in the Faculty Handbook (IC5_02-OC-Mission-Website; IC5_03-OC-Catalog-Mission; IC5_04-OC-Faculty-Handbook).

The College catalog, which contains the College mission, programs, and services, is reviewed, and revised on annual basis. The Office of the VPAA leads this effort by sharing the electronic version of the catalog. Links to the electronic copy of the catalog are shared with division faculty and staff for review and updates. Direct changes to the front section of the catalog come from Student Services leads (Admissions and Records, Financial Aid, and other Student Services programs). The Articulation Officer updates all Transfer, Articulation, and General Education, and Credit for Prior Learning pages. Faculty members make changes to the opening introduction section of their discipline. All edits to program descriptions, PSLOs, and Course Descriptions are done by the Curriculum Technician based on what has been approved through the Curriculum Committee and submitted to the state Chancellor's Office. The final version of the catalog is printed and posted online when ready. The College has paid for a new online catalog system (CAT) that will be live in the summer of 2022. In this new system the course information will be drawn from Banner and the Programs from CIM.

Analysis and Evaluation
The College's participatory governance committees, especially the College Planning Council, Academic Senate, Curriculum Committee, among others, reviews and updates College policies and procedures to ensure that they are accurate and consistent with the College mission.

IC6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard
Oxnard College accurately informs current and prospective students regarding the total cost of education, including tuition, fees and other required expenses, including textbooks, and other instructional materials.

The College provides information about the total cost of education in the College catalog (IC6_01-Catalog-Fees). Additionally, the IE webpages include a link to the U.S. Department of Education College Scorecard for Oxnard College, which provides extensive cost information that can be compared to other institutions (IC6_02-OC-Screenshot-Scorecard). On the college bookstore website, students can find information about required and recommended textbooks by course, which includes cost information (IC6_03-Sample-Textbook-Information).

The College website also provides extensive, accurate, up-to-date information about tuition, fees, fee waivers, and other required expenses and instructional materials (IC6_04-Website-Fees-page).

In addition, on the Financial Aid Office webpage students are provided with information on fees, financial aid, and grants. This department's webpage also includes a link to information about the total cost of attendance (COA), estimated family contribution (EFC), and financial need (FN). Students are provided descriptive information, helpful charts, and a video explaining EFC (IC6_05-Screenshot-FinAid). Financial Aid TV was established to provide students with 24/7 access to videos that discuss important financial aid topics. (IC6_06-Screenshot-FATV).

Analysis and Evaluation

The College provides extensive, accurate information to current and prospective students regarding the total cost of education, including tuition, fees, textbooks, and other expenses, through multiple media including the college catalog and various webpages on the College website. In addition, students are provided useful financial aid resources on the College website.

IC7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The Faculty Handbook, the College catalog, and Board Policy 4030 are the primary sources for disseminating information related to board policies on academic freedom and responsibility (IC7_01-Faculty-Handbook; IC7_02-OC-Catalog-Policies; IC7_03-BP4030). In the Faculty Handbook, and Appendix XI of the college catalog, one will find the following statement on academic freedom: "Intellectual ferment is absolutely dependent upon academic and intellectual freedom. Freedom in teaching is fundamental for the protection of both faculty and students in teaching and learning. Freedom in research is fundamental to the advancement of knowledge." It further states that "The College and the District recognize instructors' rights to academic freedom in discussing subjects in the classroom and in scholarly research and publishing" (IC7_04-FH-Academic-Freedom).

The primacy of academic freedom is also enshrined in Article 24 of the Collective Bargaining Agreement between the VCCCD and the American Federation of Teachers (AFT) Local 1828. A cornerstone of that article is the statement that "The fundamental need for academic freedom is acknowledged to protect faculty from any censorship or restraint which might interfere with their obligation to pursue truth in the performance of their teaching functions." The agreement further states that "Informed and critical students will be more able to act responsibly as citizens . . . and to attempt solutions for problems of the future...," and that, "A purpose of academic freedom is to ensure this intellectual development of students" (IC7_05-AFT-CBA-Article24).

Additionally, the Faculty Handbook contains the Faculty Code of Ethics, published by the American Association of University Professors (AAUP) and reaffirmed by the Oxnard College

Academic Senate on March 14, 2022 (IC7_06-AS-Minutes-3-14-2022). The Faculty Code of Ethics outlines instructors' obligations to "hold before them the best scholarly and ethical standards of their discipline." It further states that "Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own." These policies ensure that the College is committed to creating a culture of intellectual freedom for faculty and students.

The College catalog also contains the College and District Student Code of Conduct. The Student Code of Conduct focuses primarily on processes and procedures for dealing with disruptive behavior and possible disciplinary actions. Underlying the Student Code of Conduct is the declaration that "The purpose of these standards is to ensure a safe, respectful and productive learning environment for VCCCD students, staff, faculty and administrators." Without a "safe, respectful and productive learning environment," free from harassment, intimidation, or discrimination, intellectual freedom for faculty members or students cannot survive or thrive.

Analysis and Evaluation
The Oxnard College Faculty Handbook, College catalog, faculty Collective Bargaining Agreement Article 24, and Board Policy 4030 all reinforce the importance of guaranteeing a vibrant teaching and learning environment, one in which faculty and students are encouraged to express their views, free from harassment, intimidation, or discrimination. The policies further outline the responsibilities that faculty hold as members of the "community of scholars" described in the Faculty Code of Ethics.

IC8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard
The College and the District establish and publish clear policies regarding honesty, responsibility, and academic integrity. The District has established the following Board Policies (BPs) and Administrative Procedures (APs) regarding the following matters:
- BP 5500 (IC8_01-BP5500) and AP 5500 (IC8_02-AP5500) Standards of Conduct
- BP 5520 (IC8_03-BP5520) and AP 5520 (IC8_04-AP5520) Student Discipline Procedures
- BP 5530 (IC8_05-BP5530) and AP 5530 (IC8_06-AP5530) Student Rights and Grievances
- BP 3900 (IC8_07-BP3900) and AP 3900 (IC8_08-AP3900) Speech: Time, Place, and Manner

These policies were established to ensure that the College provides a safe, respectful, and productive learning environment for all constituents including students, staff, faculty, and administrators while promoting honesty, responsibility, and academic integrity. BP 5500 regarding standards of conduct states that "Student conduct that negatively impacts the ability of students to meet their educational goals or employees to carry out their professional job responsibilities will be subject to the terms of this procedure." The policy clearly defines

conduct that is subject to discipline and potential disciplinary action in Administrative Procedure (AP) 5520.

The Oxnard College catalog also addresses academic dishonesty, along with other student codes of conduct (IC8_09-OC-Catalog-Conduct). In addition, the college catalog delineates the consequences for breaches of the Student Code of Conduct. Appendix VII of the catalog describes the procedural mechanisms and types of discipline that can be imposed as a result of student misconduct. The College's Behavioral Intervention and CARE Team review cases of academic dishonesty and follow-up with students to remind them of the policy, issue warning letters and refer students to the Library Learning Resource Center for support on proper citation.

On a related note, the Faculty Handbook reinforces the importance of providing a safe, supportive, cooperative environment considering the mission of the College (IC8_10-Faculty-Handbook). Additionally, on Oxnard College's website, faculty members have access to Turnitin's plagiarism detection tools (IC8_11-Turnitin-Screenshot).

Analysis and Evaluation
The College and College District have established and published clear policies and procedures regarding honesty and integrity for students, faculty, and staff. These policies can be found in the College catalog, Board Policies and Administrative Procedures, as well as in the Faculty Handbook.

IC9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard
The College faculty adhere to Board Policy 4030: Academic Freedom (IC9_01-BP4030) which acknowledges that "For each faculty member, intellectual freedom is both a right and responsibility. As a right, it guarantees instructor freedom to interpret personal findings and to communicate the conclusions without being subject to interference, molestation, or penalty because the conclusions are at variance with those of other persons. As a responsibility, it carries the obligation to study, to investigate, to present, to discuss and interpret fairly and objectively facts and ideas related to the instructor's assignments."

In addition, the Academic Senate has adopted the American Association of University Professors (AAUP) statement on ethics and reaffirmed it on March 14, 2022. This document is included in the Faculty Handbook (IC9_02-Faculty-Handbook-Ethics). The statement reads (in part):
> "Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence.

They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty."

Further, the Agreement between the VCCCD and American Federation of Teachers Local 1828, Article 12.3.B, describes the role and criteria of student appraisals of instructional faculty. Classroom appraisals by students are completed each semester for all faculty members in at least one course. This procedure provides feedback about delivery of the content as described in the Course Outline of Record as well as the students' perception of faculty fairness, openness, and objectivity. (IC9_03-AFT-CBA-Article-12-3B).
As part of the ongoing faculty evaluation process, students assess instructional faculty on multiple performance criteria including:
- Raises challenging questions or issues
- Encourages independent thinking and is open to other opinions
- Provides a positive learning environment for all types of students

Analysis and Evaluation
Board policy on Academic Freedom, the Faculty Code of Ethics, and elements of the faculty collective bargaining agreement require Oxnard College faculty members to distinguish between personal conviction and professionally accepted views in a discipline. Regular, constructive feedback from the evaluation process helps ensure quality of content and objectivity of information disseminated in the classroom.

IC10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard
This Standard does not apply to Oxnard College.

Analysis and Evaluation
Not applicable.

IC11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
Oxnard College does not operate in foreign locations.

Analysis and Evaluation
Not applicable.

IC12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Oxnard College complies with accreditation Eligibility Requirements, Standards, and Commission policies, and required accreditation processes. The College and VCCCD follow Board Policy BP 3200 Accreditation (IC12_01-BP3200). Per ACCJC requirements, the District website includes a webpage explaining the accreditation status of the colleges and links to all accreditation reports and letters (IC12_02-DAC-Accred-Website).

The College complies with public disclosure requirements. The College website hosts an accreditation page documenting the current accreditation status. The College publishes its current accreditation status, which was reaffirmed on February 1, 2021, following the submittal of a midterm report. A link to the letter of acceptance of the midterm report can be found on that webpage (IC12_03-OC-Accred-Website).

In addition to the College's accreditation status, the webpage has links to all recent accreditation evaluations, reports, and ACCJC action letters including:

- The College's Institutional Follow-Up Report from November 2017,
- The ACCJC's February 3, 2017, action letter in response to the Institutional Follow-Up Report, reaffirming the College's accredited status.
- The College's 2020 Mid-Term Report, and
- The ACCJC's Mid-Term action letter
- 2022 Annual Report to ACCJC
- 2022 Annual Financial Report to ACCJC

The College's Accreditation status is listed in the college catalog (IC12_04-Catalog-Accreditation). The College's ALO and the College Accreditation Workgroup monitor the status of the College's compliance with accreditation Standards and procedures and are responsible for coordinating efforts required for preparation of the ISER, midterm, and annual reports (IC12_05-OC-AW-Agendas).

Analysis and Evaluation

The College fully participates in accreditation requirements and processes. All required reports are submitted to ACCJC in a timely manner. The ALO and the Accreditation Steering Committee ensure compliance with the accreditation Standards and procedures.

IC13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
The College consistently communicates its accreditation status on the College website and in the College catalog to all constituencies, including external accrediting agencies, students, the Commission, and the public (IC13_01-OC-Accred-Website; IC13_02-OC-Catalog-Accred). The College complies with regulations and statutes of several external agencies and maintains positive relationships with these organizations. Several of our Career Education (CE) programs are accredited by external agencies. For example, the Firefighter I and II Academy program is accredited by California State Fire Training, and the Fire Technology Degree program is accredited by the International Fire Service Accreditation Congress (IFSAC). The Commission on Dental Accreditation (CODA), which is part of the American Dental Association, accredits the Dental Hygiene Program. The California Association for Alcohol/Drug Educators accredits the Addictive Disorders Studies program The ASE Education Foundation (formerly NATEF) accredits the Automotive Technology program. Accreditation applications and Accreditation status are posted to the program websites for each of these programs (IC13_03-OC-Dental-Hygeine; IC13_04-OC-ADS).

Career Education (CE) programs are guided by VCCCD Board Policy 4102 Career Technical Education Programs (IC13_05-BP4102) and Administrative Procedure 4102 Career Technical Education Programs (IC13_06-AP4102) and demonstrate integrity in their relationships with all advisory boards. All CE programs have advisory boards consisting of members from local businesses and industry. Advisory boards review and approve curriculum proposals and provide updates on current needs in their respective industries. CE programs meet with their advisory boards at least once a year (IC13_07-PS-Advisory-Minutes).

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

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

IC14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard
Oxnard College is a public, non-profit entity that serves no investors, parent organizations, or external interests.

Analysis and Evaluation
Not applicable.
Conclusions on Standard I.C. Institutional Integrity
Oxnard College is committed to honesty and integrity in all aspects of its operations, teaching and learning, and provision of services to students and the public. The College maintains practices that ensure consistency, clarity and accuracy of information communicated to students, prospective students, personnel, collective bargaining units, educational and community partners, and the public. The College has policies in place to ensure protection of academic freedom while maintaining commitment to accepted professional views over personal convictions. The College is committed to maintaining compliance with accreditation Standards and communicates its accreditation status to the public.

Improvement Plan
IC1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all its accreditors. (ER 20)
Although the district's and college's websites were revamped in 2021, there remain many pages that require ongoing updates to stay relevant and provide the latest information. In summer 2022, a plan for this process was established by the Institutional Effectiveness and Marketing offices then taken to the college's president and Executive Council for input and approval.

Moving forward, each Spring semester, the Marketing Office will initiate a process to review and update the college's websites. The process will include updating a list of campus-wide editors for each respective program, office, and division. These editors will be trained in Drupal, the District's content management system, and given access to update their respective pages. Once an editor completes their page(s), their supervisor will review the work and signs off before notifying the Marketing Office.

This process will also include the Marketing Office training any new editors in partnership with the District, identifying any broken page links, and sharing best practices for page design, etc.

Evidence List
IC1_01-Catalog-Mission-Statement
IC1_02-OIE-Project-Calendar
IC1_03-OIE-Web-Public
IC1_04-OC-Accreditation-Page
IC1-05-OC-Catalog-Accred

IC2_01-OC-Catalog-Full
IC2_02-Catalog-Memo-Timeline

IC3_01-IE-Web-Public
IC3_02-SESC-PRC-Agendas
IC3_03-OC-PGM-PRC
IC3_04-Program-Review-Template

IC4_01-Sample-Anthro-AAT
IC4_02-Apply-Webpages
IC4_03-Program-Mapper

IC5_01-PGM-Full
IC5_02-OC-Mission-Website
IC5_03-OC-Catalog-Mission
IC5_04-OC-Faculty-Handbook

IC6_01-Catalog-fees
IC6_02-OC-Screenshot-Scorecard
IC6_03-Sample-Textbook-Information
IC6_04-Website-Fees-page
IC6_05-Screenshot-FinAid
IC6_06-Screenshot-FATV

IC7_01-Faculty-Handbook
IC7_02-OC-Catalog-Policies
IC7_03-BP4030
IC7_04-FH-Academic-Freedom
IC7_05-AFT-CBA-Article24
IC7_06-AS-Minutes-3-14-2022

IC8_01-BP5500
IC8_02-AP5500
IC8_03-BP5520
IC8_04-AP5520
IC8_05-BP5530

IC8_06-AP5530

IC8_07-BP3900

IC8_08-AP3900

IC8_09-OC-Catalog-Conduct

IC8_10-Faculty-Handbook

IC8_11-Turnitin-Screenshot

IC9_01-BP4030

IC9_02-Faculty-Handbook-Ethics

IC9_03-AFT-CBA-Article-12-3B

IC10-N/A

IC11-N/A

IC12_01-BP3200

IC12_02-DAC-Accred-Website

IC12_03-OC-Accred-Website

IC12_04-Catalog-Accreditation

IC12_05-OC-AW-Agendas

IC13_01-OC-Accred-Website

IC13_02-OC-Catalog-Accred

IC13_03-OC-Dental-Hygeine

IC13_04-OC-ADS

IC13_05-BP4102

IC13_06-AP4102

IC13_07-PS-Advisory-Minutes

IC14-N/A

Standard II: Student Learning Programs and Support Services

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

IIA. Instructional Programs

IIA1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard
All of Oxnard College's degree and certificate programs are offered in fields of study consistent with the College's mission, regardless of location or means of delivery. While courses may be offered through distance education, Oxnard College does not offer any courses through correspondence education. The review of programs by the Curriculum Committee during the curriculum review process and by the Program Review Committee (PRC) during the program review processes ensures that courses and programs are in alignment with the College's mission and result in student attainment of identified learning outcomes and achievement of degrees, certificates, employment, or transfer.

Each course, whether taught in a traditional face-to-face (on-ground) format or via distance education, adheres to the official course outline of record (COR) which includes the course description, student learning outcomes, course objectives, and topics described in the Curriculum Committee-approved COR (IIA1_01-ANTH-R101-COR). The Curriculum Committee assures that courses offered by the College not only align with the College's mission but also adhere to the mission of the California Community College system as described in California's Education Code.

All programs offered are appropriate to higher education, and include degrees and certificates commonly found at many other California Community Colleges. Programs include credit and noncredit certificates that prepare students for entry-level career positions and/or degrees in focused and interdisciplinary fields of study that provide preparation for careers or for transfer to other higher education programs. The College Catalog describes every program, its purpose,

and its expected learning outcomes (IIA1_02-catalog-programs&courses). Program information is also available to the public through online webpages, Program Mapper, brochures, and other media (IIA1_03-Program-Mapper).

Student attainment of degrees, certificates, employment, and transfer to other higher education programs is monitored by the Office of Institutional Effectiveness. Data demonstrating that Oxnard College students are completing degrees and certificates, securing employment, and transferring to other institutions of higher education are publicly available through the Institutional Effectiveness office (IE) page on the Oxnard College website (IIA1_04-OIE-Website).

Analysis and Evaluation
The College ensures that programs are appropriate to higher education, are offered in fields that support its mission, regardless of method of delivery, and result in student attainment of described learning outcomes and completion of degrees, certificates, employment, and transfer to other higher education programs. Program descriptions and outcomes are publicly available. Documented curriculum and program review processes ensure that the College regularly evaluates programs to ensure they result in student success.

IIA2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard
The faculty at Oxnard College, including full-time, part-time, and adjunct, are involved in the creation, review, approval, and revision of course outlines of record (CORs) and programs as described in VCCCD AP 4022 and the OC Curriculum Handbook (IIA2_01-AP4022; IIA2_02-Curriculum-Handbook). CORs and programs are compliant with Education Code and Title 5 of the California Code of Regulations requirements as required by the California Community Colleges Chancellor's Office (CCCCO) and documented in the Program and Course Approval Handbook (PCAH). All CORs include course descriptions, expected course student learning outcomes (CSLOs), and course content appropriate to the level of the course, whether that is pre-collegiate, college level, or baccalaureate level (transfer level).

At Oxnard College, development and revision of course outlines begin with discipline faculty in consultation with others in their discipline, department, and their dean. Advisory boards of Career Technical Education programs also play a role in recommending additions or modifications to existing curriculum based on the evolving needs of the particular industry. Faculty members creating courses intended to fulfill general education transfer patterns or to

articulate with specific university major courses will consult Oxnard College's Articulation Officer for recommendations on meeting current transfer standards and requirements.

All new and modified curriculum is reviewed by the Curriculum Committee, a subcommittee of the Academic Senate. All members of the Curriculum Committee are required to complete training on curriculum regulations and policy and how to review CORs and programs. This training occurs through professional development workshops led by the curriculum faculty co-chair and the curriculum technician, through training documents and videos posted in the committee's Canvas class shell, and in one-on-one or small group sessions (IIA2_03-Curric-Annual-Training-PPT).

All members of the Curriculum Committee are assigned to review specific sections of a new or revised COR. In this way, multiple faculty and staff are reviewing each COR and making suggestions for edits or improvements, and curriculum members develop expertise in reviewing particular areas. For instance, the Distance Education addendum is reviewed by faculty committee members who sit on the Curriculum Committee. They ensure that all DE addenda include evidence of effective DE Teaching methods as well as regular and substantive interactions between instructors and students and between individual students and their classmates (IIA2_04-DE-Addendum).

New courses and programs are then reviewed at the District level by the District Council on Curriculum and Instruction (DCCI, formerly DTRW-I), then reviewed at a second reading by the College's Curriculum Committee, where changes from first reading are addressed, then by the District's Board of Trustees, before finally being submitted for chaptering or approval by the CCCCO. New credit-based Career Technical Education degrees and certificates must also be reviewed and recommended by the South Central Coast Regional Consortium (SCCRC) before they can be submitted to the CCCCO.

Beginning in Spring 2020 and concluding at the end of Fall 2020, the Curriculum Committee led the Oxnard College faculty in a project called "Mission CIMpossible" (CIM representing CourseLeaf curriculum-management module). The goal of the project was to review and revise every COR for every active course to ensure that all were current, complete, and compliant. This allowed for updating the state's curriculum inventory, which had added new fields, so that all information about active courses was current and complete, that the latest COR was attached in the system, and that all had a separately approved distance-education addendum that allowed for courses to be taught in a distance-education format as required during the pandemic. In addition, Mission CIMpossible helped complete the implementation of the new CourseLeaf CIM curriculum management system, which had many new fields that didn't exist in the previous curriculum management system (IIA2_05–CIMpossible-flyer; IIA2_06 – CIMpossible-videos). Having complete curricular information in CIM was essential for the next step, CourseLeaf's CAT online catalog, completed in summer 2022 (IIA2_07–Online-Catalog).

The faculty regularly evaluate courses and programs through the Program Review process regardless of delivery, mode, or location. All instructional programs, including collegiate, pre-collegiate, and career education are required to conduct an annual review and a

comprehensive review every three years (IIA2_08-PRC-Cycle). The PRC is responsible for the review of all programs and uses *eLumen* software for this process. The comprehensive three-year review includes analysis of data such as student enrollment, degree completion/certificate completion, student learning outcome data and assessment results, productivity, retention and success rates, and labor demand for Career Education Programs only (IIA2_09-PRC-Charge; IIA2_10-PR-Template). Any program that chooses to make more frequent updates may do so, especially when important for institutional planning. All reports are reviewed by the entire PRC which includes eleven Academic Senate representatives, five Classified Senate representatives, two Associated Student Government representatives, and three Management representatives (IIA2_09-PRC-Charge).

Within the program review, faculty members also focus on improvement plans. Faculty review their program goals from the previous program-review cycle and analyze how those goals were met. They then offer new goals for the upcoming years and ask how the College can help support the program most effectively. This process helps inform institutional planning in various ways. For example, a program may have a need for more faculty members, so PRC, in conjunction with the College Planning Council (CPC), considers and makes decisions about adding new faculty members. There may also be recommendations regarding resources or supplies that a program requires in order to improve. Thus, this becomes part of the College's planning process.

Analysis and Evaluation
All programs and courses are systematically reviewed and revised by a faculty-driven and collaborative process in which full and part-time faculty and all other stakeholders across the College can get involved. Faculty ensure that the content and instructional methodology are current and appropriate. The process ensures that all programs are current and relevant, that they comply with the academic and professional expectations for each program, and that they meet current and expected educational, community, and labor market needs.

IIA3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard
All courses, programs, certificates, and degrees are required to have student learning outcomes (SLOs) that are documented, reviewed, and assessed. All course outlines of record (CORs) for active courses and certificate and degree programs are officially approved by the Curriculum Committee, the Board of Trustees, and the CCCCO and have SLOs. The College's curriculum management system, Curriculum Inventory Management (CIM) within CourseLeaf, is the official repository for all CORs, certificates, and degrees, and all additions or changes to SLOs require Curriculum Committee review. Course-level SLOs (CSLOs) are reviewed each time a course is

modified or at least every five years as part of the regular curriculum review process (IIA3_01-ANTH-R101-COR).

CSLOs are also added to *eLumen*, where they are mapped to program student learning outcomes (PSLOs) and institutional student learning outcomes (ISLOs), and where faculty members add results after conducting regularly scheduled class assessments.

The SLO assessment process and calendar is managed by the Office of Institutional Effectiveness. An Instructional Data Specialist assists faculty members with mapping their SLOs in *eLumen* and monitors compliance with entering of assessment results as scheduled.

The College identifies and regularly assesses learning outcomes for all courses, programs, certificates, and degrees through the Program Review process (IIA3_02-Program-Review-Samples). This established procedure occurs every fall semester and includes Program Review Committee (PRC) assessment of the learning outcomes through the program review process. Student Learning Outcomes (SLOs) are included in the program review process and each program under review must list their SLOs or Service Unit Outcomes (SUOs). The Program Review Committee is comprised of faculty, staff, and administrators who regularly assess learning outcome achievement. During the program review process, much discussion occurs regarding the assessment results documented and summarized by the program under review. In Fall 2022 the PRC transitioned from using *elumen* software to Microsoft Teams for the program review process (IIA3_03-PR-Teams). Switching to Teams allowed for a more efficient review of programs thanks to the various collaboration features the software provides. In spring of 2023 the PRC will discuss whether to permanently switch to Teams for program review.

Students in every class section receive a course syllabus that includes the student learning outcomes from the officially approved course outline. Syllabi are available in the Canvas shell for each class. Faculty members are required to submit current syllabi to their division Dean's office before the beginning of each term.

In the faculty-evaluation process, deans, department chairs, and peer evaluators review individual faculty members every three years. Each member of the committee attends one class for a minimum of 50 minutes and completes a formal document that includes specific sections such as professional qualities and job performance observations. After all members have attended the class, they meet to discuss their observations and share feedback with the instructor. Each evaluation team also reviews all course syllabi created by the instructor (IIA3_04-ENGLR101-CSLOs) and the course and program SLOs that appear on every syllabus to establish that the faculty member is teaching to the COR (IIA3_05-Eval-Forms-COR).

Further, the College has provided the faculty with professional development (IIA3_06-FLEX-Week-Agendas) and a Faculty Handbook (IIA3_07-Faculty-Handbook) to ensure that students receive a course syllabus that includes learning outcomes. Professional development includes workshops during Flex week on syllabus development and best practices as well as the required

Online Teacher Training Certificate Course (OTTCC). Newly hired faculty members receive the Faculty Handbook, which is also available online through the VPAA's website.

Analysis and Evaluation
The College ensures that SLOs are regularly assessed through processes developed by the Curriculum Committee and PRC. Individual divisions and instructors ensure that CSLOs and PSLOs are communicated to students through their course syllabi. As noted in the Standard I.B. Improvement Plan, the College has made great strides in ensuring that all instructors regularly assess SLOs in each of their courses, and this is also part of the faculty evaluation process.

IIA4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard
As a result of the passage of AB 705 and AB 1705, Oxnard College ceased offering pre-collegiate courses in Math and English, and now the College offers few credit-based courses that are truly pre-collegiate, meaning not applicable to Associate degrees. These courses are included in only the following disciplines: Learning Skills, Assistive Computer Technology, and English as a Second Language (ESL). In addition, the College offers pre-collegiate noncredit curriculum in ESL, tutoring, personal growth/college success, workforce preparation, and short-term vocational courses and programs (IIA4_01-cat-noncredit-courses). The College distinguishes this curriculum from college-level curriculum in the course catalog by indicating a course's degree applicability in a field below each course description where each credit course says either "Degree Applicability: Not applicable for degree credit" or "Degree Applicability: Applies to Associate Degree." Noncredit courses have the following "Degree Applicability: Noncredit course; not applicable for degree credit" (IIA4_02-OC-Catalog-ESL).

In addition, whether a course provides transfer credit is indicated below each course description with the field "Transfer Credit." Courses will either indicate "Transfer Credit: none," meaning that they are below transfer level, or will indicate to which of the two California public university systems, the CSU, and the UC, it provides transfer credit (IIA4_03-OC-Catalog-ENGL).

The course numbering system is another way that Oxnard College indicates whether a course is below transfer level, or pre-collegiate. Credit courses numbered below R090 are pre-collegiate; those between R090 and R099 are associate-degree applicable but not transferable; and all courses numbered R100 or above are considered baccalaureate level and provide transfer credit to the CSU system. Noncredit courses are assigned a 3-digit number that begins with 8, such as EMT R869. The course numbering system is explained in the College Catalog (IIA4_04-Cat-Course-ID).

In addition to the course number, the COR includes other fields for indicating the level of a course, such as CB04 Course Credit status, which indicates if it is a credit-based or noncredit course, and its degree applicability, CB05 Course Transfer Status, and CB21 used to identify how

many levels below transfer a course in math, English, or ESL is. The credit status, level, prerequisites, SLOs, and sequencing of courses are reviewed by the Curriculum Committee to verify that courses are structured in a way that allows students to move successfully through any sequence, prepared for the more advanced course.

In its implementation of AB705, Oxnard College faculty reviewed existing ESL curriculum, resulting in a complete revision of its pre-collegiate course offerings. Noncredit courses and certificates were created for beginning and intermediate level ESL courses while advanced reading and writing credit courses were combined and others deactivated. This resulted in a streamlined pathway, allowing English language learners to move through the credit levels of ESL and complete transfer-level composition within the three-year time limit set by AB705. Using multiple measures, which include the Reading and Writing Guided Self-Placement, ESL Placement Survey, and high school coursework, OC Counselors help English-learner students select the appropriate initial placement, but students can accelerate through the levels based on instructor and counselor recommendations (IIA4_02-OC-Catalog-ESL).

Transfer-level math and English courses offer corequisite support courses to ensure that students learn the skills necessary to succeed in the transfer-level curriculum, and there is embedded tutoring in many math and English sections. (IIA4_05-Math-support-COR; IIA4_06-English-support-COR).

Analysis and Evaluation
The Curriculum Committee reviews all credit and non-credit courses to ensure that there is alignment between pre-collegiate and college-level courses, that there are clear and efficient pathways for degree and certificate attainment, and that the appropriate credit designation is assigned. The College's course numbering system and descriptions contained in the Catalog clearly distinguish between precollegiate, associate-degree applicable, and transferable college classes.

IIA5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard
All programs offered by Oxnard College are created by discipline faculty members, following practices common to American higher education, as delineated in AP 4020 Curriculum Development (IIA5_01-AP4020) and AP 4100 Graduation Requirements for Degree and Certificates (IIA5_02-AP4100). Faculty determine appropriate length, breadth, depth, rigor, course sequencing, time to completion and synthesis of learning, using the methods appropriate for the specific program and relevant program goal, whether that goal is Career Education (CE), transfer, or another locally defined purpose per the Program and Course Approval Handbook (PCAH).

For example, CE programs are designed to lead to particular entry-level positions or to prepare students to qualify for or pass specific industry licensure or certification examinations in the given field. To achieve this goal, the faculty rely on the expertise of program advisory committees, consisting of local employers in each industry that hires or would hire program graduates, along with labor market data and reports provided by the Centers of Excellence South Central Coast consortium, and surveys of existing programs within the region, to determine the need for a new program or program modification (IIA5_03-EMT-LMI; IIA5_04-Public-Safety-minutes). Advice from this group informs program requirements including length, breadth, depth, and rigor. Course sequencing is designed to ensure that students can complete programs expeditiously, while still obtaining the necessary knowledge and skills to succeed in the field (IIA5_05-ADS-minutes-04-14-21).

Associate Degrees for Transfer (ADTs) are created based on the CCCCO approved Transfer Model Curriculum (TMC) template, which determines much of the breadth, depth, and rigor of the program and includes courses that are approved for statewide Course Identification Designation (C-ID) and other articulated courses that provide major preparation broadly across the state (IIA5_06-Math-TMC). When the TMC allows for selection of courses to be included, the Articulation Officer advises OC faculty members on which courses are articulated and will provide major preparation for the most common transfer destinations of OC students, predominantly California State University Channel Islands (CSUCI) and California State University, Northridge (CSUN) (IIA5_07-Elem-Ed-TMC; IIA5_08-CSUCI-LibSt-Teach-Artic).

Other AA/AS degrees with a program goal of "local" are also based on transfer preparation in majors that are not included in the ADTs (such as Deaf Studies and Chicana/o Studies), in majors where there is a Model Curriculum (like Engineering), or in majors where the ADT preparation may be insufficient for UC transfer (such as Chemistry or Physics) (IIA5_09-Deaf-Studies-narrative).

All programs are reviewed and approved by the Curriculum Committee, District Council on Curriculum and Instruction (DCCI), and the VCCCD Board of Trustees prior to submission to the CCCCO (IIA5_10-BOT-Curric-agenda). Additionally, all CTE programs are reviewed by the South-Central Coast Regional Consortium (SCCRC), which must recommend new CTE programs prior to their submission to the CCCCO for approval or chaptering.

Oxnard College's Associate degrees all meet the minimum requirement of 60 units per Title 5 §55063 (IIA5_11-Cat-Earn-Assoc-Degree) and defined in the district's AP 4100. The College's catalog includes the description of each program and its required courses (IIA5_12-Catalog-Sample-ADS). Course sequencing is available in the form of program maps designed for each program (IIA5_13-Program-Mapper).

Analysis and Evaluation
All degrees, certificates and other programs offered by Oxnard College as listed in the College Catalog follow practices common to American higher education and state requirements.

Thorough review and approval by the Curriculum Committee ensures that all degrees and certificates comply with PCAH and that the minimum requirement for each associate degree is 60 semester units at a minimum.

IIA6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard
Oxnard College schedules courses in a manner that allows students to complete certificates and degree programs within a period of time consistent with established expectations in higher education. The College Department Chairs and Deans ensure that courses are offered in appropriate sequences regularly, at various times, and in multiple modalities including distance education fully online, partially online, and traditional in-person courses.

Department chairs and deans develop a schedule of courses three times a year following the Schedule Production Calendar (IIA6_01-Sch-Production-Cal). Additionally, Deans, department chairs and the VPAA utilize the Tableau Enrollment Dashboards (IIA6_02-Tableau-Enrollment) to track enrollment patterns such as fill-rates, wait lists, section counts, room capacity, course capacity, enrollment counts, etc. and adjust as needed to the draft or live schedules.
An inclusive and extensive college wide effort overseen by the Guided Pathways Workgroup from Spring 2020 - Fall 2021 resulted in Program Maps for every OC degree and certificate. Program maps are visual guides that allow students to quickly see how they can attain their educational goals in a timely manner. These program maps are accessible to the students and public through though College website (IIA6_03-Map-Sample-Math)

The College hired an adjunct faculty counselor to work with instructional faculty on the development of program maps. This work began in Spring of 2020 and concluded in Fall of 2021. Once the Program Maps were completed the Guided Pathways Workgroup leads presented the maps at various participatory governance committee meetings including Academic Senate and Department Chairs (IIA6_04-AS-Agenda-2-14-22; IIA6_05-AS-Minutes-2-14-22). Additionally, Program Maps are now accessible via the College homepage (IIA6_06-PM-Homepage).

Analysis and Evaluation:
Deans, in consultation with department chairs, use data from Tableau Enrollment dashboards to schedule courses so students can attain their educational goals within a period of time consistent with established expectations in higher education. Program maps were created and are easily accessible to students via the college website. Program maps and schedules are revised on a regular basis.

IIA7. 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.

Evidence of Meeting the Standard
Oxnard College effectively uses multiple delivery modes, teaching methodologies and learning support services in fulfillment of its stated mission to "offer equitable access to multiple educational and career pathways" (IIA7_01-Mission).

Protocols to assess student needs for modes of delivery, instruction, and support, include examination of both trend and real-time data and consultation with instructional and counseling faculty as well as advisory committees. For example, schedule development involves reviewing historical and recent enrollment trends alongside real-time registration data prior to the start of each semester (IIA7_02-Tableau-Enrollment). The schedule development process is fluid and flexible and allows for timely revisions if certain times, days of the week or delivery methods are filling, based on student need and demand, at a higher rate than others. Strategies for schedule management that meet student demand include increasing course enrollment caps, adding sections, or converting from in-person to online or vice versa.

The College effectively uses demographic data to ensure equitable access to courses and programs. For example, recognizing that our largely part-time and working students require flexibility to achieve their educational goals, the College offers classes at various times and days of the week, and offers multiple modalities, including face-to-face (F2F), fully online, partially online (hybrid), and short-term formats. The College also offers a wide variety of student and academic support services both online and in-person. This includes online services such as counseling, tutoring, and office hours held via zoom. In all modes of instruction and systems of delivery, the College is committed to equity and supporting the changing needs of students to help them succeed.

The College has an established procedure for approving courses and programs for Distance Education (DE). This procedure also ensures that the DE courses and programs comply with federal definitions of distance education. All courses, and their distance education addendums, are reviewed and approved through the Curriculum Committee. The Curriculum Committee informs faculty that proposed or existing courses offered through distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of instruction in a course replaces face-to-face time, or if an entire course is to be provided through distance education. The review and approval process must follow the curriculum approval procedures outlined in VCCCD Administrative Procedure 4020 Program, Curriculum and Course Development (IIA7_03-AP4020). "Courses offered through distance education shall be approved under the same conditions and criteria as all other courses."

As part of assuring the effectiveness of distance education courses, the College maintains a standing Distance Education Committee, a subcommittee of the Curriculum Committee. This group focuses on continuous quality through evaluating and promoting web-enhanced tools

and instructor professional development in distance education. The Committee is also responsible for ensuring compliance with distance learning regulations (IIA7_04-DE-Handbook). Additional quality assurance of distance education is achieved through faculty evaluation process as outlined in the collective bargaining agreement and the evaluation form (IIA7_05-AFT-CBA-DE; IIA7_06-Eval-Forms) which includes the College's commitment to a full-time Instructional Technologist who reports to the Vice President of Academic Affairs and Student Learning (VPAA) and provides ongoing faculty training in distance education.

Finally, through annual program review, all instructional and service programs evaluate their effectiveness by modes of delivery to ensure equitable learning and support services. Programs review and compare student outcomes by distance education and traditional, face-to-face delivery. They report on plans to improve where any discrepancies arise. Faculty members assess student learning and other metrics and adjust delivery modes, teaching methodologies, curriculum, and learning support services to address the needs of the College's diverse student population (IIA7_07-Program-Review-Samples).

Analysis and Evaluation
The Curriculum Committee and Distance Education Committee ensure that fully or partially online courses are methodologically sound and that they are following distance education best practices. The College regularly assesses the changing needs of students and the effectiveness of instructional delivery modes and student and academic support services. The College is actively working to address equity issues in instruction, student support services and academic support services.

IIA8. The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard
There are currently no department-wide examinations used at Oxnard College. Direct assessment of prior learning is conducted as required by Title 5 § 55050. In response to the revision of Title 5 §55050 in 2020, the three colleges of the VCCCD formed a district-wide credit for prior learning workgroup, tasked with the review of BP and AP 4235 Credit by Examination that was to be changed to Credit for Prior Learning (CPL), and to design a petition and procedure for students who wanted to challenge a course through the new CPL process (IIA8_01-BP4235; IIA8_02-AP4235).

As a result, BP and AP 4235 were revised in Spring 2021 and the first petitions were created. Further revisions were made in Spring 2022 when general education credit for completion of military basic training was codified in the AP and added to the new petition (IIA8_03-CPL-Petition). This guaranteed that any student who had completed military basic training in any branch of the U.S. military would receive the number of units recommended by the American Council on Education's ACE Military Guide, as well as units and specific course credit toward CSU GE Breadth area E, and local Health Education (HED) and Physical Education/Kinesiology GE

requirements. Military credit is assessed by Oxnard College's Counselors in the Veteran's Center.

Departments that have students who may have industry-recognized credentials or licensure, such as Fire Technology and Automotive Technology, were represented on the district wide CPL workgroup. The Fire Technology Company Officer Program was the first to create and adopt a rubric and successfully implement the CPL process (IIA8_04-CPL-Rubrics). Discipline faculty continue to develop additional rubrics to broaden the applicability of CPL to benefit more students.

The College establishes prerequisites in accordance with Title 5 §55003 and AP 4260 (IIA8_05-AP4260). All requisites are reviewed by the discipline faculty and the curriculum committee at least every two years for Career Education (CE) courses and programs and at least every five years for all other courses to ensure that they remain necessary and appropriate. CE courses and programs also review prerequisites with their advisory groups. A petition process is available for students who wish to challenge a prerequisite (IIA8_06-Prereq-challenge).

Analysis and Evaluation
The College has policy and processes for awarding credit for prior learning are published in the college catalog and used to provide credit toward AA/AS degrees, as well as transfer admission and general education patterns. Counselors and discipline faculty assist students with petitioning for CPL.

IIA9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard
Oxnard College awards course credit, degrees, and certificates based on student attainment of learning outcomes. SLOs and objectives for courses are maintained in CIM (the curriculum management system) and are included on the course outline of record and on the syllabus for each active course. Program learning outcomes are also maintained in CIM and included with the programs in the College Catalog (IIA9_01-OC-Catalog-ADS), where they are readily accessible to anyone accessing program information on the website.

When reviewing course outlines, the curriculum committee examines course objectives and learning outcomes to ensure that they are written to integrate with course content, and that assignments reinforce that content and demonstrate achievement of the objectives and outcomes.

In the case of general education courses, objectives and outcomes are written to satisfy Title 5 §55063 definitions, also outlined in AP 4025 Philosophy and Criteria for Associate Degree and

General Education (IIA9_02-AP4025), and when applicable, to align with CSU GE-Breadth (IIA9_03-EO1100) and the IGETC standards (IIA9_04-IGETC-Standards2.3). Courses created to fulfill lower division major requirements at four-year universities align with C-ID objectives or university course objectives, and units awarded are consistent with these requirements.

CTE course level objectives and learning outcomes (CSLOs) and PSLOs (PSLOs) often align with external requirements for licensure or certifications. Students often must physically demonstrate mastery of the outcomes and objectives to pass the course and ensure that they are prepared to take and pass tests for these external licensures or certifications.

The VCCCD defines the use of the credit hour for all credit-based courses in AP 4020 Curriculum Development (IIA9_05-AP4020), which is derived from Title 5 §55002.5. Credit hour calculations for each course are maintained in CIM and appear on all CORs (IIA9_06-ANTH-COR). This calculation includes the total number of in-class hours, outside of classroom hours, and total student learning hours, as well as the unit equivalent as required by the CCCCO and reflected in PCAH. Clock-to-credit hour conversions are also addressed in AP 4020, but Oxnard College does not offer any programs in this category.

The Curriculum Committee reviews unit and hour calculations on all CORs to verify that units of credit awarded are consistent with accepted norms in higher education as well as compliant with Title 5 §55002.5, prior to their approval and submission to the CCCCO. When planning the schedule for an academic term, course sections are entered into the Banner system. The Academic Data Specialists run an hours-verification report to ensure scheduling compliance with the credit-hour standards, and the departments/divisions adjust scheduling, if necessary.

Analysis and Evaluation
Oxnard College awards course credit, degrees, and certificates based on student attainment of course level SLOs and PLOs. Evidenced by Board Policies and APs, and the College Catalog, units of credits awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Board policy and APs comply with Title 5 and CCCCO requirements.

IIA10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard
The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty, whether that is transferring credit earned elsewhere toward OC programs, or transferring OC credit to other institutions, including, but not limited to, other California Community Colleges and four-year universities. Transfer-of-

credit policies are established in the district's Administrative Procedure, 4100 Graduation Requirements for Degrees and Certificates (IIA10_01-AP4100) and are published in the Transfer section of the College Catalog (IIA10_02-OC-Cat-Transfer). The district policy includes Course Substitution for Major and/or General Education Requirement, Reciprocity for Local General Education Requirements, Reciprocity for CSU GE-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) Requirements, Course Substitution within approved Associate Degree for Transfer (AA-T/AS-T), and Guidelines for Additional Degrees, Certificates of Achievement, and Proficiency Awards. The policy also lists the regional accrediting bodies recognized for the purposes of awarding credit.

In addition, the College Catalog contains the Credit for Prior Learning policy, AP 4235 (IIA10_03-AP4235), which details how students can receive credit for military service/training, industry-recognized credentials or licensure, student-created portfolios, high school articulated courses, locally administered exams, and external exams, such as Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP). Charts displaying transfer-of-credit for (AP), (IB), and (CLEP) (IIA10_04-Cat-AP-IB-CLEP-CPL) allow students to see how tests taken previously will apply to Oxnard College requirements, as well as toward IGETC and California State University (CSU) general education patterns and overall transferable units. The Oxnard College courses that have been approved to satisfy IGETC and CSU GE requirements are also identified in charts in the transfer section of the catalog, along with other UC and CSU transfer credit policies.

Within the VCCCD, the college's three articulation officers work collaboratively on an annual basis to update the transfer sections of the catalogs and to maintain comparable course articulation published by discipline (IIA10_05-VCCCDArticulation) for use in local degrees and certificates, as well as comparable courses that can be used within Associate Degrees for Transfer (ADTs) (IIA10_06-VCCCD-ADT-Articulation). Comparable courses are maintained in Banner and ADT applicable course substitutions are applied in DegreeWorks for students and counselors to use. These agreements act as articulation within the district for the many students who take courses from more than one of the three colleges.

For students who take courses outside of the district but within California Community Colleges (CCCs), often C-ID can help determine course equivalency. Oxnard College has over 240 courses approved for C-ID, the statewide supranumbering system designed to act as common course numbering for CCCs and allow for ease of movement between CCCs. C-ID approvals are displayed on the C-ID website and within a section dedicated to C-ID in the College Catalog, and they are displayed as part of the course descriptions, in the Catalog, and in the schedule of classes.

When students have coursework from institutions outside of the CCC, it is evaluated per district policy by counselors and discipline faculty. Learning outcomes/objectives are paramount in determining course comparability and they are used, along with course content and prerequisites, as the criteria for awarding credit. The articulation officer is consulted when it is less clear if/how a course might be used to satisfy a GE or major requirement that might impact

a student's transfer to the UC or CSU. College counselors and the articulation officer may also contact other institutions, particularly private or out-of-state institutions, to request additional information that may aid in making decisions about awarding appropriate credit.

Articulation agreements are pursued with every CSU and UC through submission of courses for CSU GE-Breadth, University of California Transfer Course Agreement (UC TCA), IGETC, and on a course-to-course basis within majors, and those agreements are maintained on the Assist website (IIA10_07-Assist-Screenshot). Since most course-to-course articulation still involves the articulation officer contacting each university and proposing individual courses for articulation, priority is given to the top transfer destinations of Oxnard College students, currently overwhelmingly CSUCI and CSUN, but articulation exists with every CSU and UC and popular local private universities. The role of the articulation officer and the articulation process is found in AP 4050 (IIA10_08-AP4050). OC's website has pages where articulation information and links are available for students and the general public (IIA10_09-OC-website-Articulation).

Analysis and Evaluation
Oxnard College maintains APs, College policies, and other transfer-of-credit information within the College Catalog and on the College website where they are available to students. External course credit is reviewed per district policy and College procedure to ensure learning outcomes are comparable before awarding credit. The Articulation Officer maintains articulation agreements, and that information is available on the ASSIST website, the C-ID website, the College Catalog, and on the articulation pages of OC's website.

IIA11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard
At Oxnard College, discipline faculty in all programs develop Program Learning Outcomes (PSLOs) that include program-specific outcomes and outcomes that address the communication, information competency, quantitative competency, inquiry skills, ethical reasoning skills, and engaging diverse perspectives (IIA11_01-PSLO-Sample-CNIT).

Additionally, all Oxnard College students who complete a degree need to achieve the Institutional Student Learning Outcomes (ISLOs) which focus on communication skills, critical thinking and analytic reasoning, quantitative reasoning, information retrieval and technological competency, and global perspectives and/or multicultural awareness (IIA11_02-ISLOs). Not only do students complete some courses directly focused on some of these areas, but other courses included in certificate and degree programs further develop these skills as applied to the specific areas of study. These skill areas closely align with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes (IIA11_03-AAC&U-LOs).

The College also lists ISLOs in the College Catalog. The ISLOs are described as the most over-arching statements for the College (IIA11_02-ISLOs). Additionally, PSLOs and Course Student Learning Outcomes (CSLOs) are described/defined in the College Catalog as well. PSLOs that are specified in the college catalog for each program include outcomes in communication and information competencies, quantitative competency, analytic inquiry skills, ethical reasoning, and ability to engage diverse perspectives, as well as program-specific earning outcomes. For example, the PLSOs for the Computer Networking/IT program include the following outcome:

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

As discussed in Standards I.B.2 and I.C.3 the College assesses learning outcomes through the *eLumen* software program. Course, Program, and Institution Student Learning Outcomes are all reviewed and assessed through *eLumen* at a minimum once every three years during the curriculum review cycle. Course and Program SLOs are reviewed by faculty, CTE advisory committees, and the curriculum committee whenever a course or program is modified, requiring curriculum committee approval and periodically when they are due for their scheduled curriculum review.

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

IIA12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard
All associate degrees awarded by Oxnard College require general education (GE), compliant with Title 5 §55063 and VCCCD BP and AP 4025 and based upon a carefully considered philosophy written by OC faculty (IIA12_01-BP4025; IIA12_02-AP4025). Each area of GE has associated student learning outcomes (GESLOs) that were created by faculty in departments with disciplines represented in each area of GE and vetted through the GE Committee, Curriculum Committee, and Academic Senate (IIA12_03-GE-SLOs). GESLOs address the preparation of students for 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 philosophy of general education, the GESLOs by GE area, and list of courses approved for each area in OC's general education pattern are all maintained by the GE Committee and published annually in the college catalog (IIA12_04-GE-Philosophy; IIA12_05-OC-GE).

Courses are approved for inclusion in the OC GE pattern through the processes outlined in the General Education Handbook, created by the OC GE Committee, and approved by the Curriculum Committee and Academic Senate (IIA12_06-GE-Handbook). The criteria used to determine the appropriateness of each course for GE inclusion includes the alignment of the course's student learning outcomes (CSLOs) with the GESLOs of the area where the course is proposed. In addition, for transferable courses that will also be proposed for inclusion in IGETC or CSU GE-Breadth, GE Committee members use the Guiding Notes for General Education Reviewers, as well as information provided by the articulation officer about recent acceptance of comparable courses from other CCCs within the same IGETC and CSU GE areas (IIA_12-07-Guiding-Notes-GE). The GE Committee looks to align, when possible, the approval of courses for OC GE with their approvals for IGETC and CSU GE, so that students who change their program goal and GE requirements are not penalized by having to take additional courses.

The GE Handbook is reviewed every 5 years by the General Education committee, or as need requires, with proposed revisions then vetted through the Curriculum Committee and Academic Senate.

Analysis and Evaluation
Oxnard College has a faculty developed philosophy for general education and general education student learning outcomes that serve as the basis for inclusion of courses in the general education pattern and that are listed in the college catalog.

IIA13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
As required by the CCCCO's PCAH and further articulated in AP 4100 Graduation Requirements for Degrees and Certificates, all of OC's Associate degree programs include a focused area of study: either a major, or in the case of the Associate in Arts in General Studies, an area of emphasis (IIA13_01-AP4100). The Curriculum Committee reviews each new program and program modification to ensure that programs meet these requirements. All degree requirements are published in the college catalog (IIA13_02-cat-programs&courses).

In the case of CTE degrees, courses included in the major are chosen based on the student learning outcomes deemed appropriate by discipline faculty, in consultation with industry advisory groups (IIA13_03-ADS-minutes-4-14-21). Mastery of career-related competencies and demonstrated skills aligned with the external licensure, certifications, and employment requirements of the position's graduates would qualify for, are central to the creation and modification of associate degrees in CTE disciplines. Student learning outcomes and program learning outcomes are linked to assignments and other methods of evaluation and then assessed to ensure that students do demonstrate mastery as required (IIA13_04-FireTech-CSLO-report).

Associate degree majors that are designed to provide preparation for transfer to baccalaureate degree programs at four-year institutions include courses required for major preparation by universities. Associate Degrees for Transfer (ADTs) require that major courses be approved for course identification numbering system (C-ID) descriptors which are a collaboration between the CSU and CCC. OC's courses are aligned with and approved for these descriptors, which include learning outcomes. Assessment of these outcomes, both CSLOs and PSLOs, guarantees that students have mastered the key theories and practices, within these disciplines or fields of study, at the lower division level, prior to transfer.

In addition to ADTs, OC also offers other Associate degrees with courses selected for the major based on their support of the program learning outcomes or in alignment with the requirements of University of California and/or CSU majors not included as ADTs (IIA13_05-ENGR-narrative).

Analysis and Evaluation
OC's programs include focused study in an area of inquiry or established interdisciplinary core and these programs are all listed in the college catalog. The College's Curriculum Committee ensures that programs reflect theories and practices appropriate for the degrees offered. All the courses that comprise the degrees have SLOs that are linked to the program learning outcomes, and they are assessed to ensure mastery.

IIA14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard
Students completing Career Education (CE) certificate and degree programs demonstrate professional and technical competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. During the program review process, all CE programs complete additional sections on their multi-year reports that focus on advisory committee engagement, employment outcomes, career trends, and current and projected labor demand (IIA14_01-PR-Dental-Hygiene).

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

All CE programs undergo a curriculum review every two years through by the Curriculum Committee and they present LMI data as part of this review (IIA14_02-OC-CE-CC-2yr-Review). Programs track and report on gainful employment measures per Title IV Financial Aid rules. For example, in Dental Hygiene, the Commission of Dental Accreditation (CODA) requires that an annual survey of graduate employment be reported. In order to meet the requirement, program staff members annually distribute a graduate survey six to eight months after graduation (IIA14_03-Sample-Survey). The Oxnard College Dental Hygiene program reports 100% employment of their graduates in a dental-related position.

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

CE program completers demonstrate competencies that prepare them for external licensure and certification. Programs with external licensure and certification and licensure include Dental Hygiene, Fire Academy, Emergency Medical Technician, Addictive Disorder Studies, Computer Networking/Information Technology, Automotive Technology, and the Culinary Arts/Restaurant Management programs. For example, the Dental Hygiene program, which leads to external licensure, has developed Program Assessment Competencies (PAC) for each clinical skill taught in the program in order to satisfy the standards established by the Commission on Dental Accreditation (CODA). At the beginning of the program, students are expected to perform at a "novice" level. At the midpoint, the students are expected to perform at a "beginner" level, and by the end of the program, they are expected to perform at a "competent" level. Student competency is ultimately determined bypass rates for the written National Board Exams as well as the clinical state licensure exams. For over 20 years, Oxnard College graduates achieved a 100% pass rate on their National and Clinical Boards.

In order to ensure that students completing CE programs demonstrate technical and professional competencies that meet employment standards and lead to certification, assessment of learning outcomes is conducted. The CSLOs are clearly stated on the course outline and syllabus so that all students know which learning objectives will be evaluated throughout the term. Faculty members are responsible for assessing these learning outcomes and reporting the results. In doing so, they follow the three-year program assessment calendar on which courses are scheduled for faculty to assess, evaluate, and modify. Part of the Program Review Report is designed to facilitate faculty discussion of both course and program SLOs (IIA14_04-PR-ENGL-Comp). Additionally, through the program review process, faculty members examine program outcome reports to determine how the assessment results can be used to enhance program quality and improve teaching and learning in their courses.

Analysis and Evaluation
Students completing CE programs demonstrate technical and professional competencies that meet employment and certification standards.

IIA15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard
Oxnard College's process for the elimination of programs is detailed in BP and AP 4021 Program Discontinuance (IIA15_01-BP4021; IIA15_02-AP4021). Oxnard College has not eliminated any programs since the last accreditation visit. However, some older degrees offered within programs that had low enrollment and duplicated the learning outcomes, course requirements, and transfer goals of new Associate Degrees for Transfer, have been deactivated. These include the A.S. and COA in Hospitality Management, which mirrored the AS-T in Hospitality Management, the A.A. in Biology, which has been replaced by the AS-T in Biology, the A.A. in Coastal Environmental Studies which was replaced by the AS-T in Environmental Science, and the A.A. in Business which was replaced by the AS-T in Business Administration, which was then replaced in in 2022 by the AS-T in Business Administration 2.0 as required by the CCCCO for all colleges offering the degree.

When programs undergo significant changes to requirements, a plan for current students to transition from the former requirements to the new requirements is made by discipline faculty in consultation with the division dean and communicated to counselors and to students who have declared that specific major.

Analysis and Evaluation
OC has the appropriate policies and procedures in place for program elimination. It informs students and counselors in advance about programmatic changes and makes plans to ensure that students can complete their goals in a timely manner and with a minimum of disruption.

IIA16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Oxnard College regularly evaluates its courses and programs through the Program Review process regardless of delivery, mode, or location. As explained in Standard IIA1, all instructional programs, including collegiate, pre-collegiate, and career education are required to conduct an annual review and a comprehensive review every three years. Program Review Committee (PRC) is responsible for the review of all programs and has utilized *eLumen* software for this process but in Fall of 2022 the Program Review Committee transitioned to Microsoft Teams (IIA16_01-PR-Teams). The Comprehensive, three-year review includes analysis of data such as student enrollment, productivity, retention, and success rates, and labor demand (Career Education Programs only). Any program that chooses to make more frequent updates may do so (IIA16_02-Comp-Fire-CPR-report). All reports are reviewed by the PRC which includes eleven Academic Senate representatives, five Classified Senate representatives, two Associated Student Government representatives, and three Management representatives (IIA16_03-PRC-Charge).

This review also requires programs to assess curriculum changes, discuss plans for future curriculum, describe the SLO assessment process, and analyze the PSLO performance report. Departments/programs are also required to report on any significant changes, objectives and action steps from the previous year and objectives and action steps for the current year. The Program Review process allows departments/programs to evaluate their courses and programs on both quantitative and qualitative criteria and identify current and future needs. The PRC process involves dividing committee members into review teams and assigning programs to review. A key outcome of PRC review is to identify program strengths, identify if additional resources are required to plan and meet program goals, and to provide the program with an overall rating including a rationale including possible recommendations for improvement. Through this program review process, the institution has established a systematic process for program and course improvement.

The results of the program evaluations by PRC are also shared with the College Planning Council (CPC). Part of the responsibilities of CPC written in their charge is to "hear program review appeals from programs recommended for reduction or discontinuance" and "hear program improvement plans mandated in the program review process and provide advisement to those programs" (IIA16_04-CPC-Charge). Our process includes sending PRC feedback directly to the CPC members to comment, question, and work with individual programs. All of the people involved in the program are also invited to attend CPC to have a conversation about ways the college can help the program. This dialogue is crucial to our institutional planning. As a result of the dialogue between PRC, CPC, and the program faculty and staff, changes and improvements are made in order to aid in student success (IIA16_05-CPC-Appeals-Form).

Analysis and Evaluation

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

Oxnard College does not currently offer continuing and community education courses.

Conclusions on Standard II.A. Instructional Programs

Oxnard College is an equity-minded learning institution that offers a variety of instructional programs, and degree and certificate programs, aligned with its mission of transforming lives "by offering equitable access to multiple educational and career pathways." All of the College's courses have a current, compliant course outline of record (COR), approved by the curriculum committee and the governing board and chaptered in the state's curriculum inventory. All CORs contain student learning outcomes and all students are provided with syllabi containing the same student learning outcomes as are on the approved COR. Courses are offered using delivery modes, teaching methods, and learning support services that provide equitable access and success for all of Oxnard College's students. The College schedules courses that allow students to complete certificates and degrees in a timeframe appropriate for higher education and according to the approved program maps displayed in program mapper on the College's website.

The College's degree programs all require a minimum of 60 units and include a focused area of study and general education. Programs are offered in fields of study appropriate to the College's mission and that lead to student attainment of identified program student learning outcomes. The College offers Associate Degrees for Transfer (ADTs) along with other Associate degrees aligned with university requirements and maintains articulation to support the transfer of students to other institutions of higher education. CE faculty regularly work with advisory committees to ensure programs are aligned with industry standards that lead to licensure, certification, or employment. Processes are in place for the petitioning and awarding of credit for prior learning to facilitate completion of degrees and certificates.

The institution regularly assesses its educational quality through the Program Review process and SLO assessment. Through the Program Review process, the curriculum review process, and the articulation process, the College ensures that levels of quality and rigor remain appropriate for higher education. The College will also hire a SLO Faculty Coordinator to support faculty in the development and tracking of SLOs in Fall of 2022.

Improvement Plan(s)

None.

Evidence List

IIA1_01-ANTH-R101-COR
IIA1_02-catalog-programs&courses

IIA1_03-Program-Mapper
IIA1_04-OIE-Website

IIA2_01-AP4022
IIA2_02-Curriculum-Handbook
IIA2_03-Curric-Annual-Training-PPT
IIA2_04-DE-Addendum
IIA2_05-CIMpossible-flyer
IIA2_06-CIMpossible-videos
IIA2_07-Online-Catalog
IIA2_08-PRC-Cycle
IIA2_09-PRC-Charge
IIA2_10-PR-Template

IIA3_01-ANTH-R101-COR
IIA3_02-Program-Review-Samples
IIA3_03-PR-Teams
IIA3_04-ENGLR101-CSLOs
IIA3_05-Eval-Forms-COR
IIA3_06-FLEX-Week-Agendas
IIA3_07-Faculty-Handbook

IIA4_01-cat-noncredit-courses
IIA4_02-OC-Catalog-ESL
IIA4_03-OC-Catalog-ENGL
IIA4_04-Cat-Course-ID
IIA4_05-Math-support-COR
IIA4_06-English-support-COR

IIA5_01-AP4020
IIA5_02-AP4100
IIA5_03-EMT-LMI
IIA5_04-Public-Safety-minutes
IIA5_05-ADS-minutes-04-14-21
IIA5_06-Math-TMC
IIA5_07-Elem-Ed-TMC
IIA5_08-CSUCI-LibSt-Teach-Artic
IIA5_09-Deaf-Studies-narrative
IIA5_10-BOT-Curric-agenda
IIA5_11-Cat-Earn-Assoc-Degree
IIA5_12-Catalog-Sample-ADS
IIA5_13-Program-Mapper

IIA6_01-Sch-Production-Cal
IIA6_02- Tableau-Enrollment
IIA6_03-Map-Sample-Math
IIA6_04-AS-Agenda-2-14-2022
IIA6_05-AS-Minutes-2-14-2022
IIA6_06-PM-Homepage

IIA7_01-Mission
IIA7_02-Tableau-Enrollment
IIA7_03-AP4020
IIA7_04-DE-Handbook
IIA7_05-AFT-CBA-DE
IIA7_06-Eval-Forms
IIA7_07-Program-Review-Samples

IIA8_01-BP4235
IIA8_02-AP4235
IIA8_03-CPL-Petition
IIA8_04-CPL-Rubrics
IIA8_05-AP4260
IIA8_06-Prereq-challenge

IIA9_01-Catalog-ADS
IIA9_02-AP4025
IIA9_03-EO1100
IIA9_04-IGETC-Standards2.3
IIA9_05-AP4020
IIA9_06-ANTH-COR

IIA10_01-AP4100
IIA10_02-OC-Cat-Transfer
IIA10_03-AP4235
IIA10_04-Cat-AP-IB-CLEP-CPL
IIA10_05-VCCCDArticulation
IIA10_06-VCCCD-ADT-Articulation
IIA10_07-Assist website
IIA10_08-AP4050
IIA10_09-OC-website-Articulation

IIA11_01-CNIT PSLOs
IIA11_02-ISLOs
IIA11_03-AAC&U-LOs

IIA12_01-BP4025

IIA12_02-AP4025
IIA12_03-GE-SLOs
IIA12_04-GE-Philosophy
IIA12_05-OC-GE
IIA12_06-GE-Handbook
IIA12_07-Guiding-Notes-GE

IIA13_01-AP4100
IIA13_02-cat-programs&courses
IIA13_03-ADS-minutes-4-14-21
IIA13_04-FireTech-CSLO-report
IIA13_05-ENGR-narrative

IIA14_01-PR-Dental-Hygiene
IIA14_02-OC-CE-CC-2yr-Review
IIA14_03-Sample-Survey
IIA14_04-PR-ENGL-Comp

IIA15_01-BP4021
IIA15_02-AP4021

IIA16_01-PR-Teams
IIA16_02-Comp-Fire-CPR-report
IIA16_03-PRC-Charge
IIA16_04-CPC-Charge
IIA16_05-CPC-Appeals-Form

IIB. Library and Learning Support Services

IIB1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College Library Learning Resource Center (LLRC) supports learning by providing a variety of support services to students and to personnel. Students also receive learning support through special programs, including Educational Assistance Center (EAC), and Educational Opportunity Programs and Services (EOPS), and embedded tutors. Librarians, faculty, and staff collaborate in providing these services. Due to COVID-19 support services at the LLRC expanded to include

educational technology checkouts (laptops and Wi-Fi hotspots), online and in-person general technology and software (Canvas, Microsoft Office Suite, etc.), expanded online tutoring, online reference support, and more.

Library and Circulation
The Circulation Desk, or front desk, provides students with access to reserve textbooks, semester-loan textbooks, anatomy models, calculators, headphones with built-in microphones, cell phone charging services, and semester-loan laptops and Wi-Fi hotspots. These resources are advertised at the start of every semester via Canvas announcements (IIB1_01-Canvas-Announcement), college wide email to all students (IIB1_02-College-Wide-Email), and through the library's social media pages (IIB1_03-Social-Media-Posts).

Additionally, an extension of the Circulation Desk services is the new Tech Bar service available to students and personnel. The Tech Bar is located next to the Circulation Desk and is staffed with IT Support Staff available, in-person and online, to address general technology (for instance, helping students download Microsoft Office Suite onto their laptops), instructional software, and hardware issues for students and staff.

Librarians provide ongoing instruction and orientations so that students and employees can develop research skills. Current orientations, workshops, reference services, and overarching research instruction are designed to promote positive student learning outcomes. Orientations and training sessions are provided using learning technology and/or software available to students and faculty, in the LLRC, in other classrooms, and online via Zoom sessions or through previously recorded, on demand sessions.

The Library and Learning Resource Center's (LLRC) main floor computer lab area provides 90 computers for student use. These computers provide our students with accessibility to technology and may be used to complete writing assignments, conduct research, attain information from the internet, and to participate in Zoom sessions for online synchronous courses. Additionally, the library offers students individual study rooms for group study sessions, a designated quiet area, and printing services.

Learning Resource Center
The Learning Resource Center is located on the second floor of the library building and includes all circulation books, the Writing, Reading, and Tutoring Center (WRTC), and STEM Center tutoring.

All tutors participate in on-going training throughout the academic year and go through an annual evaluation process (IIB1_04-WRTC-Handbook). Writing, Reading, and Tutoring Center tutors participate in a tutor training program that consists of six hours of instruction prior to working with students and ongoing two-hour sessions that are conducted every two weeks throughout the term.

The WRTC offers a robust tutoring program in multiple subject areas in addition to writing and reading support. The WRTC is supervised by a faculty coordinator and a classified Tutorials Services Specialist II. To ensure quality services, all tutors who are hired to provide tutorial services are required to have at least one faculty recommendation with their employment application. Tutorial support is available for writing, reading, mathematics, economics, biology, chemistry, physics, history, English as a Second Language, American Sign Language, and Spanish. During the COVID-19 campus closure the tutors were available via live Zoom sessions and students were able to connect through links on the Oxnard College tutoring website (IIB1_05-Tutoring-Website). A link was added to every College Canvas shell for the Learning Resource Center online live sessions (OC Zoom Tutoring) as well as a link to NetTutor (IIB1_06-Canvas-NetTutor), an outside vendor that operates a 24 hour, 7 days per week online tutoring service. As instruction transitioned to more on-ground offerings, so did the support services, including tutoring. The Learning Resource Center tutoring services have transitioned to mostly in-person but still offer some online, live Zoom session tutoring as well as 24 hour, 7 days per week online tutoring through NetTutor.

In addition to the traditional tutoring services available in the Learning Resource Center, the College also offers Embedded Tutoring for multiple disciplines (IIB1_07-Available-Tutors). Embedded Tutors participate in additional training that is required prior to and during their assignments to specific courses. These trainings are facilitated by the faculty coordinator of the WRTC.

Analysis and Evaluation
Oxnard College provides sufficient library and other learning support services, online and in-person, to students and to personnel responsible for student learning and support. These services are most adequate in terms of quantity, currency, depth, and variety to support the educational programs, regardless of location or means of delivery, and include a wide range of library and other learning support services.

Oxnard College does not currently offer correspondence education.

IIB2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard
Library and Circulation
The Oxnard College Library employs credentialed professionals who oversee, select, and maintain educational equipment and materials to support student learning and enhance the achievement of the College mission. The Library and Circulation is staffed by one full-time librarian and one adjunct librarian with exclusive responsibilities in materials selection, including for electronic collections.

There are two full-time Library Assistants, plus student workers, who staff the Circulation Desk responsible for maintaining reference and reserve materials including OER and digital materials, along with educational technology/equipment, and semester-loan traditional textbooks. The Circulation desk has 601 Reserve Books, 3013 semester-loan textbooks, and 38 physiology and anatomy models. Additionally, the Circulation desk is also responsible for maintaining and distributing the educational technology available to students. There are 606 graphing/scientific calculators, 1,000 laptops and 1,000 Wi-Fi hotspots available for students. There is one full-time Library Technician who orders and processes materials and maintains budget records. The Library Technician and Faculty Librarian work together to provide students with access to various online databases and online newspapers (IIB2_01-Databases-List). The library dean, staff, and faculty regularly communicate with the Information Technology Department on educational equipment needs, maintenance, and support. Together they identify what equipment would be best to support student learning (e.g., laptops, iPads, Wi-Fi hotspots) and how it will be managed at the circulation desk (IIB2_02-Equipment-List).

Learning Resource Center
The College employs a faculty Coordinator and a classified Tutorial Services Specialist II (TSSII) for the Writing, Reading and Tutoring Center. The Faculty Coordinator and TSSII are responsible for maintaining the tutoring website, the online tutoring software NetTutor, academic support handouts and equipment, including white boards and computers available for individual tutoring sessions, utilized in the center.

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

IIB3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Oxnard College evaluates the library and other learning support services to assure adequacy in meeting identified student needs. The Library Learning Resource Center is evaluated through the Program Review (IIB3_01-LLRC-PR-F21) process. The Program Review process includes usage data, service unit outcome data, and responses from library surveys (IIB3_02-LLRC-PDF-Surveys). Survey data accumulated between 2016–2020 did not yield many responses/data. Therefore, upon review, library staff determined that the survey needed to be updated. An updated draft of the Library and Learning Resources Center Survey was developed and was brought forward for review at the LLRC Committee meeting (IIB3_03-LLRC-Minutes-Agenda). Suggestions from members of the committee were considered to further improve the survey. The final draft of the updated survey was reviewed by the LLRC Committee and approved for distribution starting Spring 2021(IIB3_04-LLRC-New-Survey). This updated survey was distributed throughout campus electronically via email. In Fall 2021, the survey was distributed via email and via QR codes placed in various locations around the LLRC.

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

IIB4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents those formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard
Oxnard College has documented formal agreements between the College and other institutions and/or third-party companies that provide resources and services for instructional programs. These resources are comprehensive and easily accessible on-campus and online. The following are examples of some of the documented agreements:
- Most library database content is purchased through the Community College Library Consortium (IIB4_01-CCLC-Agreement). Additional vendors include JSTOR and American Psychiatric Publishing.
- The LLRC is a member of the Council of Chief Librarians, which represents California community college library interests to the CCC Chancellor's Office and to the Community College League of California.

The College works with NetTutor to provide students with online tutoring (IIB4_02-STAC-Order). Interlibrary loan services are managed through a District-wide contract with Online Computer Library Center (OCLC) (IIB4_03-OCLC-Contract). The resources and services available through these formal agreements are adequate for Oxnard College's intended purposes and are easily accessible and utilized. Information gathered through the LLRC surveys assists the staff in evaluating the services provided. Surveys questions are reviewed (and revised if needed) annually in September and survey results are reviewed/discussed bi-annually in November and April at the regular library staff meetings and at the LLR Committee meetings.

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

Conclusions on Standard II.B. Library and Learning Support Services
The College supports student learning and achievement by providing Library and various learning support services to students and to personnel responsible for student learning and support. Oxnard College's Library Learning Resource Center offers academic support services that are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, and are aligned with the College mission.

Improvement Plan(s)
None

Evidence List
IIB1_01-Canvas-Anouncement
IIB1_02-College-Wide-Email
IIB1_03-Social-Media-Posts
IIB1_04-WRTC-Handbook
IIB1_05-Tutoring-Website
IIB1_06-Canvas-NetTutor
IIB1_07-Available-Tutors

IIB2_01-Databases-List
IIB2_02-Equipment-List

IIB3_01-LLRC-PR-F21
IIB3_02-LLRC-PDF-Surveys
IIB3_03-LLRC-Minutes-Agenda
IIB3_04-LLRC-New-Survey

IIB4_01-CCLC-Agreement
IIB4_02-STAC-Order
IIB4_03- OCLC-Contract

IIC. Student Support Services

IIC1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard
Oxnard College's student support services structure includes enrollment services (Admissions and Records, Financial Aid, Outreach, 1st STEP Center and Welcome Center), Counseling, Veterans Resource Center, Student Activities, Educational Assistance Center (disability office), Extended Opportunity Programs and Services/ CARE, CalWORKs, Title IX Office, Student Health Center, Basic Needs Center, Dream Resource Center, University Transfer Center, TRIO Office

(Upward Bound and Student Support Services Program), and First Year Experience program (IIC1_01-SS-Org-Chart).

The College regularly evaluates the quality of student support service to ensure they effectively support student learning. Each Student Services area engages in either an Annual or Comprehensive Program Review each academic year (IIC1_02-PR-SS-Sample). The program review aligns with the College Mission, institutional goals– including Guided Pathways, equity goals, and strategic plan. In addition to program review, each area also develops and measures service unit outcomes on a regular basis (IIC1_02-PR-SS-Sample). As part of Student Services' ongoing improvement, there is a plan to update the program review process in Student Services to assess the quality and support provided by both online and on-ground services to ensure students receive a comparable and equitable experience regardless of mode of delivery. This is still in development and should be ready for implementation during the 2022-2023 academic year. Programs funded by federal grants do not submit an annual program review. However, the federal grant programs share the results of their annual performance reports with the Student Service Leadership Meetings and SESC meetings (IIC1_03-SESC-agenda-grants).

All student support services are delivered on the Oxnard College campus, as well as online. An example of online support is through the General Counseling department's Starfish online appointment scheduling system, where students can select available appointments by visiting the Oxnard College Counseling webpage (IIC1_04-OC-Counseling-Webpage). Students may then choose to schedule an online appointment or in-person appointment via this system. For students who prefer an online appointment, the Counseling Department provides online appointments via the Zoom platform (IIC1_05-Counseling-Remote). Students are also able to participate in an in-person or online orientation (IIC1_06-Online-Orientation). Students who have attended college outside of the District can apply for prerequisite clearance online (IIC1_07-OC-Prereq-request-form) and receive clearances prior to enrollment. Additionally, the graduation application process is provided virtually for students who do not wish to come on campus (IIC1_08-grad-petition-process).

During the Spring of 2020, Oxnard College and the VCCCD had to move all instruction and student services support online in response to the COVID-19 pandemic and Shelter-In-Place (SIP) order by the state of California and the County of Ventura. Transitioning 100 percent of services from in-person to online support was a monumental task, requiring webpage updates to inform students on how to access support services online, as well as updates to forms and the Student Services remote/online services webpage (IIC1_09-OC-Alerts).

Analysis and Evaluation
The College's student services areas regularly evaluate their programs and services. However, we are reevaluating the program review process to allow us to capture and disaggregate data by location or means of delivery through assessment of service unit outcomes and point of contact surveys. We will then assess this information and provide opportunities for open discussions and analysis of the results for continuous improvement. Furthermore, the student services departments have established processes to ensure the effectiveness and achievement

of service unit outcomes by collaborating with Institutional Effectiveness to review individual program services and align them with the appropriate outcomes and how they will be measured.

IIC2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard
The College uses Service Unit Outcomes (SUO) and student learning outcomes (SLO). Data are reviewed and analyzed in Program Review plans for each student service area annually. In addition to SLOs and SUOs, student service programs are developing student satisfaction surveys to provide a way for students to share their experiences and help the program areas to continuously evaluate, reflect on, and improve services. These surveys will be ready for dissemination by Fall of 2023. Both student support service areas and learning support services participate in the program review process overseen by PRC (IIC2_01-SS-PR-Sample).

The Student Services Program Review template has been revised multiple times since the Fall of 2020 and each program is assessed and reviewed by the Program Review Committee (PRC) on an annual and multi-year/comprehensive basis (IIC2_01-SS-PR-Sample). All student services departments utilize individualized assessment tools to continuously improve their support services to students. Below are examples of survey assessments from Admissions and Records, Educational Assistance Center, and CalWORKs:
- **Admissions and Records** sent a student survey via email to verify if the department is meeting its Service Unit Outcome (SUO). Most students, 24 of the 30 that responded to the survey, indicated that they were satisfied or very satisfied with the services provided by Admissions and Records.
- **Educational Assistance Center (EAC)** administered the DSPS State Chancellors online survey and distributed it to all EAC students. 113 students participated in the survey allowing for one unique reply by each student, thereby prohibiting students from answering the survey more than once. The survey asked pointed questions regarding services and SUOs, providing data utilized to evaluate success.
- **CalWORKs** collected and disaggregated student evaluations of Easy Access to Successful Employment for Life (EASEL) workshops, which are success trainings designed for CalWORKs participants who are predominantly single heads of household receiving county aid. The CalWORKs Program was able to directly determine whether the responding individual student's needs had been met through the EASEL workshops, as well as how to directly address student's needs, and to direct student input regarding potential future training workshops.

In the Fall of 2021, led by the VPSD, departments had the opportunity to share and discuss their Program Review for all student services during the Student Services Leadership Meeting (IIC2_02-SS-Lead-Mtgs). This created a space for departments to offer feedback on ways to

improve services, how each department aligned with guided pathway pillars, success in meeting SUOs or SLOs, and any allocation requests within their program review. This discussion helped broaden the scope of feedback and resulted in a more comprehensive review of each area. Moreover, each of the program reviews were reviewed by the College's PRC (IIC2_03-PR-Teams).

Analysis and Evaluation
The College identifies student learning outcomes and service unit outcomes and offers appropriate support to students to ensure programs can achieve those outcomes in support of student success. The College utilizes assessment data to understand and develop programs to ensure continuous improvements to its services and programs. The College also understands that there is always room for growth and development in service areas. The VPSD has coordinated a series of trainings on the use of data, in partnership with the College's Professional Development Committee and the Institutional Effectiveness office (IE) to provide continuous professional development and support for faculty and staff, and to ensure effective program and service development.

IIC3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard
Prior to the COVID-19 pandemic, Oxnard College provided equitable access to all students by providing services remotely and in-person. The pandemic accelerated the use of comprehensive virtual counseling services and the upload of all critical documents on websites and the student portal to better assist students. Student support services provide information, resources, and services to students on campus, online, and off-site locations such as high schools where dual enrollment courses are offered (IIC3_01-CCAP-Dual-Enr-Classes; IIC3_02-CCAP-MOU). As part of our return to campus, all student services departments continue to offer services on campus and on-line (IIC3_03-SS-Online-Services). The College seeks to ensure equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method by reevaluating our program review process. We plan to capture this data by updating service unit outcomes that address the needs of students by the means for which they access the services as well as point of contact surveys that would allow for immediate changes if applicable.

Students begin at Oxnard College by completing the CCC Apply application (IIC3_04-Apply-Enroll). Oxnard College offers extensive in-person and online support for students to explore careers, get help with the application, and find out about financial aid information, including workshops for parents (IIC3_05-FinAid-Support). Students can access information regarding courses and programs of study online or on campus. In the Fall of 2021, Oxnard College implemented Program Mapper to highlight the College's areas of interest and the course planning sequence that leads to a certificate or Associate Degree (IIC3_06-Program-Mapper). Moreover, the Program Mapper is shared with high school partners to help students with their

selection of courses before they start at the College. Other services that students have access to such as petitions, document submission, ordering official transcripts, and applying for graduation can be completed and submitted online, via email, or in person.

The Financial Aid Office delivers services in-person and virtually via Zoom. Students can learn about financial aid from the Oxnard College Financial Aid website and social media (IIC3_07-FinAid-screenshots). Students can view their financial aid status, awards, and disbursement information by logging into their student portal account. Students can learn about financial literacy via Cash Course, and students search for scholarships from the Oxnard College Foundation website (IIC3_08-Cash-Course; IIC3_09-OC-Foundation). The Financial Aid office also partners with Campus Logic to offer students a straightforward and secure platform that streamlines the student financial aid process. Students can securely upload and download all financial aid requirements and appeals via Campus Logic. Campus Logic also delivers personalized Award Letters to students. In the Spring of 2020, Financial Aid and other departments such as Admissions and Records, Counseling, EOPS/CARE, and the University Transfer Center instituted the Ocelot "Chat Bot" (IIC3_10-OC-Chatbot) to help students navigate the College's website to find resources quickly and efficiently, in both English and Spanish. The Financial Aid Office also partners with Ocelot Financial Aid TV (IIC3_11-OC-FinAid-TV) and Get SAP (IIC3_12-OC-FinAid-SAP) to provide general financial aid Satisfactory Academic Progress information via video clips and online learning modules that are available in multiple languages. The Financial Aid Office regularly assists students in completing their financial aid applications virtually via Zoom and conducts financial aid workshops (IIC3_13-OC-FinAid-Workshops) on a weekly basis in person to help students to complete their financial aid application on campus. The Financial Aid Office also conducts outreach and application workshops to all the local feeder high schools. Oxnard College's Financial Aid Office participates in multiple "Cash for College" events to help students and families with the financial aid application on the weekends in both English and Spanish (IIC3_14-Cash-for-College-Flyers).

The Educational Assistance Center (EAC) offers services for all disabilities, including assessment and evaluation of eligibility for Learning Disabilities (LD) support and accommodations and services (IIC3_15-EAC-Screenshot). In addition, EAC supports students with health conditions, physical, hearing, visual, psychological, and cognitive disabilities. Accommodations are determined by the EAC counselor based upon review of the student's individual needs and documentation of disability. Additionally, EAC has developed a robust collaboration with local disability services at high schools. Moreover, EAC has a full-time Alternate Media Specialist to help EAC students with the production, delivery, and end-user training of alternate media and assistive technology for students with disabilities.

The Counseling Department provides abbreviated and comprehensive educational plans according to students' declared majors. In addition to the online counseling sessions, students can access remote counseling support through the Counseling Department webpage (IIC3_16-OC-Counseling-Dept-Web), such as prerequisite clearances and excess unit requests. Due to the COVID-19 emergency order, counseling is fully available online and in-person. In March of 2020, the College responded quickly to the COVID-19 shelter-in-place order, which led to the campus

closure and transition to 100% remote online student support. This effort included student feedback (IIC3_17-Student-Needs-Survey) and immediate training for faculty and staff to move all instruction and student support to be accessible online. This was a monumental task to transition all services from in-person to online support, which required updating webpages to inform students on how to access support services online, as well as uploading all critical documents to student portal and webpage (IIC3_18-OC-Alerts).

Extended Opportunity Programs and Services (EOPS) has a physical space that allows students to check in with program staff regularly. When the shelter in place order was in effect, EOPS and CARE transitioned to weekly check-in meetings with their students, including monthly mental wellness check-ins via Zoom (IIC3_19-EOPS-CARE-Screenshot). Oxnard College promotes student success, provides students educational opportunities, and addresses the needs of students through the appropriate allocation of resources and established routines and procedures. At the height of the COVID-19 pandemic, Oxnard College increased its access to free food distributions to students in need through pickup and delivery events. Students could submit a remote form to receive access to food on campus or were referred by offices such as EOPS, Financial Aid, and Dream Resource Center.

Analysis and Evaluation
Oxnard College provides equitable access for its students through reliable student support services available on campus and online. To verify and ensure our services are equitable, we plan to reevaluate the program review process to verify student access through point of contact surveys and collecting data related to service unit outcomes. We have already begun the planning for capturing this data with our Office of Institutional Effectiveness. This commitment to the basic need of students demonstrated a student-centered approach in assisting our most vulnerable students who were negatively impacted by the pandemic and its ensuing impact on the local economy. These procedures will continue to be regularly assessed and adjusted to enhance student accessibility and ensure students have equitable access to services they need on campus and online.

IIC4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
Oxnard College provides a range of co-curricular programs and activities to enrich the student life experience outside the classroom and contribute to student success in alignment with the College's mission (IIC4_01-PR-Athletics; IIC4_02-PR-Student-Activ).

Co-Curricular Programs
Through the Office of Student Activities, students have opportunities to gain leadership experience by participating in student organizations and the Associated Student Government

(ASG). The Office of Student Activities (IIC4_03-OC-OSA-Website) provides a link between student clubs and organizations. The Office aims to provide learning experiences that stimulate and encourage social, cultural, and recreational interactions. For example, after the tragic murder of George Floyd, ASG organized events centered on social justice and anti-racism awareness (IIC4_04-ASG-Events-S20-F20) The College encourages students to find experiences that will challenge and support their learning. All these opportunities are provided through student club membership, decision-making in the ASG, participatory governance committee involvement, and leadership training and retreats. Students are part of the participatory governance experience at the College. For example, in Spring of 2020, Oxnard College moved to a "quad-chair" model for its Guided Pathway implementation workgroup which included a student, administrator, faculty member, and classified professional.

The Office of Student Activities holds the following events to engage students:
- Welcome Week – The Office of Student Activities in collaboration with student service departments provides opportunities for students to learn about various departments and resources available during the first week of classes. This includes "Welcome Tents" to provide students with campus maps, schedule of classes, list of campus resources, and treats and refreshments. The purpose of these events is to create a sense of belonging and support for new and continuing students.
- Activity Fair – Student clubs and organizations have opportunities to showcase their clubs to encourage students to be involved with extracurricular activities. This event also includes the various student service departments, Library Resource Center, and academic departments. This is a festive event to help students connect to student clubs, connect to academic and support services, and feel connected to the campus.
- Civic Engagement Activities – The Office of Student Activities promotes civic engagement through activities and events such as Constitution Day, Voter Registration Drives, and events related to learning about political and social issues.
- Cultural Activities – By working with cultural student organizations and faculty, the Office of Student Activities hosts a variety of cultural activities and events to promote an environment of diversity and learning.
- Food Pantry – The Office of Student Activities established a daily food pantry to support food insecure students. The in-person pantry operates all week, including evenings, and has expanded to include toiletries and feminine hygiene supplies. During the COVID-19 pandemic, Oxnard College provided a weekly food distribution to provide boxes of food products including fresh fruit and vegetables, canned goods, rice, beans, and other essential food items.

The ASG at Oxnard College is the representative student government for the College. It consists of the President, the Vice President, Secretary, Finance Director, Marketing Director, and Council Chair. Additionally, there are six Senators with various roles in ASG. The role of this organization is to empower the student voice on campus through active participation in participatory governance meetings, to increase club participation, and assist students in reaching their goals at Oxnard College. The ASG adheres to the ASG Constitution (IIC4_05-ASG-Constitution) and Bylaws (IIC4_06-ASG-Bylaws) to ensure that rules are followed.

The ASG and the Office of Student Activities support student organizations through the Inter-Club Council. The Inter Club Council (ICC) (IIC4_07-ICC-Policy-Manual) is an umbrella organization intended to coordinate and represent the consolidated cultural, educational, honorary, philanthropic, and social interests of the Oxnard College student body as they relate to the duties and obligations of the Associated Students of Oxnard College. To this end, the ICC is tasked with the preliminary screening and approval of all Oxnard College resources allocated to clubs, and with building democratic consensus amongst clubs. Through student clubs and organizations, students can develop their leadership, organization, time-management, and collaborative skills. Students are encouraged to create clubs that are aligned with their interests through the Oxnard College club chartering packet (IIC4_08-Student-Club-Forms).

The ASG monitors and approves its annual budget. Student clubs and organizations can be placed on the ASG to ask for funding for their events. All expenditures comply with the ASG Constitution and Bylaws to ensure that all funds are handled in a responsible manner. The Student Activities Specialist of Student Activities authorizes expenditures that are approved by a majority of the ASG Board which are approved during ASG meetings in compliance with Brown Act and Parliamentary Procedures.

In addition, the Office of Student Activities and the ASG have conducted student surveys to evaluate the effectiveness of co-curricular activities and enhance the campus life experience. During the pandemic, ASG worked collaboratively with Oxnard College's Institutional Effectiveness Office to develop and implement student surveys related to their preference for in-person or virtual services, need for technology, and need for basic need support (IIC4_09-OC-Student-Survey-S21). Based on College findings, many students suggested a need for reliable internet services. As a result, the College purchased wi-fi hotspots for students, including the purchase of additional laptops to better serve the needs of students. Student Activities also conducted a comprehensive social media campaign to keep students informed of campus services, events, and ways to connect with the campus during the pandemic (IIC4_10-Social-Media-posts). While some of the College was shut down due to the pandemic, ASG organized a series of free outdoor movie nights in the campus parking lot to maintain a connection to students and their families, including local community members. These movie nights were successful in creating a safe space for students to watch movies from their cars while enjoying free treats and refreshments.

Intercollegiate Athletics
Intercollegiate Athletics facilitates student success through sport to provide equitable opportunities for student-athletes and staff and offers eight intercollegiate sports consisting of men's and women's basketball, cross country, and soccer, women's softball, and men's baseball (IIC4_11-Athletics-Website). Athletics are aligned with the College's mission by enriching students personally. Student-athletes are served through a comprehensive orientation program and served by a dedicated educational advisor who actively tracks progress and success and intervenes as needed. Athletics recently hired a staff member to focus on the retention and success of student athletes. The student athletes are also involved in an annual meeting with the Athletic Director. This meeting is used to communicate expectations and standards of the

Oxnard College Athletic Department and each student athlete that represents the College. Student athletes annually review their Student Athlete Handbook and sign a document agreeing to its standards (IIC4_12-SA-Handbook). The Handbook outlines specific student support, including academic counseling, financial aid assistance, tutoring, and NCAA transfer requirements.

Oxnard College's Athletics Director is the College President's designee for athletics and ensures compliance with the following regulations and policies:
• Board Policy 5700 – Athletics (IIC4_13-BP5700)
• Student Athlete Code of Conduct (IIC4_14-SA-Code-Conduct)
• California Community College Athletics Association bylaws and policies
• Local Athletic Conference Regulations
• Submission of the annual Equity in Athletics Disclosure Act survey for the U.S. Department of Education (IIC4_15-EADA-Survey)

The College completes an annual Equity in Athletics Data Analysis (EADA) report that can be located by visiting the Oxnard College Athletic website (IIC4_16-EADA-Screenshot). This annual federal report shares the most recent information about the investment the College makes in intercollegiate athletics in areas such as budgets, travel, salaries, and participation.

Analysis and Evaluation
Oxnard College provides extensive co-curricular activities and athletic programs aligned with the College's mission and meet the needs of students.

IIC5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard
In alignment with the College mission statement, the counseling department facilitates student success and development by providing comprehensive academic, career, and personal counseling both virtually and in-person to accommodate the diverse student population. Students may be served by general counselors or categorical programs, if applicable. Counseling programs that serve special populations include Athletics, CalWORKs, CARE, EAC, EOPS, FYE, International Students, TRIO SSS, and Veterans. Counselors assist full-time and part-time students in the various stages of their academic journey at Oxnard College, both individually and through group counseling. Counselors help students clarify their path by supporting them in determining educational goals and developing and modifying plans to achieve those goals. There are various educational options, including earning AA/AS or AA-T/AS-T degrees, completing a Certificate of Achievement, transferring to a four-year institution with or without a degree/certificate, and/or successfully completing skills proficiency courses

both in the Career Education areas and English-as-a Second Language. In implementing a Guided Pathways framework, the counseling departments have restructured services to ensure that students identify a clear path, enter that path, stay on that path, and that learning is taking place. The online Program Mapper provides current and prospective students access to the College's areas of interest and the course planning sequence that leads to a certificate or Associate Degree (IIC5_01-Program-Mapper).

Oxnard College ensures all students have access to in-person and online academic and career counseling to support student development and success. The College employs 17 full-time counselors and ten part-time counselors. Counselors serve in the following areas: General Counseling (IIC5_02-OC-Counseling-Web), University Transfer Center, Career Center, categorical programs such as EOPS, CalWORKs, Educational Assistance Center, and Veterans Resource Center. Additionally, the following federal grants hired part-time counselors to serve students: First Year Experience Program and TRIO Student Support Services.
In addition to one-on-one counseling, the Counseling Department also offers counseling courses in career exploration and college success, to help students explore majors and pathways. Students can also participate in specialized workshops open to all students, such as Transfer Agreement Guarantee (TAG) workshops (IIC5_03-UC-TAG-Flyer-F21), CSU/UC Transfer Application workshops, Career Exploration, Probation and Dismissal, and Transfer 101 workshops (IIC5_04-TC-Workshop-Sched; IIC5_05-TC-Website). In the Fall of 2020, Oxnard College was awarded a Title V-Hispanic Serving grant to help support career and transfer initiatives on campus. This grant supports additional classified professionals and student workers (peer mentors) to help support the University Transfer Center and Career Centers.

Counseling Services
Oxnard College offers comprehensive counseling support services and programs to assist students through their educational journey both in person and online. The College's counseling services encourage students to explore potential majors and career pathways through academic and career counseling in the following activities/services:
- Virtual counseling sessions and online resource referral (IIC5_06-Starfish-Appt-System).
- Online New Student Orientation (IIC5_07-Online-Orientation).
- Student Education Plan (SEP) development (IIC5_08-Sample-EdPlan-DW).
- Classroom presentation to advise students about counseling resources and important deadlines (IIC5_09-Sched-Class-Pres).
- Academic probation counseling sessions and development of probation and dismissal workshops such as Academic Success Workshops (IIC5_10-AP-Workshop).
- All students are contacted each semester to schedule a counseling appointment before their enrollment date (IIC5_11-Email-Students-Sample).
- Placement of Oxnard College counselors at local high schools to create a pathway for students to college (IIC5_12-MOU-OUHSD).
- Dual enrollment workshops with students and parents.

Counseling services ensure students receive timely, useful, and accurate information about academic programs, including graduation and transfer requirements by providing information in the College catalog, posting information on the College website, targeted emails, and targeted text messages. Counselors support students through the development of electronic abbreviated and comprehensive Student Education Plans (SEPs). Once an SEP has been developed, students are able to view their electronic SEP through Degree Works. SEPs can be updated with a counselor in follow up appointments as needed.

In 2017, Counseling migrated to Starfish, which allows students to schedule appointments online instead of having to telephone or come to campus. In this same year, Counseling also transitioned from mainly drop-in counseling to scheduled same day in-person or remote appointments. Oxnard College established a 1st STEP (Success Through Entry Pathways) Center to help all new students with advisement on course selection, connection to campus resources, and guidance on self-placement recommendations based on AB 705 criteria developed by the ESL, Mathematics, and English departments. Students are no longer required to take an assessment for course placement. Students can use self-informed placement criteria and high school transcripts to select their placement in these courses and may consult with a counselor for recommendations.

Training and Professional Development
The District ensures that counseling faculty members meet minimum qualifications, and the College offers many opportunities for professional development. Each new counselor, regardless of full-time or part-time employment status, must take part in a comprehensive training process utilizing the New Counselor Training (IIC5_13-NCT-Canvas). The Counseling Department prioritizes ongoing training for all counselors and counseling interns.

Counseling Division Meetings include all counselors to review updates and train on best ways to serve students (IIC5_14-CD-Meeting-Agendas). Instructional faculty are often invited to attend Counseling Department meetings in order to share changes to their curriculum and how best to assist and refer students to their discipline pathways. Once per semester, the counselors attend a district wide counseling retreat to discuss programs at each of the colleges in the District, changes to software, or review changes to district wide policies.

Counselors partake in learning frequently in four primary ways: department meetings, division meetings, in-services, and flex days. Full-time counselors dedicate three flex days and part-time counselors dedicate 1–3 flex days (depending on their assignment load) each semester to increase knowledge in the counseling discipline, enhance their counseling skills, improve working relationships with students and staff, and/or enhance their physical and mental ability to perform their work.

Professional development and continuous training for Counseling faculty is a priority for the Division. Counselors are encouraged to attend training and conferences to learn about new updates to the University of California (UC) and California State University (CSU) pathway

requirements, such as UC's Ensuring Transfer Success conference and CSU's transfer conference. In addition, counselors participate in training focused on new state initiatives.

Counseling Courses
Oxnard College offers six for-credit counseling courses and three non-credit counseling courses, which focus on topics such as personal development, college success, career exploration, time management, study skills, critical thinking skills, stress management, emotional intelligence, and finding work life balance (IIC5_15-PG-CORs). Core counseling courses are offered each semester face-to-face, online, and at Oxnard College's partner high schools. Counseling faculty actively assess SLOs in all counseling courses to provide continuous improvement to course content (IIC5_15-PG-CORs).

Analysis and Evaluation
The College provides comprehensive counseling and advising services to meet the needs of the students in individual counseling sessions, workshops, and classes, both online and on campus. Faculty in the Counseling Department go through rigorous continuous training, in order to ensure that accurate and timely information is shared with students.

IIC6. The institution has adopted and adheres to admission policies consistent with its mission to specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. (ER 16)

Evidence of Meeting the Standard
Oxnard College is an open access institution. Admission to the College is open to high school graduates, those possessing a high school proficiency certificate or GED, and to any adult 18 years of age or older who may benefit from instruction. Minors may be permitted to take College courses as Dual Enrollment students. The intent of Dual Enrollment is to provide minors, who can benefit from advanced scholastic education, the opportunity to take college-level courses that are not available through their K–12 school or another educational alternative. High school students also have the option to take courses offered through the College and Career Access Pathways (CCAP) where the College has partnered with local schools to offer courses at the high schools (IIC6_01-CCAP-MOU; IIC6_02-Non-CCAP-MOU). Open access extends to all College facilities, services, and courses other than those with established prerequisites. All students, including distance education students, may register and pay their fees online.

As indicated in Standard II.C.3, the College's admissions policies are consistent with its mission to provide multiple pathways to student success and conform to parameters outlined in Title 5 and in VCCCD Board Policies. Specific steps, available on the College website (IIC6_03-OC-Admissions-Page) and in the College catalog (IIC6_04-Catalog-Admissions), are required for admission. These include:
1. Apply for Admission
2. Review and complete the English and Math Placement Recommendations

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

Each new student is provided a placement recommendation into English and Math courses based on multiple measures, including high school grade point average, coursework, and specific grades. In order to obtain priority registration, the student must also complete a new student orientation and complete an educational plan. After completion of 15 units, students are highly encouraged to have a comprehensive educational plan.

The educational planning tool DegreeWorks is used to help students plan, track, and select appropriate courses to meet their educational needs. Students' educational plans are created in DegreeWorks by academic counselors to assist students on mapping out coursework and requirements for their degrees, certificates, and transfer goals. The Starfish appointment system, which is utilized District wide, facilitates student advisement. Starfish allows instructional faculty to communicate academic progress concerns with students in their classes, identify resources that might be helpful to their success, and provide them with positive feedback on improved progress. Students also have access to Starfish which allows them to easily connect with their instructors, counselors, and student support services.

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

In addition, outreach and recruitment efforts are made to promote the admission requirements at the local high and middle schools. Students are informed in advance of the required steps that must be completed to enroll. Oxnard College's application acceptance period is consistent with the CSUs; the College's application acceptance period begins in October when the CSU application period is initiated to ensure non transferring students have the option to apply to the College.

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

IIC7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
Oxnard College regularly assesses its admissions processes, and placement tools and practices to validate their effectiveness while minimizing biases. The Admissions and Records Office

evaluates admission policies and procedures regularly. Administrative procedures are reviewed every 5 years and are updated when changes occur. The catalog is reviewed on a yearly basis to ensure the admission policies and procedures are current.

The District has several Board Policies (BPs) to ensure that admissions and placement practices are institutionalized with minimized bias. BP 5010 describes multiple categories of admissions requirements, including high school diploma or equivalent, age requirements, high school and other special admit students, and apprenticeships (IIC7_01-BP5010). BP 5015 defines "residency" in alignment with California Education Code and states that a student's residency classification shall be made at the time of application (IIC7_02-BP5015). BP 5052 states that all courses/classes are open to enrollment by any admitted students unless exempted by statute (IIC7_03-BP5052). BP 5055 states that the Chancellor shall detail enrollment priorities (IIC7_04-BP5055). BP 5055 assists in addressing equity issues and is detailed in the corresponding Administrative Procedure (AP) (IIC7_05-AP5055).

The District's APs correspond with BPs and provide details on the practices and instruments to be adhered throughout the District. AP 5010 describes in more detail who is admitted and states that the application and required forms must be submitted for proper admission (IIC7_06-AP5010). AP 5011 extends BP and AP 5010 to provide details on legislation, high school students' admissions, limitations on enrollment and enrollment steps, elementary and middle school students admissions, college classes on each campus, state apportionment, and CCAP (College and Career Access Pathways) (IIC7_07-AP5011). Similarly, AP 5012 extends the same BP and AP to detail steps to admission, F-1 transfer, eligibility, and fee requirements (IIC7_08-AP5012). To ensure compliance with state residency requirements, AP 5015 details the classifications, definitions, and determinations of residency, the rules for determining residency, the appeal and reclassification procedure, and defines non-citizens and the length of time and procedure for obtaining residency (IIC7_09-AP5015). AP 5055 describes groups for enrollment that are based on equity/access, Title V and the appeal process for priority enrollment.

The District evaluates BPs and APs on an ongoing basis primarily as the result of new or changing legislation and changes to Title 5. Dates where updates occurred are listed at the bottom of each BP and AP.

The only course placement instrument is currently used by the Spanish department to assess into which level of Spanish a student should enroll. The Spanish department reviews course success rates as part of their annual program review. The department discusses measures often to improve student placement and validate their effectiveness while minimizing biases. In Fall 2019, Oxnard College implemented AB 705, which included the use of new placement instruments designed to follow the default placement rules outlined by the CCCCO. The College's guided self-placement tools for math, English, and ESL are presented on the math (IIC7_10-Math-Dept-Web), English (IIC7_11-English-Dept-Web), and 1st-STEP Center (IIC7_12-1ST-STEP-Center-Web) page on the College website for use by students and counselors to identify the appropriate first course recommendations for new students. The College has

developed an ESL Guided Self-Placement (GSP) Survey (IIC7_12-1ST-STEP-Center-Web) for students to complete and help with course selection and registration in recommended courses. At the completion of the Guided Self-Placement Survey, students are informed that ESL courses are not considered remediation, and that they have the right to access transfer-level English courses. Students are recommended to see a counselor to review their GSP results prior to registering in classes.

Analysis and Evaluation

The institution regularly and systematically evaluates the assessment and placement instruments and practices through program review, district committees, and College workgroups. The use of these guided self-placement and multiple measures minimizes biases and maximizes the probability that students will complete the transfer level course within one year for English and math and three years for ESL. The English, ESL, and Math Departments collaborate with the Office of Institutional Effectiveness to evaluate whether placement recommendation tools prove effective at maximizing students' likelihood of completing transfer-level English and math within one year of their first course in the discipline.

IIC8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Oxnard College adheres to strict regulations and procedures for maintaining student records permanently, securely, and confidentially, and with provision for secure backup of all files. Pursuant to the Federal Educational Rights and Privacy Act (FERPA), the California Education Code (§76240 et. seq.), and the California Administrative Code Title 5, and Board Policy and Administrative Procedure 5040 Student Records, Directory Information, and Privacy (IIC8_01-AP5040), student records are maintained in a manner that ensures privacy of such records.

The Registrar is designated the College custodian of records and is responsible for the custody, processing, maintenance, and disposition of District student records. FERPA regulations are published in the College catalog and posted on the website. All College staff members adhere to federal and state laws, Board policies, and FERPA guidelines that define maintenance and classification of student records. Ongoing staff training ensures their proper handling. The annual FERPA notification regarding the release of student records is available on the Admissions and Records webpage, the college catalog, and students are sent the notice once per semester via email when they register for a class. Security access to edit or change data is assigned and monitored by the Registrar to protect data security. All College staff must complete the FERPA training offered by the Department of Education prior to being granted access to student data when they have a legitimate educational interest. In addition, all transcript requests require student signature. All counter service transactions require College identification or other form of identification (IIC8_01-AP5040).

In terms of storage, applications are submitted by students electronically, and all incoming transcripts are scanned and stored as electronic documents. When students apply to the College with paper applications, their applications are scanned into the College's OnBase document imaging system. Access to the database is limited to those designated by their managers. All paper documents received are scanned, and the physical documents are maintained in a locked vault and file cabinets. All documents are scanned into OnBase to ensure that a permanent backup of the student records is maintained. All archived transcripts have been scanned into our document imaging system for easy retrieval.

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

All student discipline records are maintained in Maxient. Access to these files is limited to authorized staff and can only be released to third parties with written authorization from the student in question.
Specialized or program specific information and records in departments including EOPS, EAC, CalWORKs, Financial Aid, and CARE are maintained by those departments. The files are stored in our document imaging system, in locked offices and cabinets, and access is limited to authorized staff in those offices. Any release of information must have an authorization for release form signed by the student. Financial Aid also stores documents in a locked vault and scans the documents into the document imaging system.

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

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

Conclusions on Standard II.C. Student Support Services
Oxnard College's Student Service Division supports the mission of the College by providing and ensuring equitable access to students regardless of location or means of delivery. Oxnard College Student Services uses annual and comprehensive program review, including Service Unit Outcome and Student Learning Outcomes processes, to evaluate services consistently and effectively with the goal of continuous improvement. Student Services' response to COVID-19 (Spring 2020 –current) campus closures have shown dedication, creativity, resourcefulness, and commitment to improving services to students in a wide variety of formats with a focus on

quality and equity-minded practices. For example, the College developed a comprehensive Basic Needs Center to help provide food distribution and housing referrals to vulnerable student populations and developed a Dream Resource Center to serve undocumented students and their families. The Office of Institutional Effectiveness and the Student Equity and Success Committee have supported Student Services departments with identifying and assessing outcomes for its student populations and have engaged staff in discussions about equitable outcomes for all student populations. Oxnard College provides robust intercollegiate sports and extracurricular activities, which are aligned with the College's mission. Student Services support student development, and student records are maintained in accordance with Board Policy and all laws and regulations.

Improvement Plan(s)
None

Evidence List
IIC1_01-SS-Org-Chart
IIC1_02-PR-SS-Sample
IIC1_03-SESC-agenda-grants
IIC1_04-OC-Counseling-Webpage
IIC1_05-Counseling-Remote
IIC1_06-Online-Orientation
IIC1_07-OC-Prereq-request-form
IIC1_08-grad-petition-process
IIC1_09-OC-Alerts

IIC2_01-SS-PR-Sample
IIC2_02-SS-Lead-Mtgs
IIC2_03-PR-Teams

IIC3_01-CCAP-Dual-Enr-Classes
IIC3_02-CCAP-MOU
IIC3_03-SS-Online-Services
IIC3_04-Apply-Enroll
IIC3_05-FinAid-Support
IIC3_06-Program-Mapper
IIC3_07-FinAid-screenshots
IIC3_08-Cash-Course
IIC3_09-OC-Foundation
IIC3_10-OC-Chatbot
IIC3_11-OC-FinAid-TV
IIC3_12-OC-FinAid-SAP
IIC3_13-OC-FinAid-Workshops
IIC3_14-Cash-for-College-Flyers

IIC3_15-EAC-Screenshot
IIC3_16-OC-Counseling-Dept-Web
IIC3_17-Student-Needs-Survey
IIC3_18-OC-Alerts
IIC3_19-EOPS-CARE-Screenshot

IIC4_01-PR-Athletics
IIC4_02-PR-Student-Activ
IIC4_03-OC-OSA-Website
IIC4_04-ASG-Events-S20-F20
IIC4_05-ASG-Constitution
IIC4_06-ASG-Bylaws
IIC4_07-ICC-Policy-Manual
IIC4_08-Student-Club-Forms
IIC4_09-OC-Student-Survey-S21
IIC4_10-Social-Media-posts
IIC4_11-Athletics-Website
IIC4_12-SA-Handbook
IIC4_13-BP5700
IIC4_14-SA-Code-Conduct
IIC4_15-EADA-Survey
IIC4_16-EADA-Screenshot

IIC5_01-Program-Mapper
IIC5_02-OC-Counseling-Web
IIC5_03-UC-TAG-Flyer-F21
IIC5_04-TC-Workshop-Sched
IIC5_05-TC-Website
IIC5_06-Starfish-Appt-System
IIC5_07-Online-Orientation
IIC5_08-Sample-EdPlan-DW
IIC5_09-Sched-Class-Pres
IIC5_10-AP-Workshop
IIC5_11-Email-Students-Sample
IIC5_12-MOU-OUHSD
IIC5_13-NCT-Canvas
IIC5_14-CD-Meeting-Agendas
IIC5_15-PG-CORs

IIC6_01-CCAP-MOU
IIC6_02-Non-CCAP-MOU
IIC6_03-OC-Admissions-Page

IIC6_04-Catalog-Admissions

IIC7_01-BP5010
IIC7_02-BP5015
IIC7_03-BP5052
IIC7_04-BP5055
IIC7_05-AP5055
IIC7_06-AP5010
IIC7_07-AP5011
IIC7_08-AP5012
IIC7_09-AP5015
IIC7_10-Math-Dept-Web
IIC7_11-English-Dept-Wed
IIC7_12-1ST-STEP-Center-Web

IIC8_01-AP5040

Standard III: Resources

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

IIIA. Human Resources

IIIA1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Employees working for the Ventura County Community College District (VCCCD) must meet or exceed the minimum requirements for their positions as defined by the state of California and/or by the Personnel Commission. Consistent with Board Policy 7211 Minimum Qualifications and Equivalencies, both the Office of Human Resources (HR) and screening committee members evaluate candidates against minimum qualifications as part of the hiring process (IIIA1_01-BP7211). Corresponding Board Policies guide hiring processes for all other groups of employees (IIIA1_02-BP7230; IIIA1_03-BP7240; IIIA1_04-BP7250; IIIA1_05-BP7260).

Administrative Procedures on Recruitment provide detailed descriptions of hiring procedures and processes, including individuals responsible (IIIA1_06-AP7120-A; IIIA1_07-AP7120-B; IIIA1_08-AP7120-C; IIIA1_09-AP7120-D; IIIA1_10-AP7120-E). Classified staff are hired according to a standardized procedure presented in a flowchart included in the HR Tools resources posted on the HR website (IIIA1_11-Classified-HP).

The Personnel Commission establishes and updates job descriptions and maintains a classification plan that groups positions based on duties and responsibilities. Assignment types include regular, part-time, provisional, limited-term, and professional expert (IIIA1_12-Classified-HB-110).

The district recruitment and selection policies and procedures meet the requirements of the California Education Code and Title 5 of the California Code of Regulations. Job announcements state the qualifications applicants must possess and the steps involved in applying for positions. Job announcements also identify desirable qualifications as determined by program need and

include the requirement of understanding of and sensitivity to the diverse student population served by the College (IIIA1_13-AR-Tech-Post).

Job descriptions are drawn from a standardized bank of previously approved announcements, with the opportunity to add minor augmentations describing the unique location of the assignment or any specific courses an instructor might be expected to teach. Job descriptions for faculty include participation in department and division meetings to ensure that faculty members are aware of and engaged in identified goals and priorities of the institution (IIIA1_14-FT-Faculty-Post). Job descriptions for classified employees and classified administrators identify the required training and experience for the position, which may or may not include a minimum educational requirement (IIIA1_15-C-Management-Post).

The District posts job openings on the HR page of its website, as well as in numerous publications and electronic media, including the California Community College Registry, Chronicle.com, Professional Diversity Network, Higher Ed Jobs, EdJoin.com, Indeed.com, Collegecentral.com, LinkedIn and other specialized publications and websites that are related to the particular subject matter. Job announcements reflect the institution's mission and goals and include duties, responsibility, and authority (IIIA1_15-C-Management-Post).

Analysis and Evaluation
Qualified personnel are employed and have met minimum qualification requirements for all regular academic, classified, and management positions to ensure integrity and quality for programs and services. Beyond the minimum qualifications established by the state, for academic positions the faculty, along with their department chairs and deans, identify the discipline expertise required to fulfill the needs of the department. For classified positions, HR establishes minimum qualifications in consultation with experts familiar with the subject matter and services to be performed. For new classified positions, the Personnel Commission reviews the proposals to ensure the proposed positions are classified appropriately based on the needs of the organization. Hiring processes ensure that recruitments address the needs of the College's student population and are relevant to the College mission.

IIIA2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard
Faculty qualifications, as documented in the job announcements, include the state-established minimum level of subject expertise plus the department-identified preference for focus of subject discipline. Factors of qualification include screening for appropriate degrees (as established by the state's Minimum Qualifications), professional experience and/or discipline expertise (as appropriate to the position being filled), teaching skills, publications or other scholarly activities, and the unique skills that each candidate might bring to the position. Job

announcements for faculty include notification of the duties that the successful candidate will be expected to perform (IIIA2_01-Faculty-Posting; IIIA2_02-PT-Faculty-Posting). These include responsibilities related to curriculum and assessment of student learning outcomes.

A routine part of the initial screening process is review of submitted transcripts to ensure that candidates meet minimum qualifications. Committee members validate completion of this step on the Academic Prescreening Form (IIIA2_03-Academic-Prescreening). Beyond screening for minimum qualifications, screening committees also create interview questions, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting of the screening criteria (IIIA2_04-AP7211).

HR verifies the qualifications of recommended personnel in several ways. HR staff members review official transcripts and then verify these transcripts through a third-party agency (IIIA2_05-Degree-Verify). Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services.

Analysis and Evaluation
The minimum and desirable qualifications for faculty are cited on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, scholarly activities, and teaching skills. These job announcements also include curriculum development and assessment of student learning as responsibilities. Transcripts documenting the required degrees must be submitted as part of the application process.

IIIA3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
As described and documented in III.A.1, degree and experience qualifications for all administrators and other employees responsible for educational programs and services are in compliance with the state's minimum standards for administrators. Desirable qualifications used to screen applications are determined based on the needs, goals, and priorities of the College. Qualifications necessary to perform duties stated in the job descriptions are first assessed during the paper screening process of applicants and further assessed during the interview process in accordance with AP 7120-B and AP 7120-C (IIIA3_01-AP7120-B; IIIA3_02-AP7120-C).

As with full-time faculty positions, the use of a trained screening committee facilitator is the primary method used to ensure that hiring procedures are consistently applied for administrative hires. This is backed by verification of required degrees by HR and reference checks conducted by supervising administrators and reviewed by the director of employment services.

When filling a college president vacancy, and in a limited number of cases, executive recruiting firms are sometimes used to broaden the pool of qualified applicants. These firms may also be used to conduct the preliminary reference checks for review and further follow-up by the chancellor and/or the Board of Trustees.

Analysis and Evaluation
The District ensures that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform their duties through verification of appropriate degrees, through screening interviews by both a representational committee and the college president or chancellor, and through reference checks.

IIIA4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
As faculty, administrators, and other employee positions are filled, screening committees review applications to ensure that all earned degrees are from accredited institutions recognized by the United States Department of Education. Candidates submit official transcripts as part of the application process. Candidates possessing degrees from foreign institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services (IIIA4_01-NACES).

When questions related to equivalency arise, a District Wide Equivalency Committee (DWEC) is convened to review the application documents and make a decision regarding the faculty qualifications (IIIA4_02-AP7211). The committee includes an Academic Senate President and discipline faculty from each College.

Analysis and Evaluation
Candidates for positions are required to submit evidence of degrees from colleges or universities accredited by agencies recognized by the United States Department of Education. Foreign transcripts are recognized only if an agency recognized by the National Association of Credential Evaluation Services as being equivalent.

IIIA5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard
Evaluation procedures for faculty and classified staff are stipulated in the faculty and classified collective bargaining agreements (IIIA5_01-AFT-CBA-Art12; IIIA5_02-SEIU-CBA-Art7). Tenured

full-time faculty are evaluated every three years. Non-tenured full-time faculty are evaluated at least once per year until tenure is awarded, typically in year four. Part-time faculty are evaluated once during the first semester of employment, and at least once every three academic years thereafter. New hourly faculty members are typically evaluated each of the first four semesters they teach for the college to provide mentorship and to ensure that retained part-time faculty are an asset to the department and support student learning.

Probationary classified employees are evaluated three times during their six-month probationary period (at 2, 4, and 5 ½ months), and then once per year thereafter. For classified employees with a one-year probationary period they are evaluated at the end of 4, 8, and 11 ½ months.

The specific performance evaluation process for each bargaining unit in the District is negotiated. As a result, different evaluation criteria are used for different employee groups. For example, classroom faculty are evaluated on fifteen criteria (IIIA5_03-AFT-CBA-Art5). Processes in the case where improvement is needed are defined in the collective bargaining agreement.

In contrast, classified employees are evaluated on seven criteria. The evaluation process for regular and probationary classified employees is outlined in the classified collective bargaining agreement (IIIA5_02-SEIU-CBA-Art7). The evaluation tool includes the following components: work quality, work habits, working relationships, demonstration of initiative and judgment, punctuality and attendance, safety, and communication. In the event that a work plan is developed for a classified professional, it is formal and identifies timelines for improvement and follow-up.

Administrators are evaluated on three primary criteria, communication, leadership, and administrative skills, and on the degree to which they are successful in attaining self- and supervisor-generated goals (IIIA5_04-FORM-A2). The process for evaluating administrative employees is outlined in human resources procedures (IIIA5_05-Admin-Eval-Process). This process applies to all administrators, with the exception of the Chancellor. It includes an online assessment tool, which is used to give administrators feedback from their peers, subordinates, and superiors regarding their work habits and relationships with other employees (IIIA5_06-Admin-Eval-Survey). Administrative evaluations are completed annually. Academic administrators who are performing at a satisfactory level or better are recommended for contract extensions by the Board of Trustees for an additional year on an annual basis. Evaluations for all employee groups are documented on standard forms (IIIA5_04-FORM-A2; IIIA5_07-FORM-A4; IIIA5_08-Classif-Eval-Form).

The goal of evaluation is to provide opportunities for continued development and growth as well as to confirm alignment with performance standards. Should an employee show a deficiency in any factor upon which he/she is being evaluated, the employee and his/her supervisor or evaluation committee must develop a performance plan with a timeline for improvement. For example, the faculty collective bargaining agreement states that should an employee receive a "Needs Improvement" or "Unsatisfactory" summary rating from two or

more evaluators, the evaluation committee must provide the employee with a written improvement plan that specifies what needs to be done in order to receive a "Satisfactory" on the next evaluation (IIIA5_09-AFT-CBA-Art12). The classified collective bargaining agreement also calls for a development plan for any performance areas that are found to be unsatisfactory (IIIA5_02-SEIU-CBA-Art7).

It is expected that all evaluations will be completed in accordance with stated intervals and within established timelines. Nonetheless, even though regular employees are evaluated either annually or every three years, there are infrequent delays in the completion of evaluations. Anecdotal data suggest that late evaluations are due to employee leaves, to manual processes, and to resource-intensive faculty evaluation processes. Current evaluation completion rates are documented in a spreadsheet (IIIA5_10-Classif-Eval-Status). In order to address the need for additional support in monitoring, tracking, and recording employee evaluations, Human Resources has established a new position whose responsibility includes the documentation of evaluation completions and following up when gaps are identified (IIIA5_11-HR-Specialist-Post). This technical role includes providing periodic updates of evaluation completion rates to the Vice Chancellor of HR, who then follows up with the Presidents with that information (IIIA5_12-Pres-FollowUp).

Analysis and Evaluation
The institution ensures the effectiveness of its human resources by evaluating all personnel at stated intervals. There are written criteria for evaluating personnel, including both performance of assigned duties and participation in institutional responsibilities, and evaluations are formal, timely, and documented. Evaluation of personnel encourages improvement in order to most effectively support achievement of the college mission. At this time, the District has identified gaps in the completion rates, and has implemented a tracking plan to closely monitor future evaluation completions.

~~IIIA6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

IIIA7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard
The District maintains a sufficient number of qualified faculty with full-time responsibility to the institution as verified by annual Faculty Obligation Number (FON) reporting to the California Community Colleges Chancellor's Office (CCCCO) (IIIA7_01-CCCCO-FON-2021). From Fall 2019 to Fall 202 the District has exceeded the full-time FON in the Annual District FON Compliance

Reports (IIIA7_02-CCCCO-FON-3YRS). Full-time Equivalent Faculty and student-to-counselor ratios are negotiated and outlined in the Collective Bargaining Agreement (IIIA7_03-AFT-CBA-Art5-3-E). Additionally, Oxnard College exceeds its full-time Faculty Obligation Number (FON) (IIIA7_04-OC-FON-DCAS-10-21-21). The full-time and part-time faculty responsibilities assure the College meets the institutional mission and purpose.

The College uses its program review process, as described in Standard I, to develop the rationale and recommendations for additional full-time positions. For programs experiencing growth, requests for full-time faculty positions are included in annual program plans (IIIA7_05-ASL-PR).

Analysis and Evaluation
The College has adequate qualified faculty to support quality educational programs and services and fulfill faculty responsibilities, exceeding the Faculty Obligation Number. There are sufficient qualified faculty to contribute to achieving the College mission and goals through instructional, student support, and other service commitments.

IIIA8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard
AP 7120-E Recruitment and Hiring: Part Time Faculty outlines the hiring processes for part-time faculty (IIIA8_01-AP7120-E). All part-time faculty receive an orientation from Human Resources (IIIA8_02-PT-Faculty-Orientation). Ongoing guidance and oversight are provided by department chairs and deans, with support from discipline faculty. Typically, new part-time faculty are evaluated each of the first four semesters of their employment and receive detailed feedback using the prescribed evaluation form (IIIA8_03-Faculty-Eval-Form). Part-time faculty also have multiple opportunities to engage in professional development as part of their Flex obligation, which may be met by attending various scheduled professional development events (IIIA8_04-F21-Flex). They are also invited (but not required) to attend department, division, and committee meetings.

To orient and/or to remind part-time faculty of College procedures, District policies, and performance expectations, the Faculty Handbook is also available on the College website as a resource (IIIA8_05-Faculty-Handbook). Full-time faculty and department chairs and deans assist and guide part-time faculty in the development of course syllabi, assessment of student learning outcomes, and answer their questions about general College policies and procedures. In most disciplines, full-time faculty share course materials with their part-time colleagues to assist with their success in the classroom.

Analysis and Evaluation

The College has employment policies and practices for part-time faculty that provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time faculty into the life of the institution through participation in Flex Day activities, department/division meetings, and other trainings and activities.

IIIA9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Oxnard College has a sufficient number of staff to support the operations of the institution. The College uses program review data, goals, and plans as a foundation for prioritizing staffing. Departments submit Resource Requests to the Program Review Committee during the fall. Assigned committees review and rank those requests in connection with the results of the program review process. Ranked requests are forwarded to the Budget Committee. The Budget Committee reviews for reasonableness, and forwards affirmed recommendations to the College Planning Council (CPC). The CPC reviews the requests for alignment with college plans, and makes the final recommendation to the president. The president makes final decisions in consultation with the college Executive Council. Generally, replacing positions is prioritized over new positions unless significant, newly identified needs exist. Divisions and department rosters reflect coverage and the staff needed to support each program (IIIA9_01-DLL-Org-Chart).

When entirely new programs or departments are established on campus, via reorganization or new categorical funding, additional classified positions are established as appropriate to support the needs of that program, using the same classified hiring process (IIIA9_02-Classified-HP; IIIA9_03-Req-Est-New-Pos).

Analysis and Evaluation

Decisions to replace staff or to establish new staff positions follow a prescribed process and are strongly informed by student and programmatic need. The College prioritizes the positions most needed to support essential activities, including educational, technological, physical, and administrative operations. Staffing levels are sufficient to support these functions, and the annual classified staff prioritization process ensures that needed adjustments are considered each year.

IIIA10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

As of the fall 2022 semester, Oxnard College had 20 managers and supervisors. The reporting relationships of the institution's departments, programs, and services are documented in a

series of organizational charts that are posted on the College web page (IIIA10_01-OC-Org-Chart-Page).

Replacement administrative positions are routinely filled once notice is given of an administrator separating from the District (IIIA10_02-AP7120C). When new administrative positions are proposed, they must be approved by the college President. The Program Review process is how the need for an additional or new administrative position can be identified and shared with the College. Requests for new and replacement administrators document need and supporting information, including the organization chart to demonstrate how the position contributes to the unit (IIIA10_03-OC-Org-Chart). Each job description and corresponding announcement reflects the required minimum qualifications for educational administrator positions, as well as other knowledge, skills, and abilities needed for the role (IIIA10_04-Dean).

Analysis and Evaluation
Oxnard College meets the Standard. The College employs sufficient administrative staff to implement the institutional mission and goals, and it has a process for hiring qualified personnel. All administrators meet or exceed defined qualifications, and a review of needs is integrated into the annual program planning process.

IIIA11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
The District ensures that human resources information is readily accessible to all employees. All Board Policies and Administrative Procedures are publicly available in BoardDocs (IIIA11_01-BoardDocs-BPs; IIIA11_02-BoardDocs-APs). Current information regarding human resources policies and procedures is available online, including Personnel Commission rules and collective bargaining agreements (IIIA11_03-PC-Screenshot; IIIA11_04-CBAs-Screenshot). In addition, the District maintains an HR Tools resource that is available through the online employee portal. HR Tools is tailored to the needs of different employee groups. For example, staff can gain access to the forms needed to apply for a leave of absence, and managers can use their version of HR Tools to document the need for a new position (IIIA11_05-HRtools-Screenshot).

College and District administrators are expected to apply District policies in a fair and consistent manner and are evaluated in part on their equitable treatment of employees. If managers have questions, they may contact HR for advice and counsel. Managers are also trained through workshops on various human resources topics, including sexual harassment, mandatory reporter training, screening/selection committee training, progressive discipline, and laws associated with employee leaves (IIIA11_06-HR-Trainings).

If an employee believes he/she has been the subject of unlawful discrimination, he/she may file a complaint. In addition, if an employee disputes management's application of a personnel process that is defined by a collective bargaining agreement or by a Personnel Commission rule,

the employee may file a formal grievance. Grievance processes are spelled out in the collective bargaining agreements and in the Personnel Commission rules (IIIA11_07-AFT-CBA-Art16; IIIA11_08-SEIU-Art16; IIIA11_09-SECT270).

Employees receive information about personnel policies and procedures during their orientations and through periodic notices sent through District email (IIIA11_10-Classif-Orientation; IIIA11_11-Sample-Announcement).

Analysis and Evaluation
Established and electronically accessible policies and procedures ensure the consistent and equitable treatment of employees. Employees who feel they have been treated unfairly have both formal and informal venues in which to voice their concerns.

IIIA12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
The District is committed to diversity as evidenced by its Board Policy 7100 adopted on May 17, 2007. In addition, the District first adopted its Board Policy 3420 Equal Employment Opportunity in 2005, and last reviewed the policy on September 11, 2018. The Board of Trustees has also demonstrated its commitment to the principles of diversity as indicated in the District's mission, vision and values statements, the Board of Trustees District imperatives, and Board resolutions addressing and affirming its commitment to diversity and celebration of multiculturalism. (IIIA12_01-BP7100).

The VCCCD first adopted Administrative Procedure 3420 Equal Employment Opportunity (EEO) Plan on November 9, 2010. The EEO Plan was last reviewed by the Board of Trustees on September 11, 2018 (IIIA12_02-AP3420). Associated Board policies 3420 and 7100 were reviewed on September 11, 2018 and May 9, 2017, respectively. The focus of the plan is equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to the applicable Title V provisions of the California Code of Regulations. The plan also includes a complaint procedure in instances of unlawful discrimination, establishment of an EEO Advisory Committee, methods to support equal employment opportunity, and procedures for the dissemination of the plan (IIIA12_03-BP1200).

The EEO Advisory Committee consists of three faculty members (one from each college), three classified members appointed by Service Employees International Union, Local 99, and three administrators/managers/supervisors appointed by the Chancellor. The Committee reflects a diverse composition with regard to race, gender, disability status, belief, age, and national origin (IIIA12_04-VCCCD-Org-Chart). In addition, ex-officio members from the Human Resources Department serve on the Advisory Committee (Vice Chancellor of Human Resources, Director of Employment Services, and Director of Human Resources Operations). The Committee first met on December 16, 2014, and thereafter a minimum of two times annually. Since January 2020,

the EEO Advisory Committee has met on a monthly basis during the academic year. In Spring of 2021, the Committee embarked on revising the current EEO Plan and creating a robust implementation plan to execute and measure EEO initiatives.

HR advertises jobs on the District website and in a variety of electronic and printed mediums to ensure geographically broad and demographically diverse recruitments. Advertisements are typically listed in the California Community College Registry, Chronicle for Higher Education, HigherEdJobs.com, Professional Diversity Network, EdJoin.com, Indeed.com, Collegecentral.com, and LinkedIn. Additional sources are utilized as appropriate. In 2020, the District added diversity statements to all job postings to clearly communicate commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes our goals and values. (IIIA12_05-EEO-Advisory).

The District tracks gender and race/ethnicity data of current employees for the purpose of required reporting to the state. Human Resources reviews this data annually to assess trends in employment equity. Additionally, the District collects applicants' gender and race/ethnicity data, which is considered by human resources during selection processes to ensure a diverse pool of applicants.

Analysis and Evaluation
Through its policies and practices, the District and the College create and maintain appropriate programs, practices, and services that support its diverse personnel that seek to expand upon this diversity. Despite these ongoing efforts, however, ethnic diversity remains static in most employee categories, and gender diversity has fallen in the ranks of the administration. HR and the EEO Advisory Committee will continue to seek methods to enhance awareness of the organizational value of diversity, highlight diversity statistics, increase diversity training, and improve diversity hiring outcomes.

IIIA13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard
Each employee group has adopted its own code of ethics. The faculty have adopted the American Association of University Professors Statement on Professional Ethics (IIIA13_01-AAUP-Screenshot). Managers have adopted the American Association of Community College Administrators (ACCCA) Statement of Ethics (IIIA13_02-ACCCA-Screenshot).

The Board of Trustees maintains a district-wide code of ethics with an accompanying administrative procedure that provides examples of unethical behaviors, identifies what to do when ethical concerns are raised, and alerts employees of potential consequences for violations of the code of ethics (IIIA13_03-BP7205; IIIA13_04-AP7205)

Analysis and Evaluation
In addition to a Board-adopted policy and procedure regarding professional ethics, each employee group has adopted a supplementary code of ethics as appropriate to their profession.

IIIA14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
The College provides professional development for faculty, staff, and management through a variety of programs that have remained flexible and responsive to employees. Professional development activities are primarily organized and conducted by the Professional Development Committee (PDC) as well as a number of committees, departments, and individuals.

The PDC organizes the majority of Flex Week activities and other professional development workshops throughout the year (IIIA14_01-Flex-Week-F21; IIIA14_02-Flex-Day-S22). This group meets regularly and collects data on participants' evaluations of sessions, as well as recommendations for future sessions (IIIA14_03-Sample-Flex-Survey). Specialized courses are offered to faculty who wish to be DE-certified to teach online classes. Topics include online teaching strategies, best practices, and logistics of the district course management system (IIIA14_04-OTTCC-Syllabus). Participation in professional development activities is further supported through provisions in the collective bargaining agreements for full-time faculty to do extended study as part of a sabbatical leave (IIIA14_05-AFT-CBA-Art8-6).

The Classified Senate has also been active in organizing professional development activities for its membership (IIIA14_06-CS-PD-Sample). The classified collective bargaining agreement provides for up to 3.5 hours per week of release time for employees to take classes (IIIA14_07-SEIU-Art-11-21).

On a district wide level, the District Administrative Center has designed and implemented a series of professional development training sessions for all managers and classified supervisors. These sessions have included instruction on personnel practices, budget development, purchasing procedures, mandatory reporting for child abuse, working with a multigenerational student body and workforce, working in an environment with diverse personnel, conflict management, and sexual harassment training (IIIA14_08-VCCCD-Leadership-Aca). Business Services offers Banner Finance Training on a regular basis to employees responsible for managing a division budget, project or other cost center. (IIIA14_09-Banner-Training).

Analysis and Evaluation
Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities. Provisions in the collective bargaining agreements for

faculty and classified employees support participation in relevant training opportunities, including sabbaticals for full-time faculty and course-taking for classified employees. District workshops provide managers and supervisors with the training they need to perform their responsibilities as administrators.

IIIA15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

Evidence of Meeting the Standard

District personnel files and records are kept in a locked room and can only be accessed by HR staff. Any documents relating to the health of the employee (for example, tuberculosis test records) are kept in a separate file. Access to automated employee records is restricted, and only those HR employees who work with the system to perform their job tasks are granted system clearances.

Collective bargaining agreements determine the personnel file review process (IIIA15_01-SEIU-CBA-Art6; IIIA15_02-AFT-CBA-Art10). In accordance with the collective bargaining agreements and general employment practices, employees and their direct supervisors may review records, but by appointment only. When records are reviewed, an HR staff member must be present. In addition, employees may review their payroll and benefit records through their employee portal login.

Administrators maintain work files necessary to document employee performance issues between formal evaluation periods. These files are maintained in locked cabinets in the respective division offices and/or in the hard drives of password-protected office computers, and material contained in them cannot be used for personnel actions unless it is incorporated into a formal employee evaluation.

Analysis and Evaluation

Personnel records are maintained securely and confidentially. Employees are given the opportunity to review their personnel files upon request in the presence of HR staff members.

Conclusions on Standard III.A. Human Resources

The Ventura County Community College District and Oxnard College are committed to recruiting, orienting, training, and supporting faculty, staff, and administrators who are well qualified to support the mission of the institution. Equal Employment Opportunity provides the structure for recruitment processes. With the most recent revision to the Equal Employment Opportunity Plan, the District has refined and solidified EEO principles and processes. To ensure adequate support for student learning and support services, the District and College regularly assess employment levels. When emerging needs develop, formal processes exist to request new and replacement positions. Once hired, all employees have access to a range of professional development opportunities, including those offered in-person, online, and through the employee portal, in order to support employees' professional growth. Evaluation processes follow the terms defined in the respective collective bargaining agreements and in approved

policies and procedures. All personnel records, including evaluations, are maintained in a secure and confidential manner as required by law.

Improvement Plan
The District will provide ongoing support for fulfilling employee evaluation requirements through improved tracking and documenting of evaluation cycles and submissions.

Evidence List

IIIA1_01-BP7211
IIIA1_02-BP7230
IIIA1_03-BP7240
IIIA1_04-BP7250
IIIA1_05-BP7260
IIIA1_06-AP7120-A
IIIA1_07-AP7120-B
IIIA1_08-AP7120-C
IIIA1_09-AP7120-D
IIIA1_10-AP7120-E
IIIA1_11-Classified-HP
IIIA1_12-Classified-HB-110
IIIA1_13-AR-Tech-Post
IIIA1_14-FT-Faculty-Post
IIIA1_15-C-Management-Post

IIIA2_01-Faculty-Posting
IIIA2_02-PT-Faculty-Posting
IIIA2_03-Academic-Prescreening
IIIA2_04-AP7211
IIIA2_05-Degree-Verify

IIIA3_01-AP7120-B
IIIA3_02-AP7120-C

IIIA4_01-NACES
IIIA4_02-AP7211

IIIA5_01-AFT-CBA-Art12
IIIA5_02-SEIU-CBA-Art7
IIIA5_03-AFT-CBA-Art5
IIIA5_04-FORM-A2

IIIA5_05-Admin-Eval-Process
IIIA5_06-Admin-Eval-Survey
IIIA5_07-FORM-A4
IIIA5_08-Classif-Eval-Form
IIIA5_09-AFT-CBA-Art12
IIIA5_10-Classif-Eval-Status
IIIA5_11-HR-Specialist-Post
IIIA5_12-Pres-FollowUp

IIIA7_01-CCCCO-FON-2021
IIIA7_02-CCCCO-FON-3YRS
IIIA7_03-AFT-CBA-Art5-3-E
IIIA7_04-OC-FON-DCAS-10-21-21
IIIA7_05-ASL-PR

IIIA8_01-AP7120-E
IIIA8_02-PT-Faculty-Orientation
IIIA8_03-Faculty-Eval-Form
IIIA8_04-F21-Flex
IIIA8_05-Faculty-Handbook

IIIA9_01-DLL-Org-Chart
IIIA9_02-Classified-HP
IIIA9_03-Req-Est-New-Pos

IIIA10_01-OC-Org-Chart-Page
IIIA10_02-AP7120C
IIIA10_03-OC-Org-Chart
IIIA10_04-Dean

IIIA11_01- BoardDocs-BPs
IIIA11_02- BoardDocs-Aps
IIIA11_03- PC-Screenshot
IIIA11_04-CBAs-Screenshot
IIIA11-_05-HRtools-Screenshot
IIIA11_06-HR-Trainings
IIIA11_07-AFT-CBA-Art16
IIIA11_08-SEIU-Art16
IIIA11_09-SECT270
IIIA11_10-Classif-Orientation
IIIA11_11-Sample-Announcement

IIIA12_01-BP7100
IIIA12_02-AP3420
IIIA12_03-BP1200
IIIA12_04-VCCCD-Org-Chart
IIIA12_05-EEO-Advisory

IIIA13_01-AAUP-Screenshot
IIIA13_02-ACCCA-Screenshot
IIIA13_03-BP7205
IIIA13_04-AP7205

IIIA14_01-Flex-Week-F21
IIIA14_02-Flex-Day-S22
IIIA14_03-Sample-Flex-Survey
IIIA14_04-OTTCC-Syllabus
IIIA14_05-AFT-CBA-Art8-6
IIIA14_06-CS-PD-Sample
IIIA14_07-SEIU-Art-11-21
IIIA14_08-VCCCD-Leadership-Aca
IIIA14_09-Banner-Training

IIIA15_01-SEIU-CBA-Art6
IIIA15_02-AFT-CBA-Art10

IIIB. Physical Resources

IIIB1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard
The College regularly evaluates the effectiveness of campus physical resources through the Educational Master Plan, Facilities Master Plan, and Campus Use Development and Safety (CUDS) committee (IIIB1_01-CUDS-Minutes5-1--22). CUDS is a participatory governance committee that meets monthly to monitor and discuss campus use and development, facilities, and safety concerns. The CUDS monthly meetings have standing agenda items for personnel and students to address safety concerns on campus (IIIB1_02-CUDS-Agenda5-10-22). Space utilization reports are regularly submitted to the state and a comprehensive analysis is conducted at least every ten years through the Facilities Master Plan process.

Projects that support campus access, safety, security, and promote a healthy learning and working environment are provided below:

- Conversion of 98% of outdoor lighting to LED for streets, parking lots and walkways with LED lighting for improved campus visibility.
- Conversion of 100% of classrooms to LED lighting. Balance of LED lighting conversion project consists of offices and public spaces to be completed as funding allows.
- Retrofitting classroom door hardware to prevent intruders from accessing students.
- Restroom renovations at Gym Lobby and Condor Hall and Art + Design Complex.
- Athletic field's renovation for safety.
- Numerous sidewalk repairs and replacements to eliminate trip and fall hazards.
- Annual tree maintenance program to reduce risk of falling limbs and tree blow downs.
- Combined and renovated classrooms LA 4 and 5 to create a new large Physics Lab.
- Renovated classroom OE-11 and created the Bistro, a training dining room for the Culinary Arts Program.
- Renovated classroom LS-1 to create a general-purpose Science Lab.
- Replaced flooring and seating in lecture rooms LA-6, LS-8, and LS-16.
- Misc. Flooring projects including LS-1 through LS-7, PE Classrooms PE-6 and 7, CDC CR-1 and ASG.
- Student Services Building (SS). Completed in 2009
- Performing Arts Building (PAB) including 400-seat auditorium, Conference Center, and CCTV training studios. Completed in 2010.
- Library and Learning Resource Center (LLRC). Completed in 2012
- Construction of new state of the art Dental Hygiene Bldg. Completed in 2016.
- Modernization of current Condor Hall (old LLRC Bldg.) including the modernization of 5 existing classrooms and 2 sets of student restrooms, the addition of 6 classrooms and 1 set of student restrooms, and open areas for student gathering and studying. Completed in 2017.
- Installation of a Demand Response electrical battery back-up system. Completed in 2016.
- Campus Wide Emergency Notification System. Complete in 2020.
- 1,232.19 kW Solar Project – 98% Complete
- Art + Design Complex – Project currently underway, replacement of last original building on campus. Scheduled completion – Start of Spring Semester 2022.
- Fire Technology Apparatus Building Project – Project currently underway, replacing existing Apparatus Bldg. and training area that were included in a sale to Ventura County Fire Dept. Project completion estimated early 2022.
- Converting existing turf areas to native plant areas to conserve water, provide habitat for Monarch Butterflies and indigenous animals and reptiles. This is a win, win, win project in that it is the environmentally right thing to do, it saves maintenance labor and before the pandemic the College was able to host several local elementary schools in planting days to educate school age children the advantages of helping improve the environment and air quality through a grant from the Federal Fish and Wildlife Dept.

- Repair and upgrades to PE Building Fire Alarm System. Completed in 2019.
- Campus Wayfinding Signage. Completed in 2020.

Inspections are done by public agencies such as the City of Oxnard Fire Department, Ventura County Fire Department, City of Oxnard and Camarillo Public Works Departments, Ventura County Department of Health, Ventura County Department of Vector Control, Ventura County Environmental Health, Ventura County Stormwater Protection District, and the Air Quality Management District (AQMD) also conduct inspections of college facilities. (IIIB1_03-Outside-Agencies).

In March 2020, the COVID-19 pandemic created new health and safety concerns for Oxnard College and the District. The Emergency Preparedness committee along with the College and the District leadership worked together to address new safety regulations. The College and the District, with the guidance of the Ventura County Health Department, developed an effective process to ensure that excellence in teaching and learning continues in the midst of the COVID-19 pandemic. Specialty Projects brought about by the COVID-19 Pandemic include the following:

- Limiting access to the main campus to three student staff check-in locations by fencing perimeter of main campus.
- Replacing standard HVAC filters with MERV-13 (HEPA Filters) at approximately 98% of campus buildings, with the exception of portable buildings such as Condor Middle College and Classrooms 7 and 8 at CDC.
- Cleaning out 100% of HVAC ductwork on permanent buildings.
- Installing UV lighting at all HVAC units in all permanent buildings.

Analysis and Evaluation

Oxnard Colleges facilities, maintenance and operations assures safe and sufficient physical resources at all locations where it offers course programs and learning support services. The organization ensures that all facilities are safe and sufficiently constructed according to current federal, state, and local codes at the time of project design and construction. These include the Division of State Architect (DSA) and/or California Uniform Building Code (UBC) standards; the National Electrical Code (NEC); California Electric Code; California Fire Code; California Plumbing Code; California Mechanical Code; Occupational Safety and Health Administration (OSHA); and Americans with Disabilities Act (ADA) standards. Construction, maintenance, and facility repairs are made to comply with these standards to assure safe and accessible facilities. (IIIB1_04-FT-Apparatus-Bldg).

IIIB2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Physical resource planning overall is governed by an EMP (most recently Spring 2021) (IIIB2_01-OC-EMP), Facilities Master Plan (IIIB2_02-OC-FMP), and Technology Master Plan (TMP) (IIIB2_03-OC-TMP). The EMP defines the institution's mission and establishes goals and objectives for realizing the mission through its programs and services. The FMP and TMP includes extensive analysis of existing physical resources and their utilization, identifies physical and technological resource needs in relation to the college mission and program and service goals identified in the EMP, and outlines a long-range facilities plan.

Ongoing physical resource needs of programs and services are identified through the program review cycle overseen by PRC (IIIB2_04-PGM-PRC-Charge) and associated Participatory Governance Committee (PG) discussions. CUDS, which includes program representatives, facilities staff, and college administration staff, reviews physical resource needs monthly and makes recommendations to the College Council (IIIB2_05-PGM-CUDS-Charge). Weekly facilities planning meetings ensure follow-through on identified need. Examples of follow-through on articulated program and service needs are construction of new facilities at the Fire Academy to meet accreditation needs (IIIB2_06-FT-Apparatus-Bldg) and physical resource maintenance and upgrade in response to the COVID pandemic, including fencing and HVAC retrofitting.

Analysis and Evaluation

Oxnard College has robust procedures for ensuring that its physical resources are managed effectively. Long-range planning is provided by the EMP and FMP, both of which are developed with input from stakeholders across the College. The collaborative nature of this process also characterizes immediate and near-term physical resource planning, with program review and Participatory Governance Committee meetings providing many opportunities for correlation of articulated needs and facilities planning. The correlation of our educational mission and program needs with facilities planning is evidenced by recent construction of new teaching facilities for Dental Hygiene Program (completed Fall 2016). The replacement of aging and inadequate facilities has supported the growth of this program, now recognized with a 2021 Bellwether Award.

IIIB3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Oxnard College uses utilizes participatory governance committees for monthly review and effectiveness of facilities and equipment including PRC, the CUDS, the Budget Committee, and the Technology Effectiveness Committee (TEC). In PRC, Program Reviews are used to better understand and evaluate the effectiveness of physical resources in supporting institutional programs and college services, and to determine the College's greatest facility needs. Each academic department and service program submits its requests for equipment and upgrades annually. All facility requests submitted through the program review process are reviewed, analyzed, and prioritized by the CUDS, and then referred to the Budget Committee, which then

make recommendations to CPC. (IIIB3_01-PGM-CUDS-Charge). In TEC meetings members evaluate and assess staff and faculty technology needs (IIIB3_02-Adoption-Budget-21-22).

Taking program review data, space utilization data, and projected program needs into account, the Facilities Master Plan outlines plans for new and replacement buildings, including state-funded projects and those funded by local bonds. Examples of this process can be found in the Capital Projects Fund (4xx) page 99 of the budget book, which includes 412 State Scheduled Maintenance, 415 Redevelopment Agency, 417 Non-Resident Student Capital Outlay, 419 Locally Funded Projects, 44x/451 Technology Refresh, and 43xx Bond Projects (IIIB3_03-OC-FMP). All building plans include numerous assessments, including both the college bi-annual Seat Occupancy Report and Event Schedule, analyzing and planning for impacts on noise, traffic, the environment, and other considerations (IIIB3_04-Facilities-Bldg-Analysis). The Five-Year Capital Building Plan including Initial Planning Proposals (IPP) and Final Project Proposals (FPP) track and assess this process.

Analysis and Evaluation
Oxnard College plans and evaluates its facilities and equipment on a regular basis using many different campus stakeholders. Utilization data, program review data, and facilities assessments are all utilized in the FMP to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services.

IIIB4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
The Facilities Master Plan (FMP) (IIIB4_01-OC-FMP) serves as the comprehensive planning tool for long-range capital planning. Needs expressed in the FMP are prioritized by the college's participatory governance committees, especially CUDS, Budget Committee, and CPC. Project requests and capital purchase requests are included in the Program Review process. Program reviews are administered through PRC, and related resource requests are ranked by the committee or group appropriate to the request (IIIB4_02-Res-Req-Flow-Chart).
Through the District, the College also completes a five-year capital plan (IIIB4_03-Dist-5-Year-Capital-Plan) on an annual basis, as recorded in the state's Fusion system. The College follows several avenues in its approach to securing facilities, maintenance (for total cost of ownership), and capital funding. Funding sources include local bonds (e.g., Measure S), Certificates of Participation, Foundation contributions, state funding (as represented in Fund 412 of the budget) (IIIB4_04-Adopt-Budget-21-22-pg99), and local funding through the Infrastructure Funding Model (as represented in Fund 113 of the budget) (IIIB4_05-Adopt-Budget-21–22-pg77).

An example is the College Dental Building Project funded through the Measure S Bond. College committees are anecdotally aware of the financial implications of facility/capital projects. Many costs of facilities expansion are not readily apparent at the start. Costs of environmental impact compliance and fees associated with various mitigation requirements are

high as well. In general, new facilities and capital equipment impact the institution in energy usage, supplies, maintenance, and staff needed to support the buildings and equipment. These in turn compete with older buildings and equipment for scheduled maintenance funding. Large capital improvements require technical support and eventual replacement. The college is addressing total cost of ownership in these ways. The Budget Committee (in conjunction with CPC) will define Total Cost of Ownership (TCO) for college-level use. The college will create a tracker showing all capital equipment owned, the age of the equipment, the annual maintenance cost, the cost to replace the equipment, and any other element of TCO as identified by the Budget Committee. In addition, the Budget Committee and CPC will review facilities information (age, maintenance records, cost of annual maintenance, and other information as determined by the committees). Further, the Budget Committee and CPC will establish an equipment replacement request form. Decisions for new capital spending and replacement spending will be aligned with the Facilities Master Plan (FMP), the EMP, and any other appropriate planning document. The Budget Committee, CUDS, and CPC will review on an annual basis the effectiveness of long-range planning in advancing the college's improvement goals.

Analysis and Evaluation
Oxnard College meets the requirements for linking long-range capital plans with institutional goals and assesses future funding needs through the state-established system. The college has established funding models to support infrastructure and capital needs. Refinement is needed linking TCO to project proposals and existing capital equipment. The college will have refined systems in place by academic year 2022–23.

Conclusions on Standard III.B. Physical Resources
The College effectively uses its physical resources to achieve its mission and to improve academic quality and institutional effectiveness. Physical resource planning is integrated with institutional planning processes at the College and District to ensure that College programs and services are supported. Long-range capital projects at the College are linked to institutional planning processes and strategic goal setting at the District level with building and renovation plans guided by the College's mission, vision, and values. Oxnard College and the Ventura County Community College District meets or exceeds all requirements for Standard III.B.

Improvement Plan(s)
Refinement is needed linking TCO to project proposals and existing capital equipment. The college will have refined systems in place by academic year 2022–23.

Evidence List
IIIB1_01-CUDS-Meeting-Minutes5-10-22
IIIB1_02-CUDS-Agenda-Meeting-Agenda5-10-22
IIIB1_03-Outside-Agencies
IIIB1_04-FT-Apparatus-Bldg

IIIB2_01-OC-EMP

IIIB2_02-OC-FMP
IIIB2_03-OC-TMP
IIIB2_04-PGM-PRC-Charge
IIIB2_05-PGM-CUDS-Charge
IIIB2_06-FT-Apparatus-Bldg

IIIB3_01-PGM-CUDS-Charge
IIIB3_02-Adoption-Budget-21-22
IIIB3_03-OC-FMP
IIIB3_04-Facilities-Bldg-Analysis

IIIB4_01-OC-FMP
IIIB4_02-Res-Req-Flow-Chart
IIIB4_03-Dist-5-Year-Capital-Plan
IIIB4_04-Adopt-Budget-21–22-pg99
IIIB4_05-Adopt-Budget-21–22-pg77

IIIC. Technology Resources

IIIC1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The organizational structure of Institutional Technology outlines staffing support to address varied technology needs district wide (IIIC1_01-OC-Org-Chart). District support for administrative systems, software, and network infrastructure is organized under the Associate Vice Chancellor of Information Technology. The District Information Technology team consists of a Director, Software Applications and Development, four Programmer Analysts, two Network Administrators, two System Administrator/Webmasters, one Database Administrator, one IT Support Specialist, one IT Support Assistant, one Information Security Analyst, and two System Administrators. Since the previous ACCJC accreditation cycle, the College has established a greater level of autonomy in the area of Information Technology decision-making by creating a management leadership position that oversees technology related matters on campus. This position reports to both College and District leadership (IIIC1_01-OC-Org-Chart).

To maintain a collaborative approach on technology-related matters on campus and allow for regular assessment and allocation recommendations regarding technology needs, the District has established a set of participatory governance technology committees related to instructional and administrative technology. These groups meet monthly and assist in the prioritization of technology projects and initiatives (IIIC1_02-VCCCD-PG-Handbook). The College has also formed its own Technology Effectiveness Committee (TEC) which focuses on the enhancement and development of technology needs across campus (IIIC1_03-OC-PGM). The Information Technology Services (ITS) Department participates in an annual integrated

program review process. Additionally, the department provides a comprehensive report on the three-year program review cycle (IIIC1_04-Program-Review-Cycle). Resources, personnel, and equipment are requested as needed during the review process and submitted to various constituent groups for review and consideration by the College leadership and President. This process has allowed the ITS department to grow in terms of equipment and human resources over the past several program review cycles, in order to serve the expanding technology needs of the College (IIIC1_05-PR-Res-Req-Approved).

The Infrastructure and Technology Refresh funding model allows the College and District to maintain and implement technology infrastructure, equipment, and software in a thoughtful and planned manner (IIIC1_06-Tech-Refresh-Infrastructure). The District Technology Strategic Plan and the College Technology Master Plan provide direction and guidance in the form of high-level multi-year organizational plans that are connected to the College's EMP (IIIC1_07-OC-TMP).

The California Community College's State Chancellor's Office maintains and/or provides access to many services and tools that are common across the state, which are critical to the operation and function of the College, including the following: online learning management system, library management system, Starfish, and internet service. The CCC TechCenter and Accessibility Center offers support and services to our colleges in order to meet system-wide security and access requirements. (IIIC1_08-CVC-OEI-CCCC-TechCenter).

Between 2020 and 2022, the ITS Department implemented two additional significant initiatives to address student, program, and college needs. In 2020, the District completed the implementation of an Emergency Notification System (ENS) districtwide. This system includes speakers with displays in hallways and classrooms on campus and is intended to help keep staff, faculty, and students safe during emergencies on campus. The second project has been ongoing for two years, accommodating myriad needs that have arisen due to the COVID-19 pandemic. This includes the purchase and provisioning of thousands of loaner laptops for students and employees in addition to free loaner internet hotspots for students, installation of HyFlex systems in many classrooms, and purchase of various software and hardware to support remote and/or physically distanced learning. The Oxnard College Tech Bar is a customer-facing technology hub which provides access to devices and basic instruction and assistance with technology and distance education tools (IIIC1_07-OC-EMP-TMP).

Analysis and Evaluation
In collaboration with the VCCCD Information Technology department, technology services are provided and maintained at a standard that surpasses the necessary requirements to offer high quality online and in-person instruction while effectively conducting business and providing services to students in a timely and efficient manner. The College's Technology Master Plan and the District Strategic Technology Plan ensure that the College and the District continue to focus on long-term plans and goals in the areas of technology and technology infrastructure. The technology-related funding models provide the necessary resources to complete the projects and elements of the goals that are identified in the organizational plans, while the participatory

Technology Effectiveness Committee provides a collaborative venue for decision-making at the College and District wide level to ensure adequate support of operations, services, and programs.

IIIC2. 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.

Evidence of Meeting the Standard

The District provides a three-year Strategic Information Technology plan and an ongoing Administrative Technology Advisory Committee to guide and support college initiatives (IIIC2_01-Three-Year-SIT-Plan; IIIC2_02-AT-Advisory-Committee). CUDS and TEC are responsible for the prioritization of technology resource requests that are submitted during the program review process; additionally, these groups are used as a forum to discuss network infrastructure, technology refresh, and other major technology related projects and initiatives (IIIC2_03-CUDS-TEC-Agenda; IIIC2_04-OC-TMP). The Technology Master Plan provides direction for the College's long-term strategic technology goals and the current revision provides a ten-year plan with an annual review of goals and objectives. The Technology Master Plan workgroup is currently in the process of updating the plan and submitting a survey to students, and the final draft of the plan will cover the period of 2021-2031. The College's inventory list of computers and equipment is used to identify older equipment in need of replacement (IIIC2_05-SCCM-Inventory).

The College performs Program Reviews on an annual basis. During the review process, departments identify specific technology needs. All technology requests submitted through the Program Review process are submitted to the TEC for review and prioritization (IIIC2_06-TRAWG-Workgroup-Charge). Once the requests are prioritized, funding sources are identified and a plan to acquire, implement, and maintain the technology is created.

The District provides additional centralized support to the college. This includes daily security meetings, weekly change control, and a standing monthly service window used to upgrade systems (IIIC2_07-DAC-Centralized-Support). Examples of planned projects coordinated with the District include supporting and implementing software systems and applications (e.g., Canvas, Starfish, Courseleaf CIM, and CATm, etc.) and replacing our district wide telephone and email systems, Wide Area Network and circuits, firewalls, and web-based portal.

In 2020, the District also completed the redesign of websites for the District and all three colleges. This project included content migration from an older version of the web content management system to the latest version. The project encompassed the integration of crucial support components for student success, general information, and program discovery, including Ocelot Chatbots and California Community Colleges Concentric Sky Program Pathways Mapper (IIIC2_08-Screenshots-Chatbots; IIIC2_09-OC-Program-Mapper).

Analysis and Evaluation

The College, in collaboration with the District, continuously plans for, updates, and replaces the College's technology and infrastructure to provide faculty, staff, and students with the hardware, software, and infrastructure needed to fulfill the College's mission, operations, programs, and services. The College utilizes defined processes and procedures to identify and prioritize technology needs. The ranking process as a part of the program review cycle supports regular assessment of technology needs and allocation of resources most congruent with the college mission and specific program and service needs. All funded technology requests which are ranked in the Program Planning and Program Review process can be viewed on the college website.

IIIC3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The District has Board Polices and Administrative Procedures that provide a roadmap for day-to-day operations and internal controls in compliance with state and federal laws (IIIC3_01-BP3720; IIIC3_02-AP3720-A; IIIC3_03-AP3720-B; IIIC3_04-BP3721; IIIC3_05-AP3721).

College employees are required to use network shared folders, SharePoint, and OneDrive to store and share files. Network shared folders and files are backed up on a nightly basis (IIIC3_06-Sample-Nightly-Backup). Access is secured using active directory security groups, multi-factor authentication, and data loss prevention tools to restrict unauthorized access to sensitive data. The District utilizes Palo Alto firewalls to restrict unauthorized access to networks (IIIC3_07-Palo-Alto-Firewall). Specific College and District personnel are authorized to use a virtual private network (VPN) connection to the District network for work from off campus. Amazon Web Services App Streaming technology was implemented to support all employees working from home during the pandemic. Access to this secure environment also requires multi-factor authentication and has additional security controls in place. Each College and the District Administration Center utilize redundant internet circuits and Intelligent Management Center software to assist in the management of its campus network (IIIC3_08-Intelligent-Management-Center). Environment monitoring and uninterruptable power supplies are deployed in data and server rooms on campus. NetBotz environmental monitoring devices provide 24/7 alerts for power and temperature management (IIIC3_09-TrendMicro-Anti-Virus).

All College and District-owned computers run TrendMicro Antivirus end point protection software (IIIC3_10-NetBotz). An IT technician at the College is assigned to monitor the TrendMicro console, and console alerts are used to quickly identify infected machines and push out remediation measures.

Each College is also part of the district wide Disaster Recovery Plan (IIIC3_11-DAC-Disaster-Recovery-Plan). Some District wide servers are hosted at Moorpark College, with

mirroring/replication to the disaster recovery servers at Ventura College and Oxnard College. If a catastrophic event occurs at one college, the campus data will be recoverable from the remote disaster recovery site within three days.

Analysis and Evaluation
The College and District use a multi-tiered approach to ensure reliable technology access with a focus on accessibility, safety, and security. Reliable access to technology is maintained in conditions that ensure the safety and security of the data generated by College and District operations. Multiple failsafe measures have been established to ensure that databases are maintained securely and that they continue to operate in a virus-free environment. An ongoing commitment to computer and network safety, security, and access has been established and is maintained.

The District IT Department and the College Technology Services Department are in the process of undertaking implementation of encryption for enhanced security, including hard drives and removable media, implementation of enhanced monitoring systems to detect and prevent security vulnerabilities and intrusions, improvement of disaster recovery procedures for critical applications, and provision of secure cloud storage for District-related use by employees. In addition, they will continue to provide formal security awareness training program for all users.

IIIC4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard
Instructional design and Canvas Learning Management System (LMS) training is integral to the success of students who are taking classes online. Instructional Technology Designers provide multiple opportunities throughout the year for student and faculty training (IIIC4_01-Canvas-Trainings). Additional support services include help desk operations, FAQs, and online tutorials (IIIC4_02-ITD-Canvas-Shell).

Faculty teaching online or web-enhanced courses go through a formal training process to be certified to teach online (IIIC4_03-OTTCC-Syllabus). The training schedule can be found on the DE webpage (IIIC4_04-OTTCC-Schedule). Regular and ad-hoc on-campus system and software application workshops and online training are available to faculty, staff, and administrators, and the Cornerstone Learning Management System has been implemented to provide ongoing access to professional development (IIIC4_05-Cornerstone-Screenshot).

In addition, the College hosts annual Flex Week training sessions for faculty and staff (IIIC4_06-Flex-Week-Agenda). These live training sessions cover a wide range of technological solutions that are used by faculty and staff at the College. Training is also regularly offered to employees responsible for maintaining college websites (IIIC4_07-Drupal-Training). A full list of training opportunities related to technology resources is shared as part of the District Training Calendar (IIIC4_08-DAC-20-21-Training).

In Spring of 2022 the College created the Tech Bar (IIIC4_09-Tech-Bar-Website), which is a customer facing point of contact where technology tools and equipment are distributed to students, faculty, and employees. The information technology staff that service the Tech Bar are trained to provide assistance and guidance in the support and use of the College's technology. Additionally, faculty are able to schedule with the Tech Bar the delivery of technology resources for classroom uses in support of technology rich classes. These resources may include a laptop cart, public address system, HyFlex and other remote learning tools. The one stop shop is available to answer technology related questions and provide assistance directly to students with our online learning platform, Canvas to support distance education and hybrid learning.

Analysis and Evaluation
The College provides ongoing technical instruction and support for students and employees, with a primary focus on providing quality technical instruction for students while they are in the classroom or are seeking services from the College. Training is provided both on a scheduled and as-needed basis to support employee and student use of instructional and business software. Faculty who teach online are required to complete formal training in the Learning Management System. Technology workshops for faculty and staff are held before the beginning of each academic year during Flex Week. Assessment of training needs inform future planned training topics and schedules.

IIIC5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard
Computers and the network are governed by BP 3720 Computer and Network Use, AP 3720-A Computer and Network Use, and AP 3720-B Administrative Permissions for Information Technology Resources (IIIC5_01-BP3720; IIIC5_02-AP3720-A; IIIC5_03-AP3720-B). These procedures clarify that users of VCCCD computers and networks are bound by applicable federal, state, and other laws. All users are required to agree to this board policy and these APs before accessing District networks or using District computers.

In March of 2020, the VCCCD Board approved and adopted BP 3721 Information Security Standard and AP 3721 Information Security Standard to protect the security of student, faculty, and staff personally identifiable information and other data (IIIC5_04-BP3721; IIIC5_05-AP3721). This policy and the referenced procedures ensure the confidentiality, integrity, and availability of networks, servers, and systems. VCCCD has also implemented and tested a Security Response Plan to provide guidance and procedures to enable quick and effective recovery for technical security incidents throughout the District (IIIC5_06-Incident-Response-Plan).

Self-Analysis and Evaluation
The VCCCD has appropriate policies and procedures that guide the use of technology in the teaching and learning process. All are available in Board Docs which can be accessed from the District's website.

Conclusions on Standard III.C. Technology Resources
The College effectively uses its technology resources to achieve its mission and to improve academic quality and institutional effectiveness. Technology resource planning is integrated with institutional planning processes at the College and District to ensure that College programs and services are supported. Oxnard College and the Ventura County Community College District meets or exceeds all requirements for Standard III.C.

Improvement Plan(s)
None

Evidence List
IIIC1_01-OC-Org-Chart
IIIC1_02-VCCCD-PG-Handbook
IIIC1_03-OC-PGM
IIIC1_04-Program-Review-Cycle
IIIC1_05-PR-Res-Req-Approved
IIIC1_06-Tech-Refresh-Infrastructure
IIIC1_07-OC-TMP
IIIC1_08-CVC-OEI-CCCC-TechCenter

IIIC2_01-Three-Year-SIT-Plan
IIIC2_02-AT-Advisory-Committee
IIIC2_03-CUDS-TEC-Agenda
IIIC2_04-OC-TMP
IIIC2_05-SCCM-Inventory
IIIC2_06-TRAWG-Workgroup-Charge
IIIC2_07-DAC-Centralized-Support
IIIC2_08-Screenshots-Chatbots
IIIC2_09-OC-Program-Mapper

IIIC3_01-BP3720
IIIC3_02-AP3720-A
IIIC3_03-AP3720-B
IIIC3_04-BP3721
IIIC3_05-AP3721
IIIC3_06-Sample-Nightly-Backup
IIIC3_07-Palo-Alto-Firewall
IIIC3_08-Intelligent-Management-Center
IIIC3_09-TrendMicro-Anti-Virus

IIIC3_10-NetBotz
IIIC3_11-DAC-Disaster-Recovery-Plan

IIIC4_01-Canvas-Trainings
IIIC4_02-ITD-Canvas-Shell
IIIC4_03-OTTCC-Syllabus
IIIC4_04-OTTCC-Schedule
IIIC4_05- Cornerstone-Screenshot
IIIC4_06-Flex-Week-Agenda
IIIC4_07-Drupal-Training
IIIC4_08-DAC-20-21-Training
IIIC4_09-Tech-Bar-Website

IIIC5_01-BP3720
IIIC5_02-AP3720-A
IIIC5_03-AP3720-B
IIIC5_04-BP3721
IIIC5_05-AP3721
IIIC5_06-Incident-Response-Plan

IIID. Financial Resources

Planning

IIID1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard
The financial resources of the College and the District are sufficient to support, sustain, and enhance student learning programs and services and improve institutional effectiveness. Moreover, the districtwide allocation of resources is distributed fairly and effectively throughout the District and its three colleges in an equitable manner that supports the continuous improvement of programs and services. BP 6200–Budget Preparation (IIID1_01-BP6200) requires the District and its colleges to prepare annual budgets that support the institutional master and educational plans, institutional planning goals and objectives, and the Board's goals and objectives in accordance with Title 5, the California Community Colleges Budget and Accounting Manual (CCC-BAM) (IIID1_02-CCC-BAM), the District's Budget Allocation Model (BAM) (IIID1_03-District-BAM) and Infrastructure Funding Model (IFM) (IIID1_04-IFM), and appropriate participatory governance processes.

BP 6250–Budget Management (IIID1_05-BP6250) also requires that College and District budget management is in accordance with all California state laws as well as the CCC-BAM. BP 6250 supports financial stability while ensuring fiscal resources are sufficient for institutional needs by safeguarding any revenues that accrue beyond what was budgeted by requiring approval by a two-thirds vote of the Board for transfers from reserves to any expenditure category. BP 6300–Fiscal Management (IIID1_06-BP6300) delineates specific areas of focus for ongoing financial management to provide for fiscal stability and ensure transparent communication about fiscal resources to employees and the Board.

The College and District work collaboratively through participatory governance in districtwide budget development processes that ensure an equitable allocation of resources in service to students. For FY22, the District's unrestricted general fund revenue is $181,001,898 (IIID1_07-District-unrestricted-GF) while its general fund unrestricted fund balance(s) for the year ending 2020–21 is $70,136,227 (IIID1_08-GF-unrestricted-20-21), of which $40,518,615 is designated in Funds 113 and 114 through the BAM and campus budget development processes for primary use at the colleges for programs, equipment, and facilities that enhance student learning (IIID1_09-F113-114-BAM-BOT-03-21). This solid fund balance helps assure fiscal stability and can be available to mitigate challenging financial circumstances if necessary. This stability ensures the District and the College's have sufficient revenues. The fund balance is approximately the median of the 21 multi-college districts in California.

The General Fund Unrestricted allocation to the College is distributed through the District Allocation Model that was adopted by the Board of Trustees in March 2021 (IIID1_07-District-unrestricted-GF). For other College funds, the 2021–22 General Fund Designated was $2,522,99 (with an anticipated balance forward of $8,675,225). The 2021–22 General Fund Restricted budget was $24,917,970 (which includes $6,539,329 in pandemic relief funding). Resources to the College totalled $63,281,327 for the 2021–22 fiscal year.

The resources are distributed to the various units of the College to achieve the institution's stated goals for student learning based on projected costs for program and service continuance, including salaries, benefits, supplies, services, equipment, and miscellaneous expenses. Any funding that is available above the College's cost estimates to maintain programs and services can be distributed for improvements based on priorities identified through the resource request process.

The College and District manage their respective finances with transparency and integrity and in a manner that supports students and ensures financial stability. For FY22, the College's revenue is $35,449,928, approximately 19.5% of the Adoption Budget revenue of the District (IIID1_10-Dist-Adopt-Budget-Rev). This allocation for the College is determined and distributed through the BAM, which undergoes annual review and necessary modification by the District Council on Administrative Services (DCAS) (IIID1_11-DCAS). Above and beyond the usual annual allocation level of unrestricted general fund dollars, the District and its colleges received significant allocations of pandemic relief monies through the federal Higher Education Emergency Relief Funding (HEERF) and a state COVID-19 Block Grant (IIID1_12-HEERF-State-C-

19). The HEERF Institutional operational funding budget was $17,794,666 (IIID1_01-BP6200). The HEERF Minority Serving Institution (MSI), also known as Hispanic Serving Institution (HSI), operational funding was $1,900,265 (IIID1_02-CCC-BAM). The COVID-19 Block Grant operational funding was $952,937 (IIID1_03-District-BAM). The Financial Aid HEERF funding was $35,759,408 (IIID1_04-IFM). The Financial Aid COVID-19 Block Grant funding was $90,000. These supplemental resources have been used to develop, enhance, and elevate support for student learning and institutional effectiveness during today's extremely challenging circumstances (IIID1_13-FinAid-C-19).

The College has a strong history of successfully competing for grant funding to drive innovative improvements. Among recent grant awards are a Title III STEM Pathways grant (five years at just under $1 million per year), a Title V Project Exito (Transfer) grant (five years at $600,000 per year), and a Title V Project Accesso (Access) grant (five years at $600,000 per year). This grant funding enriches the College's ability to improve STEM education and promote access, success and transfer in alignment with the college Educational Master Plan and Guided Pathways efforts.

To determine improvement (or reduction) priorities, budget and program planning is conducted at the unit and department levels where planning recommendations linked to program reviews are identified and submitted to PRC. It is through the Program Review process and Budget Committee follow through that the institutional resources are managed to improve institutional effectiveness. Program maintenance funding requests are submitted through an internal process involving all levels of college operations. For example, faculty meet with their department chairs in January to make requests reflecting program need and aligning operational spending with program review results. Department chairs meet with their dean in February. Deans meet with the Vice President of Academic Affairs and Business Services in March. The Tentative budget is written in April, with the President approving the Tentative budget in May for submission to the Board of Trustees. Resource requests included in program reviews are ranked by assigned governance and leadership groups (IIID1_14-Res-Req-Flow-Chart). These groups review and rank the resource requests, taking into consideration the program review documents, the comments, and recommendations from PRC, and offer opportunities for the requestors to answer questions in support of their requests (IIID1_15-Faculty-Hiring-Ranking). Request rankings are reviewed, modified as needed, and affirmed by the Budget Committee. Request rankings affirmed by the Budget Committee are reviewed, modified as needed, and affirmed by CPC (IIID1_16-CPC-Minutes). CPC recommends to the college President, who determines which requests will receive funding in the subsequent year.

An example of a significant funded improvement request is the Art + Design modular classroom and studio buildings. The Art department had made requests in recent years for improved facilities. At the November 20, 2019, Budget Committee meeting (IIID1_17-BC-Minutes), the December 10, 2019, CUDS meeting (IIID1_ 18-CUDS-Minutes) the Art department presented a proposal (IIID1_19-Art+Design-Proposal) to purchase new modular rooms. This proposal was approved by the governance groups and the President. The Board of Trustees approved the capital purchase in November 2020. The College contributed $2 million, and the OC Foundation

contributed $500,000, for a total project budget of $2.5 million. The buildings were delivered November 2021, and fixtures, furniture, and technology will be installed in Spring 2022.

Analysis and Evaluation

The College meets this standard. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College and District manage financial affairs with transparency and integrity while ensuring short- and long-term financial stability. The College's budget development process involves participatory governance and derives from well-defined structures including institutional planning, program review, and resource request allocation. In combination, these processes enable a targeted enhancement of programs and services as well as the allocation and reallocation of funds, as necessary.

IIID2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The 2021-2027 Strategic Goals (IIID2_01-2021-2027-Strategic-Goals) provide the foundation for integrated institutional and financial planning between the College and District. The College Educational Master Plan (EMP) (IIID2_02-OC-EMP-pg20-24) and other planning processes are in alignment with and support the overarching districtwide strategic goals, which are:

1. Instilling a culture that values diversity, students, our communities, collaboration, and the success of each employee.
2. Increase equitable access and success for all students.
3. Support the closing of academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.
4. Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

A central premise to our multi-layered institutional planning approach is a shared responsibility between the College and District for financial planning, resource allocation, and financial stability. This begins with the College and District working collaboratively through transparent, districtwide participatory governance budget development processes that ensure an equitable and financially responsible allocation of resources to where it matters most, in service to students on campus. The amount of funding resources that are allocated to the College is determined and distributed through the Budget Allocation Model (BAM) (IIID2_03-BAM), which undergoes annual review and necessary modification by the Districtwide Committee on Administrative Services (IIID2_04-VCCCD-PGH-DCAS). Resource allocation, sound financial practices, and budget development are guided by BP 6200 – Budget Preparation (IIID2_05-BP6200), BP 6250 – Budget Management (IIID2_06-BP6250), BP 6300 – Fiscal Management (IIID2_07-BP6300), the District's BAM and Infrastructure Funding Model (IFM) (IIID2_08-

District-BAM-IFM), and the California Community Colleges Budget and Accounting Manual (CCC-BAM) (IIID2_09-CCC-BAM).

The districtwide resource allocation process is iterative, with many opportunities and regularly scheduled meetings for constituency discussion and input. Deliberation and decision-making are transparent, with ongoing communication for stakeholders at the College and District levels (IIID2_10-OC-Res-Allocation). While the campus resource allocation is being determined and finalized through the districtwide budget development process, the College concurrently communicates financial updates through its participatory governance structures and leadership meetings (IIID2_11-OC-BC-Minutes), where discussions about institutional needs are discussed and prioritized in alignment with the EMP and other campus wide plans through a robust program review process.

For ongoing fiscal stability, the College distributes available resources to the various campus units based on projected costs for program and service continuance, including salaries, benefits, supplies, services, equipment, and miscellaneous expenses. Any resources that are above the College's cost estimates to maintain programs and services can be distributed for improvements based on priorities identified through Program Review. In evaluating and prioritizing resource requests, the College considers the program or division's goals and needs in conjunction with overall alignment to institutional Educational Master Plan and goals (IIID2_12-OC-EMP). Resource requests are prioritized based on program quality and effectiveness in support of institutional goals (IIID2_13-Res-Req-Ranking). The uppermost requests are funded based on priority rankings and the amount of resources that are available.

The District Mission and Goals are central to financial planning and are integrated into college planning through the Oxnard College EMP. The Board approved their 2021 – 27 Strategic Goals during their June 2021 meeting (IIID2_14-Jun-21-Board-Minutes). The major Board policies that guide budget development are Board Policy (BP) 6200 Budget Preparation (IIID2_05-BP6200), BP 6250 Budget Management (IIID2_06-BP6250), and BP 6300 Fiscal Management (IIID2_07-BP6300).

The College EMP encompasses the college Mission, Vision, and Values, and established five broad goals: enhance student success, strengthen access to educational opportunity, advance social justice and equity-minded practices, promote the college's reputation, and strengthen the college's financial future (IIID2_02-OC-EMP-pg20-24). Connected to these goals are a plethora of objectives, the measurable metrics for which are reviewed annually. CPC and Executive Council are the primary recommending bodies for updates to the EMP.

Each division/program addresses its connections to the EMP through the program review process (IIID2_15-Program-Review-Samples). Resource requests for program improvement are connected to program review, and the request form asks for connections to the EMP, the Facilities Master Plan, the Technology Master Plan, as well as other plans (IIID2_16-Resource-Request-Form).

The College financial planning process begins with the District and College discussions regarding the projected resource allocation for the forthcoming fiscal year. As this number is determined, institutional needs and wants are discussed in leadership and participatory governance meetings. The resources are distributed to the various units of the College based on projected costs for program and service continuance, including salaries, benefits, supplies, services, equipment, and miscellaneous expenses. Any funding that is available above the College's cost estimates to maintain programs and services can be distributed for improvements based on priorities identified through the resource request process.

To determine improvement (or reduction) priorities, budget and program planning is conducted at the unit and department levels where planning recommendations linked to program reviews are identified and submitted to PRC. Resource requests included in program reviews are ranked by assigned governance and leadership groups (IIID2_17-Resource-Request-Chart). These groups review and rank the resource requests, taking into consideration the program review documents, the comments, and recommendations from PRC, and offer opportunities for the requestors to answer questions in support of their requests. Request rankings are reviewed, modified as needed, and affirmed by the Budget Committee. Request rankings affirmed by the Budget Committee are reviewed, modified as needed, and affirmed by CPC. CPC recommends to the college President, who determines which requests will receive funding in the subsequent year. Funding decisions are communicated through CPC, Budget Committee, PRC, and Department Chairs meetings (IIID2_18-CPC-BC-Minutes).

During the program review process the units and departments are asked to comment on how past funded resource requests impacted their unit or program, how those funds helped reach the desired improvements explicated in the program review (IIID2_16-Resource-Request-Form).

College budget and expenditure information is readily available to college constituencies through the work of the Budget Committee. This includes regular updates to the college regarding the work of the District Council on Administrative Services (DCAS), general fund and other budget information, and presentations from grant and categorical programs about their objectives, services, and budgetary activity (IIID2_19-DCAS-11-21minutes). At the District level, staff budget reports are provided to the Board at their regular meetings, Chancellor's Cabinet meetings, and DCAS meetings.

Analysis and Evaluation
The College meets the standard. Institutional missions and goals are the foundation for financial planning which is integrated with and supports all institutional planning. Board policies and operating procedures are in place and effectuated at the College and District to ensure sound financial practices and fiscal stability. Financial information is shared broadly to all constituencies in a timely and ongoing manner.

The College's and District's missions and goals are the foundation for financial planning which is integrated with and supports institutional planning. Policies and procedures ensure sound

financial practices and fiscal stability. Financial information is shared broadly an in a timely manner.

IIID3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard
The College utilizes clearly defined districtwide and campus-specific processes for financial planning and budget development. The districtwide budget development process is defined in BP 6200–Budget Preparation (IIID3_01-BP6200) and AP 6200–Budget Preparation (IIID3_02-AP6200). Also, budget development follows a prescribed budget calendar (IIID3_03-Prescribed-Budget-Calendar).

Stakeholders have multiple opportunities for participation in the development of College and District institutional plans and budgets through various participatory processes that rely on input from all constituencies—students, faculty, classified professionals, bargaining unit personnel, and administrators—through service on governance committees. As an initial step in the annual budget development process, the District Council on Administrative Services (DCAS) discusses core budget issues and then reviews and makes recommendations to the Chancellor for all budget assumptions and allocation models (IIID3_04-DCAS). Based on budget development calendar milestones, the Chancellor recommends the budget assumptions and allocation models for approval to the Board of Trustees (IIID3_05-Budget-Recommendations). Finalization of the budget assumptions and any revisions to the allocation models is an iterative process that culminates over many meetings. Following the regularly occurring DCAS meetings, College constituencies disseminate the information on campus for discussion and further input as appropriate. Upon conclusion of this ongoing cycle of feedback between the College and District constituency group processes, the overall budget assumptions, policy-level allocation model adjustments, and the budget allocation dollar amounts for the College and other districtwide cost centers are determined and communicated to stakeholders.

The budget allocations form the foundation of the upcoming College budget. The College utilizes multiple processes for campus financial planning and prioritization of resources. This results in broad participation and dialogue by all constituencies for budget development and resource allocation decisions, through numerous governance committees and operational groups.

Through the participatory governance process, all constituencies have 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's Budget Committee, (IIID3_06-DCAS-Charge; IIID3_07-OC-PGM-BC-Charge). 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. The Budget committee at the college is chaired by

the Vice President of Business Services (VPBS) and the Academic Senate President. Members of the Budget committee include six Academic Senate representatives, three Classified Senate representatives, two ASG representatives, two Management representatives, and one AFT representative.

The Budget Committee supports and advances the college mission, vision, and values by encouraging transparency and constituency understanding of the budget, working to ensure that college wide planning and strategic priorities drive the budget allocation process. The Budget Committee makes data-driven recommendations that align resource allocations with resource planning, institutional planning, and program review recommendations. The Budget Committee also serves as a forum for discussion of budget changes and information. The Budget Committee makes recommendations to CPC. Budget members are required to disseminate the outcomes of the discussions and decisions from these meetings to their constituencies through oral and written reports. Also, Budget minutes are posted on BoardDocs which is a public site for the college and the community to review (IIID3_08-OC-BC-Minutes).

The budget allocation process is clearly defined, with funding provided to Oxnard College using the District allocation model (IIID3_09-VCCCD-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 (IIID3_10-DCAS-Minutes). Budget planning and development documents are disseminated to College constituencies, with the College budget and other financial information discussed and approved at Board of Trustee meetings. When budget changes and adoptions are made, the information is made available by the Budget committee and can always be viewed on BoardDocs, a publicly accessible site.

Analysis and Evaluation
The College meets this standard. College and districtwide participatory governance processes collectively contribute to meaningful financial planning and budget development, following guidelines and processes defined and documented in BP 6200 and AP 6200. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets through governance committees, working groups, cabinet meetings, and operational meetings of programs and departments.

Fiscal Responsibility and Stability

IIID4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
The College and District conduct planning based on realistic assessments of available financial resources including expenditure requirements and grant partnerships. The Vice Chancellor of Business and Administrative services with support from the District Administrative Center fiscal team communicates the District's financial forecasts of revenues and expenditures to

stakeholders through participatory governance, leadership meetings, governing board committee meetings, and public board meetings. The assessment and communication process begins with a comprehensive analysis of the Governor's January State Budget Proposal, with updates upon receipt of the Governor's May Revise and when the State budget is adopted in June (IIID4_01-DCAS-Minutes; IIID4_02-BOT-Agenda-Items). Multiple assessments serve as the basis for financial planning and budget development. These are updated and fine-tuned throughout the year as new external and institutional information regarding revenue and expenditures becomes known. The College Vice President of Business Services and other campus constituencies participate in various ways in the districtwide assessment and communication process.

The cornerstone of financial resource planning is the Budget Allocation Model (BAM) that is utilized to allocate core resources to the College and other districtwide entities (IIID4_03-VCCCD-BAM). The District's Adoption Budget communicates a multi-year projection of revenues and expenditures so that institutional planning can be based on a realistic assessment of current and future finances (IIID4_04-District-MYP-Budget). Throughout the districtwide budget development process, the College concurrently assesses its financial resources, revenues, expenditures, and restricted funds received through grants and partnerships. College assessment is ongoing and financial updates are discussed in participatory governance and leadership meetings, with a focus on enhancing student success and completion, strengthening access to educational opportunity, advancing social justice and equity-minded practices, and strengthening the college's financial future while maintaining a balanced budget from year-to-year (IID4_05-OC-BC-Minutes). To help advance these goals, the College has been successful in developing additional resources by obtaining grant funding from external partners. Examples include:

- $5 million (over five years) for STEM Pathways
- $3 million (over five years) for Project Accesso (Access)
- $3 million (over five years) for Project Exito (Transfer)

To ensure resource and expenditure compliance, College and District fiscal services personnel provide financial oversight, monitoring, and support services to program managers at the College who are responsible for externally funded programs, contracts, and grants.

Analysis and Evaluation
The College meets the standard. The College and District conduct institutional planning based on realistic assessments of available financial resources with short- and long-term forecasts of revenues, expenditures, liabilities, and ongoing fiscal commitments. The College and District disseminate financial information in a timely manner to all constituencies. Annual budget, planning, and financial disclosure documents are accessible by all. Financial statements and reports of actual and projected revenues and expenses are highlighted and discussed in various governance groups as part of budget development and institutional planning processes. The College effectively generates ancillary revenue through partnerships, grants, and use of facilities.

IIID5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District establishes, maintains, and continuously, as necessary, improves upon appropriate control mechanisms within its internal control structure. BP 6300–Fiscal Management (IIID5_01-BP6300) describes the District's fiscal management policies and assures these processes align with California regulations, California Community Colleges Chancellor's Office requirements, and federal Department of Education regulations. BP 6300 addresses the need to maintain internal controls in the administration of the District's financial resources consistent with Title 5 section 58311 and California Education Code section 84040. BP 6300 and AP 6300– Fiscal Management (IIID5_02-AP6300) outline the fiscal responsibilities and accountability of staff as related to the maintenance of adequate internal controls and separation of duties for ongoing fiscal stability. AP 6300 outlines the specific aims of District fiscal processes to ensure responsible stewardship of available resources.

In accordance with BP 6400–Audits (IIID5_03-BP6400) and AP 6400–Audits (IIID5_04-AP6400) the District contracts with an external certified public accountancy firm for annual independent audits of all funds, books, and accounts of the District. In addition to providing an opinion on the District's financial statement and compliance, external auditors also consider the adequacy of internal controls and provide a report on the results. Information from external audits is used to evaluate and improve upon the financial and internal control systems. Accounting procedures, internal control structures, and separation of duties are also reviewed on a regular basis by District fiscal services, and areas of improvement are discussed at the Districtwide Operations Committee (DOC) (IIID5_05-DOC-Minutes).

The institution disseminates information for sound financial decision-making. Internal control structures are sufficient to provide dependable and timely financial information that support decision-making. Budget-to-actual reports of detailed financial transactions, operating ledger summary, and operating ledger detail are frequently reviewed by College and District budget managers and fiscal services staff (IIID5_06-Budget-WS). The District's integrated ERP system, Banner, is readily available to budget managers with real-time financial information. The annual independent audit is made publicly available in a timely manner through the Administrative Services Committee (ASC) of the Board (IIID5_07-ASC-12-16-21) and to the full Board of Trustees (IIID5_08-BOT-01-18-22). Similarly, the Tentative Budget (IIID5_09-BOT-06-15-21) and Adoption Budget (IIID5_10-BOT-09-14-21) are presented to the Board of Trustees. Periodic budget updates are provided to the College Budget Committee (IIID5_11-BC-Agenda-Minutes), Chancellor's Cabinet, District Council on Administrative Services (IIID5_12-DCAS-01-20-22), Consultation Council, ASC of the Board, and the full Board of Trustees (IIID5_13-BOT-01-22-22).

Consistent with AP 6330 – Purchasing (IIID5_14-AP6330), the chancellor's delegated authority has been given to the vice chancellor of business and administrative services to purchase supplies, materials, apparatus, equipment, and services as necessary for the efficient operation of the District. With the exception of emergency work contracts, no purchase is allowed to exceed the amounts specified by Section 20651 of the California Public Contract Code (PCC) without going through the formal bid process or the amounts specified in the California Public Contract Code, Section 22000, per the California Uniform Public Construction Cost Accounting Act.

The District Purchasing Department has responsibility for managing the procurement policy as it relates to the acquisition of all equipment, supplies and services for use within the District or from funds held by the District, in compliance with all federal, state, and local regulations and the PCC. All purchase orders, contracts, leases, rentals, memorandums of understanding (MOUs), and service agreements require the signature of the vice chancellor of Business and Administrative Services. Any obligation contracted without appropriate prior approval may become a personal expense of the employee making the purchase. All purchase orders, contracts, agreements, and MOUs for goods or services in the amount of $50,000 or more require Board of Trustees' approval prior to issuance of a purchase order. The chancellor may authorize purchases of $50,000 or more if he deems it to be in the best interest of the District and if in his judgment, the purchase should not wait until the next regularly scheduled Board meeting. In such a case, the chancellor is required to immediately notify the Board of the action.

A listing of all purchase orders in the amount of $10,000 or more is submitted to the Board of Trustees for ratification at the next regular meeting following issuance of the purchase order (IIID5_15-BOT-02-15-22).

Both the District and the College have several mechanisms in place to assess and control the use of financial resources. Board policies (BP) 6330 Purchasing (IIID5_16-BP6330), BP 6340 Contracts (IIID5_17-BP6340), and BP 6400 Audits (IIID5_03-BP6400), and their respective APs are some of the primary policies and procedures involved in ensuring appropriate controls and responsible use of resources.

At least monthly, and often weekly, the District distributes enrollment updates with corresponding Student-Centered Funding Formula (SCFF) calculations (IIID5_18-JC-Weekly-Email). The District's total computational revenue (general fund) is largely determined by the SCFF, which is currently based 70 percent on enrollment, 20 percent on low- income enrollment, and ten percent on student success. The District is audited annually, with the Board approving the recent audit in their January 6, 2022 (IIID5_05-DOC-Minutes), to ensure adherence to fiscal processes and promptly addresses any audit exceptions.

College and District business and administrative departments work together to ensure right practices and appropriate controls. The College Fiscal and Business departments work with the District Accounting, Accounts Payable, Budget and Reporting, Capital Planning, Contracts,

Payroll, Purchasing and Risk Management departments. Purchase orders, contracts and memorandums of understanding are ratified or approved by the Board monthly (IIID5_08-BOT-01-18-22).

The College reviews Banner (the District's Enterprise Resource Planning (ERP) system) fiscal reports to provide expenditure data and assess College fiscal trends and needs. As part of budget monitoring, departments, and the College's Fiscal Services office reviews College areas of funding to identify possible savings and any potential areas that may need funding beyond the approved budget allocation. Deans, Directors, Supervisors and Coordinators have access to run on demand budget and expense reports. The Fiscal Services Supervisor and/or the VPBS alert department managers of potential fiscal issues and to make recommendations to ensure that funds are used effectively.

Analysis and Evaluation
The College meets this standard. The integrated financial management system is easily accessible to all College and District unit budget managers. The system is updated in real-time, and managers have full access to monitor their unit's financial activity on a current and timely basis. College and District personnel adhere to established policies and procedures in applying appropriate internal controls for effective financial management. In accordance with approved board policies and administrative procedures, an internal control structure with appropriate control mechanisms is in place. Information from external audits as well as the institution's regular review of internal control systems are used for improvement. Internal controls provide reliable financial information which, in turn, is disseminated to assist in planning and to inform sound financial decision-making.

Regular meetings are held with College and District groups to assess the best use of limited resources. Fiscal plans are updated as needed to improve programs and services. Well-structured processes are adhered to ensuring financial controls and audit requirements. Information is shared broadly with decision makers.

IIID6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard
The financial documents of the College and District are the result of inclusive College and districtwide processes that are used to develop and manage highly credible, accurate, and transparent budgets, and to ensure that financial resources are allocated to support student learning programs and services. The District Budget Allocation Model (BAM) is developed through participatory governance and utilized to allocate core resources to the College and other districtwide entities (IIID6_01-District-BAM). Decision-making processes regarding budget development and the allocation of resources are embedded at the College through participatory governance, integrated planning, program review, and related processes for recommending funding priorities (IIID6_02-PGM-Flowchart). Department heads, deans, and

vice presidents monitor the status of their budgets throughout the fiscal year, identifying variances or the possible need to readjust funding resources within departments or divisions as the need arises in support of student learning.

The District presents the Tentative Budget and Adoption Budget for approval at a public meeting of the governing board, in compliance with the established deadlines each year (IIID6_03-BOT-Agenda-Items). The Adoption Budget book describes the budget development process, the District's current fiscal position, and financial data for all College and District funds including several documents showing 10-year histories of comparative financial information. The governing board is also presented with quarterly and annual financial statements that present snapshot-in-time updated general fund information in a format that is required by the State Chancellor's Office (IIID6_04-State-Reporting). Further, districtwide funds are audited annually by an independent audit firm and the governing board is presented with the independent auditor's report every year, in compliance with the established deadline. The District has historically received unmodified audit opinions (the best opinion possible) each year, a powerful indicator of highly credible and accurate financial information. All budget and financial reporting for the past 15 years can be found on the District's website.

The current District budget allocation model is reviewed annually in the District Council on Administrative Services (DCAS) to ensure that it continues to meet its objectives and provides an equitable distribution to Oxnard College. A revised model (IIID6_05-VCCCD-Allocation-Model), more closely mirroring the Student Centered Funding Formula (SCFF), was approved by the Board in March 2021 (IIID6_06-BOT-03-09-21) and was implemented with a five-year phase in beginning in fiscal year 2021–22.

The Adoption Budget book (IIID6_07-Budget-Docs) has detailed information regarding how revenue is assigned to each fund. The Board of Trustees also hosted a budget study session for all district faculty, staff, students and constituents to review the budget documents (IIID6_08-Budget-Session).

District audits are conducted annually (IIID6_09-Audits-Docs), and very few management findings have been noted. Any findings documented are addressed quickly to the best of the District's ability.

Resources are distributed to the various units of the College based on projected costs for program and service continuance, including salaries, benefits, supplies, services, equipment, and miscellaneous expenses. Any funding that is available above the College's cost estimates to maintain programs and services can be distributed for improvements based on priorities identified through the resource request process.

The Banner financial management system is available to all College budget managers to monitor financial activity. The system is updated in real-time, and managers have access to on-demand reports. To assist with maintaining fiscal integrity the District and College provides multiple training opportunities, such as Banner Finance training (IIID6_10-Banner-Training), and

Chrome River training (IIID6_11-CR-Training). Chrome River is a web-based reimbursement and travel advance system that has replaced outdated paper processes.

Training has been provided to department managers and their office staff to assist them with generating their own financial reports. Managers, staff, and faculty are able to seek assistance any time from the College Fiscal or Business Services offices in order to enhance their knowledge. On-demand reports reflect real-time allocations, expenditures, and document budget changes (IIID6_12-FYSODTL-sample).

Analysis and Evaluation
The College meets the standard. Budget development, resource allocation, and ongoing financial management is an iterative process throughout the year that includes participatory governance at the College and districtwide. All financial documents have a high degree of transparency, credibility, and accuracy that illustrate appropriate financial support for student learning programs and services.

College financial documents demonstrate appropriate use of fiscal resources. Audit reports indicate that District and College financial management is sound. The Banner financial management system is adequate and accessible for budget and expense management. Financial policies and procedures ensure effective controls with multiple levels of review.

IIID7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
Audit reports (IIID7_01-BOT-03-09-21-Audit) (IIID7_02-BOT-02-09-21-Bond) (IIID7_03-BOT-02-09-21-Audit) indicate financial management is sound with appropriate internal controls. Any findings or recommendations cited in the audit report are addressed immediately. The District responds to those that are District wide. The College is provided copies of the audit exceptions that are directly related to its operations and with assistance from District staff, Oxnard College responds to issues immediately. To ensure that exceptions have been adequately addressed, auditors re-examine exception areas in the subsequent year's audit and include their current findings in the next year's report. The District has received unmodified audit opinions during the last six annual audits.

BP 6400 – Audits (IIID7_04-BP6400) mandates that an annual independent audit of all funds be conducted in accordance with Title 5 regulations. The District engages with an independent certified public accountancy firm to perform an annual financial audit of the district. The scope of the annual audit includes all District funds as well as the District's internal controls over financial reporting and compliance (IIID7_02-BOT-02-09-21-Bond). The District fiscal services team reviews all audit reports and coordinates the establishment of corrective action plans for all audit findings. When identified, audit findings are reviewed in detail by College and District fiscal services staff along with applicable personnel within the department(s) impacted by the finding. In turn, a comprehensive and timely response including a plan of corrective action

(IIID7_05-Corrective-Action-Plan) is mutually developed and implemented by College and District personnel. External auditors annually review the progress of any corrective action plans. Audit reports, opinions, findings, and corrective action plans are presented to the Administrative Services Committee (ASC) of the Board and to the Board of Trustees for acceptance each year (IIID7_06-BOT-Audits). The annual audit is publicly available in a timely manner (IIID7_07-DAC-Audit-Page).

Separate from the annual financial audit, the District has previously engaged an independent certified public accountancy firm to perform the annual and performance audits for Measure S bond funds. These audit reports were presented to the Board of Trustees (IIID7_06-BOT-Audits) and the Citizens Oversight Committee, an advisory body to the district on matters related to the construction bond program as required by California's Proposition 39 to assure accountability for the use of public funds. The District expended all Measure S bond proceeds in fiscal year 2019-2020 and no longer requires a bond audit.

Analysis and Evaluation
Annual external audits are used to identify shortcomings in the District's and College's internal controls. The District Vice Chancellor of Business and Administration and College VPBS work to address findings. Responses to audit findings are communicated to affected College personnel and departments appropriately, and necessary changes are implemented.

The College meets this standard. External independent audits are conducted on an annual basis. Budget and audit information is publicly available and timely presented to the Board of Trustees. Audit results are communicated throughout the institution. Audit findings (when applicable) are shared in a timely and transparent manner to College and District stakeholders, the public, and the Board of Trustees. Audit findings are remediated in a comprehensive and timely manner.

IIID8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
BP 6300 – Fiscal Management (IIID8_01-BP6300) and AP 6300 – Fiscal Management (IIID8_02-AP6300) discuss the importance of adequate internal controls to ongoing fiscal stability. The College and District utilize several methods to evaluate the validity and effectiveness of financial and internal control systems. For example, internal assessments of the annual financial audit, compliance audits, bond audits, and periodic audits from external agencies are used for continuous improvement throughout the district, as necessary. Likewise, regular reviews and assessment by DOC of the varied internal control systems, accounting procedures, and separation of duties methodologies that are in place districtwide generate continuous improvement implementations by College and District stakeholders (IIID8_03-DOC-Agendas). College and District administration are members of various statewide committees and professional organizations and sometimes receive information at meetings and conferences

about areas of operation, including internal control systems, that may need to be addressed at the College and/or District level (IIID8_04-CCIA-Conference).

In accordance with BP 6400 – Audits (IIID8_05-BP6400) and AP 6400 – Audits (IIID8_06-AP6400) the District contracts with an external certified public accountancy firm for annual independent audits of all funds, books, and accounts of the District. In addition to providing an opinion on the District financial statement and compliance, external auditors also consider the adequacy of internal controls and report their assessment in each annual report (IIID8_07-VCCCD-Annual-Report). Within each audit report, the auditors provide an "Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards" (IIID8_08-VCCCD-Audit-GAS) and an "Independent Auditor's Report on Internal Control over Compliance Required by the Uniform Guidance" (IIID8_09-VCCCD-Audit-UG). Information from the external audits is used to evaluate and improve the District's financial and internal control systems.

The District fiscal services team reviews all audit reports and coordinates the implementation of correction active plans for all audit findings (IIID8_10-Corrective-Action-Plan). External auditors also review progress of corrective action plans annually. Audit reports, opinions, findings, and corrective action plans are presented to the Administrative Services Committee of the Board (IIID8_11-ASC-12-16-21) and to the Board of Trustees for acceptance (IIID8_12-BOT-02-09-21; IIID8_13-BOT-01-18-22).

Notably, a core system of internal controls over financial resources is continuously engaged through the District's Enterprise Resource Planning (ERP) system, Banner. All incoming and outgoing financial transactions are recorded in the ERP. All transactions recorded in the ERP are supported by appropriate approvals and/or source documents. This is accomplished through a multi-level approval process for all expenditures. Revenues and other inflows are compared to budgeted revenues/resources and recorded after supervisory review. Employee access to the ERP follows the principle of least privilege and is designed to give employees the minimum level of access needed to perform their job duties, while ensuring that required segregation of duties are enforced.

Oxnard College and VCCCD formally review internal controls once a year, during the independent auditor's review of District and College internal controls. In addition to offering an opinion on the District financial statement, auditors also test the adequacy of internal controls and provide a report on the results. The annual external audit process is extensive and comprehensive (IIID8_14-BOT-03-09-21-Audit) (IIID8_15-BOT-02-09-21-Bond; IIID8_16-BOT-02-09-21-Audit). All audit reports are reviewed and progress towards implementation of correction active plans for all audit findings are tracked by the District's fiscal services team on an ongoing basis. External auditors review the progress of corrective actions annually. These responses are presented to the Administrative Services committee of the Board and also to the Board of Trustees for acceptance. The District's financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis. Information from

external audits is provided to the Finance and Capital Planning Committee, governing board, the Chancellor, and the Vice Chancellor of Business and Administration, and is used to evaluate and improve the District's financial management and internal control systems.

Auditors comply with requirements set forth in the Contracted District Audit Manual (CDAM) (IIID8_17-CDAM-20-21) and choose random transactions to test for compliance and accuracy. Additionally, Oxnard College and the VCCCD personnel informally discuss internal controls at the District Operational Council.

Analysis and Evaluation
The College meets this standard. The District's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness through multiple methods utilized by external auditors and College and District fiscal services personnel. The results of external audits demonstrate the District's integrity of financial management practices. The College and District consistently engage in continuous process improvement of the financial and internal control systems.

The District audits demonstrate the integrity of College and District financial management practices. The College responds to audit findings appropriately and improves processes as needed. By way of example: During the District's 2012 audit, the auditor discovered that the Oxnard College Bookstore special ordered a computer and printer for a student, however the bookstore did not require a deposit nor advance payment. Unfortunately, the student never picked up the computer and printer, and the bookstore was unable to sell the items. The college strengthened the bookstores' internal controls by not placing special orders without prior payment.

IIID9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
The College and District ensure ongoing financial stability by maintaining adequate cash flow, reserves, and fund balances. Additionally, the College and District have established comprehensive risk management strategies that are continuously improved upon. Further, financial management contingency plans are implemented, as necessary, to meet unexpected financial challenges. BP 6250 – Budget Management (IIID9_01-BP6250) supports financial stability while ensuring fiscal resources are sufficient for institutional needs by safeguarding any revenues that accrue beyond what was budgeted by requiring approval by a two-thirds vote of the Board for transfers from reserves to any expenditure category. BP 6300 – Fiscal Management (IIID9_02-BP6300) delineates specific areas of focus for ongoing financial management to provide for fiscal stability. District Fiscal Services regularly monitors cash flow to ensure appropriate levels of cash are always available to meet and exceed College and District operational needs. Through sound financial planning and management, cash flow and

reserves have been sufficient to avoid issuance of any short-term debt such as Tax Revenue Anticipation Notes (TRANS), to meet cash flow obligations.

For FY22, the District's unrestricted general fund revenue is $181,001,898 (IIID9_03-GF-Revenue) while, as depicted below, the general fund unrestricted fund balance(s) for the year ending 2020-21 is $70,136,227, of which $40,518,615 is designated in Funds 113 and 114 through the districtwide budget allocation model and campus budget development processes for primary use at the colleges for programs, equipment, and facilities that enhance student learning.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
2021-2022 ADOPTION BUDGET
GENERAL FUND - UNRESTRICTED

FUND BALANCES

	6/30/2020 ACTUALS		6/30/2021 ACTUALS		6/30/2022 PROJECTIONS
Board Designated [a]					
State Required Minimum 5% [b]	9,718,964		9,213,773		9,808,906
Revenue Shortfall Contingency	5,000,000		5,000,000		5,000,000
State Teachers' Retirement System (STRS)	1,000,000		1,000,000		1,000,000
Energy Efficiency	170,000		170,000		170,000
Unallocated	10,149,283		11,071,116		10,475,983
Budget Carryover	11,370,287	[c]	3,162,723	[d]	-
Fund 111 Sub-Total	37,408,534		29,617,612		26,454,889
Fund 113	21,424,569		22,113,898		17,659,598
Fund 114	17,336,223		18,404,717		13,643,818
Grand Total - General Fund Unrestricted	76,169,326		70,136,227		57,758,305

[a]   The Board has designated reserves to address infrastructure and one-time expenditure needs.

[b]   In accordance with State Chancellor's Office Accounting Advisory FS 05-05, designation includes five percent of budgeted expenditures in subfund 111, 113, and 114.

[c]   Incorporates budget carryover including the 2% limit and one-time funds related to the allocation of additional SCFF apportionment revenue.

[d]   Incorporates budget carryover including the 2% limit.

This solid fund balance helps assure fiscal stability and can be available to mitigate challenging financial circumstances, if necessary. The fund balance is approximately the median of the 21 multi-college districts in California.

In addition to maintaining an adequate level of cash flow and reserves to meet unanticipated needs, the College and District enhance financial stability through proactive risk management and reduction strategies. For example, the District is a member of the Statewide Association of

Community Colleges (SWACC) Joint Powers Association. Through this membership, the District employs the buying power of 57 California community college districts to procure sufficient insurance coverage for risks associated with general liability, property damage, cyber security, and more. This coverage enables the District to mitigate and manage risk by transferring all substantial levels of financial risk to insurance providers. The District also manages or eliminates risk by including appropriate language in all its contracts with external parties. Further, for day-to-day operational matters, the College and District take a proactive approach to manage and reduce risk through varied pragmatic methodologies including group webinars, self-service training modules, tailgate meetings for facilities personnel, and the ongoing work of campus and districtwide safety and emergency preparedness committees.

Analysis and Evaluation
The College meets the standard. Sufficient cash flow and reserves are maintained by the College and District that enable the implementation of contingency plans should unanticipated financial challenges occur. The District further supports financial stability by having appropriate risk management strategies in place and an appropriate level of insurance coverage through its membership in SWACC.

IIID10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
BP 6300 – Fiscal Management (IIID10_01-BP6300) and AP 6300 – Fiscal Management (IIID10_02-AP6300) address fiscal management and internal controls for all programs and services including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, institutional investments, and other assets. In alignment with the stated principles and standards, processes have been established at the College and District to oversee and assess the use of financial resources. Annual budgets are prepared and managed with adherence to Title 5 and the California Community Colleges Budget and Accounting Manual (CCC-BAM) (IIID10_03-CCC-BAM), BP 6200 – Budget Preparation (IIID10_04-BP6200), and AP 6200 Budget Preparation (IIID10_05-AP6200). The budget is managed as set forth in BP 6250 – Budget Management (IIID10_06-BP6250) and AP 6250 – Budget Management (IIID10_07-AP6250). Budget transfers are processed in the District's ERP system, are summarized at the major object code level, and are presented to the Board of Trustees for ratification approval in a Monthly Budget Transfer Summary & Budget Amendment report (IIID10_08-Transfers-Amendments).

As part of the District's financial oversight practices, budget to actual reports including financial transactions, operating ledger summary, and operating ledger detail are frequently reviewed by College and District fiscal services (IIID10_09-Budget-to-Actuals). Once financial records are closed at the end of a fiscal year, an annual audit is performed by an external CPA firm (IIID10_10-VCCCD-19-Financials; IIID10_11-VCCCD-20-Financials; IIID10_12-VCCCD-21-Financials) of all funds and financial records, including special revenue funds, bond funds,

financial aid, grants, and contracts to ensure the district is maintaining high standards of fiscal oversight and internal controls. The audit addresses financial and compliance matters related to federal and state funds. A similar independent audit of the College Foundation is also conducted (IIID10_13-OC-Foundation-Audit). College and District Fiscal Services provide financial oversight, monitoring, and support services to program managers at the College who are responsible for externally funded programs, contracts, and grants. District Fiscal services also serves as a liaison with funding agencies to ensure categorical dollars are expended in compliance with the conditions of all contracts.

The College has demonstrated compliance with Federal Title IV regulations and requirements for managing federal financial aid. The College financial aid office and District Fiscal Services monitor financial aid funds and disbursements on a regular basis. The annual audit performed by an external auditor includes a federal compliance audit opinion on Title IV funds. The annual audit includes testing the federal Title IV program against the compliance supplement published by the Office of Management and Budget (OMB). Additionally, the College has demonstrated compliance with the Title IV program through the timely submission of the Fiscal Operations Report and Application to Participate (FISAP) (IIID10_14-FISAP-21-22) and Federal Student Aid (FSA) EZ audit reports (IIID10_15-FSA-EZ-Audit-Reports).

The District's General Services Department reviews all contracts and finalizes each for execution. Contracts are presented to the Board each month for approval or ratification. Purchasing processes are conducted pursuant to BP 6330 – Purchasing (IIID10_16-BP6330) and AP 6330 – Purchasing (IIID10_17-AP6330). The General Services Department maintains an electronic workflow process to record contracts, memorandums of understanding, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, Board of Trustee approvals, and insurance requirements (IIID10_18-Workflow-Process).

Effective and rigorous oversight of investments is assured through BP 6320 – Investments (IIID10_19-BP6320) and AP 6320 – Investments (IIID10_20-AP6320), which require three primary considerations for investment of funds: (1) safety of principal, (2) adequate liquidity, and (3) return on investment. Additionally, the District has established the Futuris Public Entity Investment Trust. This Trust is an IRS Section 115 Trust that is used for the purposes of investment and disbursement of funds irrevocably designated by the District for the payment of its obligations to eligible employees and former employees of the District and their eligible dependents and beneficiaries for life, sick, hospitalization, major medical, accident, disability, dental and other similar benefits (sometimes referred to as "other post-employment benefits" or "OPEB"). This Trust was established and is managed in compliance with the applicable Governmental Accounting Standards Board (GASB) standards for OPEB. GASB Statements 74 and 75 establish the accounting standard for public sector employers to identify and report their OPEB liabilities. The district has created a Retirement Board of Authority (RBOA) consisting of District Personnel to oversee and manage the Futuris Trust. Benefit Trust Company is the qualified Discretionary Trustee for asset and fiduciary management and investment policy development. Keenan & Associates is the Program Coordinator for the Futuris Trust providing

oversight of the Futuris program and guidance to the District. RBOA meetings occur regularly with involvement from all stakeholders (IIID10_21-RBOA-Meetings).

Analysis and Evaluation
The College meets the standard. The College and District provide effective oversight and management of all financial resources, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. Policies and procedures are in place to ensure sound fiscal management practices. All funds are audited annually by an independent audit firm. The annual audit may include findings and recommendations to management for strengthening internal controls or for improving financial procedures. When this occurs, the District reviews any findings and recommendations with appropriate College and/or District personnel to effectuate related plans for improvement. Further, any findings and recommendations related to the audit are included in the formal financial reports prepared by the auditors. These reports are presented to the Board of Trustees for acceptance on an annual basis. The district has historically received exceptionally "clean" audit reports. Any findings and recommendations cited have been minor and are addressed in a timely manner. External audits confirm the district provides effective oversight of its finances, in compliance with all regulations and requirements. Current audits and financial program reviews indicate no significant findings or recommendations.

Liabilities

IIID11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
The District's projected unrestricted general fund revenue for 2021-22 is $181,001,898 while its general fund unrestricted fund balance(s) for the year ending 2020-21 is $70,136,227, comprised of $29,617,612 in Fund 111, $22,113,898 in Fund 113, and $18,404,717 in Fund 114. The combined fund balances in Funds 113 and 114 total $40,518,615 and are designated for primary use at the colleges for programs, equipment, and facilities that enhance student learning; these funds are for current year expenditures and future projects with long-term horizons. Fund 111 consists of the following designated amounts:

State Required Minimum Reserve of 5%	$9,213,773
Revenue Shortfall Contingency	$5,000,000
State Teachers' Retirement System (STRS)	$1,000,000
Energy Efficiency	$170,000
Unallocated	$11,071,116
Budget Carryover from previous year	$3,162,723
Fund 111 subtotal	**$29,617,612**

All fund balances are determined through the districtwide budget allocation model and campus budget development processes. The total unrestricted fund balance of $70,136,227 is approximately the median of the 21 multi-college districts in California and provides a reasonable expectation of short-term, mid-range, and long-term financial stability and solvency. During each annual budget cycle, the College and District consider long range financial priorities through use of multi-year projections of all categories of revenues and expenditures. Projections for future increases or decreases in revenue or expenditures are based on reasonable assumptions that have been clearly identified and publicly communicated to constituencies through presentations to participatory governance committees and the Board of Trustees. Budgets are based on projections, assumptions, and in consideration of short- and long-term challenges (IIID11_01-Adoption-Budget).

For long-term and future liabilities and obligations, the College and District establish plans and allocate resources for meeting such commitments and responsibilities. For example, the current Actuarial Study of Retiree Health Liabilities Under GASB 74/75, with a valuation date of June 30, 2020, shows a $52,254,214 reduction of the District's total liability (IIID11_02-Actuarial-Study-2020). This reduction was due primarily to a planned recent transition to the CalPERS medical program from a legacy plan. In addition to this substantial reduction in the long-term OPEB obligation, the District established in 2009 the Futuris Public Entity Investment Trust, an irrevocable trust that is managed in compliance with the applicable GASB standards. The District remitted $9 million to the Trust in March 2011 and subsequent remittances have brought the total contribution to date of $14,450,000. Investment earnings also help address the District's long-term liability. With investment earnings totaling $8,440,864, the Fiduciary Net Position of the Trust on June 30, 2020 was $22,890,864 (IIID11_03-RBOA-Annual-Report). By subtracting the Fiduciary Net Position from the Total OPEB liability, the District's Net OPEB Liability is $110,722,815.

Analysis and Evaluation
The College meets the standard. The levels of ongoing and one-time financial resources at the College and District assure there is a reasonable expectation of both short-term and long-term financial solvency. The District maintains a 5 percent reserve that is required by the California Community Colleges Chancellor's Office and this minimal requirement is supplemented by additional unrestricted general fund balances in Funds 111, 113, and 114. Maintaining an ample level of reserves helps assure short-term and long-term solvency by conserving resources that can be utilized to mitigate financial shortfalls that might arise during emergency conditions or challenging economic circumstances. The balances of other select funds can be utilized for financial stability, as necessary. The College and District set aside funds, invest funds, and identify future funding sources that will pay for long-term and future liabilities, including other post-employment benefits (OPEB).

IIID12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. In alignment with Governmental Accounting Standards Board (GASB) requirements, the District contracts for, and receives, a full actuarial valuation to determine overall liability of post-retirement medical benefits and future medical costs every two years, with an update completed in the off-years for the deferred inflows and outflows that impact the comprehensive annual financial report. GASB Statements 74 and 75 set the accounting standard for public sector employers to identify and report their OPEB liabilities. The current report is a full study with a valuation date of June 30, 2020 (IIID12_01-Actuarial-Study-2020). This report shows a $52,254,214 reduction of the District's total OPEB liability, due primarily to a recent transition to the CalPERS medical program from a legacy plan.

General Findings of the Actuarial Study (valuation date June 30, 2020):

	June 30, 2019	June 30, 2020	Change
Total OPEB liability	$185,867,893	$133,613,679	-$52,254,214
Plan fiduciary net position	$22,070,524	$ 22,890,864	$820,340
District's net OPEB liability	$163,797,369	$ 110,722,815	-$53,074,554

The District pays the annual costs of retiree health benefits on a pay-as-you-go basis. Also, in alignment with best practice and fiscal prudence for effective administration of an unfunded liability for retiree health benefits, the District has established and oversees the Futuris Public Entity Investment Trust, an irrevocable trust that is managed in compliance with the applicable GASB standards. The District remitted $9 million to the Trust in March 2011. Since that time, additional dollars have been remitted for a total contribution to date of $14,450,000. Investment earnings help address the District's long-term liability. With investment earnings totaling $8,440,864, the Fiduciary Net Position of the Trust at June 30, 2020 was $22,890,864 (IIID12_02-RBOA-Annual-Report). By subtracting the Fiduciary Net Position from the Total OPEB liability, the District's Net OPEB Liability is $110,722,815.

Oversight of the Futuris Trust is provided by a Retirement Board of Authority (RBOA) comprised of District personnel. Further, Benefit Trust Company is the qualified Discretionary Trustee for asset and fiduciary management and investment policy development. Keenan & Associates is the Futuris Trust Program Coordinator, providing oversight and guidance of the program to the District. RBOA meetings occur regularly with Keenan Financial Services, Benefit Trust Company,

Morgan Stanley, and District staff (IIID12_03-RBOA-Meetings). Separately, the District has set aside $1,000,000 in a designated reserve (IIID12_04-STRS-PERS-Reserve) to contribute toward CalSTRS and CalPERS rate stabilization, as needed, in consideration of future statutorily established rate increases. At this time, the STRS and PERS annual employer rates that are set in statute are funded on a pay-as-you-go basis. Vacation leave is capped at a maximum accrual of 240 hours (about 1 and a half weeks) for classified positions and 320 hours (about 2 weeks) for management positions, with Memorandums of Understanding that have allowed for carryover exceptions during the COVID-19 pandemic. For FY21, the end-of-year total liability balance for compensated absences is $5,920,352 while the workload balancing liability is $767,854 (IIID12_05-Workload-Balance). The District sets aside the current liability for compensated absences in the general fund at an amount equal to the average of the previous three-years of vacation usage in the first quarter of the fiscal year, as confirmed by the independent auditor. The workload balancing liability is fully funded and accounted for in Fund 691 (IIID12_06-Fund-691). The District reviews these balances regularly and adjusts for compensated absences and workload balancing liabilities in the general ledger semi-annually.

Analysis and Evaluation
The College meets this standard. The District has established budgetary processes and resources to address long-term obligations. The District utilizes regularly prepared actuarial studies to calculate its OPEB liability in compliance with GASB requirements and factors the information into its financial planning and budgeting. The District's actuarial valuation report is current and prepared in accordance with GASB accounting standards. As a best practice for funding OPEB liabilities, the District has established and funded an irrevocable trust. The District pays the statutorily set CalSTRS and CalPERS employer rates on a pay-as-you-go basis and has also established a designated reserve to help lessen the impact on the general fund of future rate increases, as necessary. Vacation leave for employees is capped and there is also a limit for banked load leave. The District regularly reviews and budgets for future compensated absences and banked load leave obligations.

IIID13.On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
The District annually assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the district.

In March 2002, the electorate of Ventura County approved Measure S in the amount of $356.3 million for the construction and rehabilitation of facilities. The Measure S remaining liability is the entirety of the District's locally incurred debt at this time. Payments on general obligation bonds are made by the bond interest and redemption fund with local property tax collections. All long-term debt is recognized in the 2020-2021 Annual Audit Report (IIID13_01-Annual-Audit-20-21). The District's long-term debt includes the following:

- 2002 General Obligation Series C Bonds
- 2011 General Obligation Refunding Bonds
- 2014 General Obligation Refunding Bonds
- 2015 General Obligation Refunding Bonds
- 2019 General Obligation Refunding Bonds

The County of Ventura Auditor and Controller's office administers the bond debts, including the collection from taxpayers and the debt payment. Debt service payments occur in August and February. The District Director of Fiscal Services reviews the invoice prepared by US Bank against the related debt service schedules. Once accuracy is confirmed through reconciliation, the Vice Chancellor of Business and Administrative Services authorizes approval of the debt service payments (IIID13_02-Bond-Debts).

Analysis and Evaluation
The college meets this Standard. Other than the described Measure S General Obligation bonds, which are municipal bonds repaid by the county's taxpayers, the District does not have any other locally incurred debt obligations.

IIID14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
The District has policies and procedures in place to ensure financial resources are used in a manner consistent with the intended purpose of the funding source. Effective oversight of debt instruments begins with BP 6307 – Debt Issuance and Management and AP 6307 – Debt Issuance and Management (IIID14_01-BP6307; IIID14_02-AP6307). As bond proceeds are spent, the District adheres to requirements of an annual bond audit (IIID14_03-Annual-Bond-Audit) as well as Citizen Oversight Committee meetings (IIID14_04-Citizen-Oversight-Mtgs). In accordance with Education Code Section 15278, a Citizen Oversight Committee was established for the Measure S General Obligation bond. The committee provides oversight ensuring that 1) bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities; 2) no bond revenues are expended for any teacher or administrative salaries or other college operating expenses; and 3) the public is informed about the District's expenditure of bond proceeds. Measure S expenditures were concluded in the 2019-20 fiscal year and, relatedly, the committee no longer exists.

Auxiliary organizations at California community college districts are non-profit organizations, which are separate legal entities that operate pursuant to title 5, section 59255. The District auxiliary organizations consist of the Moorpark College Foundation, Oxnard College Foundation, and Ventura College Foundation. The mission of the Oxnard College Foundation is to receive and manage philanthropic gifts made on behalf of the District and to raise awareness and funds for College programs and students. The Foundation maintains a Board of Directors that

monitors its financial activities. The District's Board of Trustees also receives and reviews the annual audit of the Foundation (IIID14_05-OC-Foundation-Audit). BP 3600 – Auxiliary Organizations and AP 3600 – Auxiliary Organizations guide Foundation operations (IIID14_06-BP3600; IIID14_07-AP3600). A master agreement between the District and the Foundation further delineates the functions, programs, or services the auxiliary organization is to administer, manage, or operate.

Restricted general fund programs, which include grants and categorical programs, are established to provide specialized services. These programs are funded through federal, state, and local agencies for a particular purpose. BP 3280 – Grants and AP 3280 – Grants (IIID14_08-BP3280; IIID14_09-AP3280) address the grant application, review, and approval process and convey a districtwide commitment to support efforts to secure funding that supplements institutional efforts to enhance the learning environment for students, in alignment with identified and articulated needs and goals. All grants being considered by the College must be reviewed and approved through the Chancellor's Cabinet before submission to the funding agency. Grants and categorical programs are audited annually and an independent auditor renders an opinion on federal compliance as well as state compliance. All grants and categorical programs are accounted for separately with each program assigned its own unique fund code and organization code combination in the District's ERP system. All quarterly and annual reports are reviewed by College and District fiscal services for final review before submittal to the appropriate agency.

Analysis and Evaluation
The college meets this standard. Board policies and procedures, monitored by both internal reviews and external audits, ensure that all financial resources, including debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

IIID15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
The cohort student loan default rates of the College for the past three years of available data are FY18, 0%; FY17, 0%; and FY16, 0% (IIID15_01-OC-Loan-Rates). Accordingly, the College is in compliance with the 30% or less rate that is required by the U.S. Department of Education (USDE). To ensure ongoing compliance, the College regularly monitors student financial aid activity and offers loan and debt counseling. The College partners with Student Connections to service a complete and comprehensive Default Prevention Plan (IIID15_02-Student-Connections)

Further, the College provides a comprehensive Financial Aid website (IIID15_03-OC-FinAid-Web) that includes easy-to-understand financial aid policies and information; a Chatbot that

can answer frequently asked questions in multiple languages; video clips that give step-by-step instructions for completing the Financial Aid process, inform students on debt management, and provide answers to generally asked questions; an hypertext listing of key financial aid websites that provide additional information; Loan entrance and exit counseling; and Starfish, an appointment system that enables students to easily schedule one-on-one financial aid workshops

The College monitors and manages its loan default rates, revenue streams, and assets through:

1. A contractual partnership with Student Connections, a national default servicing company that reaches out to delinquent borrowers requesting payment.
2. An audit of the Student Financial Aid Trust Fund as part of the District independent audit. This fund is used to track federal resources provided for financial aid awards, loans, and work study salaries to students. The District follows the California Community Colleges Budget and Accounting Manual (IIID15_04-CCCCO-BAM), as required by Education Code Section 70901 and 59011.
3. The USDE Common Origination and Disbursement (COD) website (IIID15_05-USDE-COD-Website) is used to process, store, and reconcile College financial aid data for major Title IV federal student aid programs, such as Pell, FSEOG, and Federal Direct Loans. These loans are disbursed based on individual student eligibility.
4. COD supplements College and District budget tracking systems by providing a tool for processing and viewing federal awards data.
5. The USDE operates "G5", a grants management system that communicates with the COD system to process school specific obligations and make payments (drawdowns) against those obligations.
6. The District ERP, Banner, is used for processing student financial aid applications and helps maintain compliance by generating federal reports that meet the latest requirements.

The College is in compliance with Federal Title IV regulations and requirements for managing federal financial aid. The College financial aid office and District fiscal services monitor financial aid funds and disbursements on a regular basis. The annual audit performed by an external auditor includes a federal compliance audit opinion on Title IV funds. The annual audit includes testing the federal Title IV program against the compliance supplement published by the Office of Management and Budget (OMB). Financial aid personnel prepare yearly close-out of COD, Pell, and Direct Loans, along with monthly reconciliations for these programs, and conduct verification and updates of student applications when changes become necessary through student or agency-initiated change. Additionally, the College demonstrates compliance with the Title IV program through the timely annual submission of the Fiscal Operations Report and Application to Participate (FISAP) (IIID15_06-FISAP) and Federal Student Aid (FSA) EZ audit reports (IIID15_07-FSA-EZ-Audit).

Analysis and Evaluation
The College meets this standard. The College financial aid office and District fiscal services monitor financial aid funds and disbursements on a regular basis. The default rate is proactively monitored and managed. College and District policies and oversight utilize commonplace systems and accounting standards to ensure compliance with federal requirements and guidelines. The College financial aid department conducts self-audits plus numerous internal checks and balances that help ensure compliance with Federal Title IV regulations. Additionally, staff workload assignments are changed periodically during the year to ensure a well-informed, cross-trained financial aid staff who are highly skilled in multiple aspects of financial aid matters.

Contractual Agreements

IIID16. 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.

Evidence of Meeting the Standard
All contractual agreements with external entities support the College mission and goals, are governed by institutional policies, and contain appropriate provisions to mitigate risk, maintain institutional integrity, and help sustain or advance the quality of programs, services, and operations. On behalf of the College, the District enters into contractual agreements with various individuals, firms, and other governmental agencies for the purpose of procuring or providing a variety of services. Each of these agreements contribute in an important way toward the effective operation of the College and its instructional programs and student support services. For example, District contractual agreements have been established with local health clinics, fire agencies, dental hygiene, automotive program, marine biology, water science. The District also has agreements with software manufacturers, software providers, and software integrators for products and services that power the institution's instructional learning management system, student registration and support systems, and enterprise application software for finance and human resources. Moreover, the College and District maintain contractual agreements with key partners such as Barnes & Noble Bookstore for campus bookstore management as well as a public private partnership with ForeFront Power for the construction and operation of solar power arrays on campus.

The College and District adhere to BP 6330 – Purchasing (IIID16_01-BP6330) and AP 6330 – Purchasing (IIID16_02-AP6330) for all contracts. On an individual case basis, the formal review process for executing an agreement includes a review by the College, the District's General Services Department, the appropriate Vice Chancellor, the Vice Chancellor of Business and Administrative Services, and legal counsel, as necessary. In addition to these processes, agreements for grants or special programs in which the College receives funding to perform certain activities or conduct specific programs must pass through additional approvals at the College's Executive Council. Further, contractual agreements are approved or ratified by the

Board of Trustees (IIID16_03-VCCCD-ETP-Approval). The District Office Purchasing Department maintains an electronic workflow process (IIID16_04-Workflow-Process) to record contracts, memorandums of understandings, and agreements with the District. The workflow process tracks the effective date of an agreement, contract term and expiration dates, revenue, Board of Trustee approvals, and insurance requirements.

Analysis and Evaluation
The College meets this Standard. Contractual agreements with external entities are governed by governing board policies and administrative regulations. All contracts undergo appropriate College and/or District review processes to assure they contain appropriate provisions that are consistent with institutional mission and goals. Approved agreements, whether for personal and professional services, lease purchase, instructional programs and services, contract education, facility usage, or any other purpose, are vetted through multiple checkpoints to ensure that provisions are designed to sustain institutional integrity and the quality of programs, services, and operations.

Conclusions on Standard III.D. Financial Resources
The College effectively uses its financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Financial resource planning is integrated with institutional planning processes at the College and District to ensure that College programs and services are supported. Oxnard College and the Ventura County Community College District meets or exceeds all requirements for Standard III.D.

Improvement Plan(s)
[insert response if applicable]
File format example: IB7_01-VCCCD PG Handbook

Evidence List
IIID1_01-BP6200
IIID1_02-CCC-BAM
IIID1_03-District-BAM
IIID1_04-IFM
IIID1_05-BP6250
IIID1_06-BP6300
IIID1_07-District-unrestricted-GF
IIID1_08-GF-unrestricted-20-21
IIID1_09-F113-114-BAM-BOT-03-21
IIID1_10-Dist-Adopt-Budget-Rev
IIID1_11-DCAS
IIID1_12-HEERF-State-C-19
IIID1_13-FinAid-C-19
IIID1_14-Res-Req-Flow-Chart
IIID1_15-Faculty-Hiring-Ranking
IIID1_16-CPC-Minutes

IIID1_17-BC-Minutes
IIID1_18-CUDS-Minutes
IIID1_19-Art+Design-Proposal

IIID2_01-2021-2027-Strategic-Goals
IIID2_02-OC-EMP-pg20-24
IIID2_03-BAM
IIID2_04-VCCCD-PGH-DCAS
IIID2_05-BP6200
IIID2_06-BP6250
IIID2_07-BP6300
IIID2_08-District-BAM-IFM
IIID2_09-CCC-BAM
IIID2_10-OC-Res-Allocation
IIID2_11-OC-BC-Minutes
IIID2_12-OC-EMP
IIID2_13-Res-Req-Ranking
IIID2_14-Jun-21-Board-Minutes
IIID2_15- Program-Review-Samples
IID2_16-Resource-Request-Form
IIID2_17-Resource-Request-Chart
IIID2_18- CPC-BC-Minutes
IIID2_19-DCAS-11-21minutes

IIID3_01-BP6200
IIID3_02-AP6200
IIID3_03-Prescribed-Budget-Calendar
IIID3_04-DCAS
IIID3_05-Budget-Recommendations
IIID3_06-DCAS-Charge
IIID3_07-OC-PGM-BC-Charge
IIID3_08-OC-BC-Minutes
IIID3_09-VCCCD-Allocation-Model
IIID3_10-DCAS-Minutes

IIID4_01-DCAS-Minutes
IIID4_02-BOT-Agenda-Items
IIID4_03-VCCCD-BAM
IIID4_04-District-MYP-Budget
IID4_05-OC-BC-Minutes

IIID5_01-BP6300
IIID5_02-AP6300
IIID5_03-BP6400
IIID5_04-AP6400
IIID5_05-DOC-Minutes

IIID5_06-Budget-WS
IIID5_07-ASC-12-16-21
IIID5_08-BOT-01-18-22
IIID5_09-BOT-06-15-21
IIID5_10-BOT-09-14-21
IIID5_11-BC-Agenda-Minutes
IIID5_12-DCAS-01-20-22
IIID5_13-BOT-01-22-22
IIID5_14-AP6330
IIID5_15-BOT-02-15-22
IIID5_16-BP6330
IIID5_17-BP6340
IIID5_18-JC-Weekly-Email

IIID6_01-District-BAM
IIID6_02-PGM-Flowchart
IIID6_03-BOT-Agenda-Items
IIID6_04-State-Reporting
IIID6_05-VCCCD-Allocation-Model
IIID6_06-BOT-03-09-21
IIID6_07-Budget-Docs
IIID6_08-Budget-Session
IIID6_09-Audit-Docs
IIID6_10-Banner-Training
IIID6_11-CR-Training
IIID6_12-FYSODTL-sample

IIID7_01-BOT-03-09-21-Audit
IIID7_02-BOT-02-09-21-Bond
IIID7_03-BOT-02-09-21-Audit
IIID7_04-BP6400
IIID7_05-Corrective-Action-Plan
IIID7_06-BOT-Audits
IIID7_07-DAC-Audit-Page

IIID8_01-BP6300
IIID8_02-AP6300
IIID8_03-DOC-Agendas
IIID8_04-CCIA-Conference
IIID8_05-BP6400
IIID8_06-AP6400
IIID8_07-VCCCD-Annual-Report
IIID8_08-VCCCD-Audit-GAS
IIID8_09-VCCCD-Audit-UG
IIID8_10-Corrective-Action-Plan

IIID8_11-ASC-12-16-21
IIID8_12-BOT-02-09-21
IIID8_13-BOT-01-18-22
IIID8_14-BOT-03-09-21-Audit
IIID8_15-BOT-02-09-21-Bond
IIID8_16-BOT-02-09-21-Audit
IIID8_17-CDAM-20-21

IIID9_01-BP6250
IIID9_02-BP6300
IIID9_03-GF-Revenue

IIID10_01-BP6300
IIID10_02-AP6300
IIID10_03-CCC-BAM
IIID10_04-BP6200
IIID10_05-AP6200
IIID10_06-BP6250
IIID10_07-AP6250
IIID10_08-Transfers-Amendments
IIID10_09-Budget-to-Actuals
IIID10_10-VCCCD-19-Financials
IIID10_11-VCCCD-20-Financials
IIID10_12-VCCCD-21-Financials
IIID10_13-OC-Foundation-Audit
IIID10_14-FISAP-21-22
IIID10_15-FSA-EZ-Audit-Reports
IIID10_16-BP6330
IIID10_17-AP6330
IIID10_18-Workflow-Process
IIID10_19-BP6320
IIID10_20-AP6320
IIID10_21-RBOA-Meetings

IIID11_01-Adoption-Budget
IIID11_02-Actuarial-Study-2020
IIID11_03-RBOA-Annual-Report

IIID12_01- Actuarial-Study-2020
IIID12_02- RBOA-Annual-Report
IIID12_03-RBOA-Meetings
IIID12_04-STRS-PERS-Reserve
IIID12_05-Workload-Balance
IIID12_06-Fund-691

IIID13_01-Annual-Audit-20-21

IID13_02-Bond-Debts

IIID14_01-BP6307
IIID14_02-AP6307
IIID14_03-Annual-Bond-Audit
IIID14_04-Citizen-Oversight-Mtgs
IIID14_05-OC-Foundation-Audit
IIID14_06-BP3600
IIID14_07-AP3600
IIID14_08-BP3280
IIID14_09-AP3280

IIID15_01-OC-Loan-Rates
IIID15_02-Student-Connections
IIID15_03-OC-FinAid-Web
IIID15_04-CCCCO-BAM
IIID15_05-USDE-COD-Website
IIID15_06-FISAP
IIID15_07-FSA-EZ-Audit

IIID16_01-BP6330
IIID16_02-AP6330
IIID16_03-VCCCD-ETP-Approval
IIID16_04-Workflow-Process

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IVA. Decision-Making Roles and Processes

IVA1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Under the leadership of the President, the College completed its Educational Master Plan (IVA1_01-OC-EMP), Facilities Master Plan (IVA1_02-OC-FMP), and, most critically, its Participatory Governance Manual (IVA1_03-OC-PGM). The past several years of leadership have ushered in a wave of stability, innovation, and progress, even during the pandemic. In particular, Academic Senate, Classified Senate, and Associated Student Government (ASG) have all assumed greater roles in College leadership and governance under the structures and processes adopted as part of the redesign of participatory governance as outlined in the PGM.

College administration and faculty have embraced a tri-chair model for multiple Participatory Governance (PG) committees, and student representation is guaranteed as well on most deliberative bodies. In order to provide classified professionals, the opportunity to participate on College committees, executive leadership encourages Deans and supervisors to work with their classified staff in order to accommodate their requests to serve on committees and work groups.

Innovation is encouraged at all levels by the all-inclusive program review process. Academic programs, administration, business services, and student services all conduct either an intensive, comprehensive review of their program or service, or a more limited annual review. All members of all programs are encouraged to participate and contribute to the program

reviews, and all constituencies are represented on the Program Review Committee (PRC), which is tasked with evaluating each program plan.

As one example of innovation leading to institutional excellence, during 2017, the English faculty began to plan for early implementation of AB 705, the California law that mandated the use of a multiple measures rubric to recommend student placement into English R101, College Composition classes, or English R101 classes with a corequisite support class. English faculty worked collaboratively to create the Multiple Measures Assessment Recommendations rubric, and the Informed Self-Placement Rubric for students to use individually and to develop corequisite support classes. The English Department Chair worked with the faculty on the corequisite curriculum and shared it with the area Dean College President, and Vice President of Academic Affairs and Student Learning (VPAA), as those administrators were very involved with development and were supportive of faculty efforts to implement AB 705.

English faculty worked to realize the mandates of the law one year early in order to gather data to measure the successes of the Multiple Measures Assessment Recommendations, the Informed Self-Placement Rubric, and the new corequisite curriculum and how it worked when paired with the English R101 College Composition class. For this data collection effort, English faculty worked with the Office of Institutional Effectiveness (IE) to gather quantitative data. Faculty created a Qualitative Perception Survey to capture the student voice and experience in addition to the numerical data.

In addition to learning how the new curriculum was working, English faculty sought to understand how well the Multiple Measures and Informed Self Placement were working in assessing how students were placed into classes and if this was effective and appropriate placement. The Multiple Measures and the Informed Self-Placement Rubrics were written by the English Department, shared with Counseling during regular meetings between Counseling and English over a year-long period, shared with students for their feedback and input, and shared with the College President and VPAA for their insights and recommendations. Data collected from that time period indicate that the corequisite curriculum was effective in serving students and that they were being placed in the appropriate classes.

Another example in which leadership encouraged innovation occurred when the Math department also completed a major restructuring of its curriculum and course offerings with the full support of College administration. Effective Fall 2019, the College stopped offering Transitional Math 1 and 2, Math 10, 11, 14, 32 and 33 and replaced them with newly developed courses, Math 5 and Math 15, which are one level below transfer-level math and meet math competency for an associate degree. These two new courses, combining several levels of content into one, are designed to prepare students who are pursuing either Liberal Arts majors, and general education, or Business, Science, Technology, Engineering and Mathematics (B-STEM) majors. At the same time, the math department also developed and began offering co-requisite support classes for MATH R105 (Statistics), MATH R115 (College Algebra) and MATH R106 (Business Calculus) to provide additional support for students who placed themselves directly into a transfer class.

The radical restructuring of the curriculum, the development of co-requisite support courses, and changes in scheduling were the result of the leadership of the math department and the combined efforts of many other individuals and departments including the Division Dean, articulation officer, full-time and part-time faculty members, and all of Student Services. Many faculty members and the division Dean attended conferences, workshops, and other training sessions to prepare them for the current curriculum changes and student support needs.

The combined efforts of everyone and the dramatic changes in curriculum, scheduling, and placement procedures has resulted in an approximate 150% increase in the number of students passing transfer level math within their first year (IVA1_04-OC-AB705-Data).

Business and Student Services programs discuss their programs' goals, challenges, successes, and initiatives at their monthly meetings (IVA1_05-Division-Meeting-Agendas). Academic Deans discuss program review processes and initiatives at their quarterly division meetings. (IVA1_06-DC-Agendas) All Deans discuss ideas for new programs, initiatives, and innovations in academic programs as part of their weekly updates in Deans Council meetings. (IVA1_07-PR-Templates)

Since most new initiatives require allocations of resources, the participatory governance process includes narrative and visual explanations of the resource allocation process, an integral part of program review. As programs conduct their reviews of performance data, including student learning outcomes (SLOs) and service unit outcomes (SUOs), they identify gaps in funding and request physical, technical, human, and other resources required to better serve the needs of students (IVA1_08-New-Course-Guidelines).

Additionally, the Curriculum Committee co-chair, who also serves as the College's articulation officer, provides guidance to faculty and deans who are considering new and innovative courses or degrees to ensure that they are mindful of labor market data, transferability of courses, staffing, and budgetary constraints before they move forward with new curriculum (IVA1_09-New-Program-Guidelines).

Analysis and Evaluation
Innovation in the pursuit of excellence is a cornerstone of College operations. All stakeholders are empowered and encouraged to bring forth ideas for program development and program improvement in all academic, student services and business services divisions of the College. Administrative leadership encourages and supports faculty in their efforts to implement State mandates, and to diversify the curricular offerings of the College in a thoughtful, well-planned manner. The PGM ensures broad participation in decision-making, and the inclusive program review and resource allocation process ensures an equitable distribution of College resources in support of programmatic innovations.

IVA2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the way individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College has established policies and procedures that ensure the broad participation of various constituent groups in decision-making processes. The College's commitment to collaboration and shared governance is grounded in Board Policy 2510: Participation in Local Decision Making, which states that "the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures…" (IVA2_01-BP2510). Additionally, long-standing practices regarding full participation of all groups, including students, and their roles are clearly conveyed in the Participatory Governance Manual (PGM) (IVA2_02-OC-PGM). Additionally, long-standing practices regarding full participation of all groups, including students, and their roles are clearly conveyed in the Participatory Governance Manual (PGM) (IVA2_02-OC-PGM).

Student engagement with the decision-making process is clearly defined in the PGM. Since the leadership of student government changes on a regular basis, efforts are continuously made to solicit participation from each new group of Associated Student Government (ASG) leaders and senators and inform them of their rights and responsibilities regarding participatory governance. The ASG also appoints students to the following governance entities: Budget Committee; PRC; Curriculum Committee; and e College Use, Development and Safety Committee (CUDS). Additionally, ASG is often involved in the review and approval process for Collegewide initiatives like Student Equity, the College Strategic Plan, and Guided Pathways (IVA2_03-ASG-Agendas-F22)

Participatory governance at Oxnard College is embodied in a committee structure that cultivates equitable participation from classified staff, faculty, students, and administrators. Recently, Oxnard College updated the leadership committee -hair structure for certain committees that did not strictly fall under the faculty purview only. The College proceeded to add tri-chairs to committees to ensure classified staff were represented in the leadership of the following committees:

- College Use, Development and Safety (CUDS)
- Professional Development Committee

The goal of participatory governance at Oxnard College is to achieve effective participation by all constituencies, in which all participants are trained in meeting processes, and collegial and civil behavior is assured. Governance offers a transparent process by which equity-minded and student-focused decision making takes place by shared leadership actively seeking recommendations on the best way forward with any given issue or opportunity. Effective

participatory governance allows the College to formulate strategic decisions through the effective participation of all constituency groups (faculty, classified, students, and administrators). Through participatory governance, the College is able to maximize institutional effectiveness with a student-focused, equity-based process that creates a culture of participatory and broad leadership.

As stated in the PGM (IVA2_02-OC-PGM) Academic Senate, Classified Senate, and the College Planning Council (CPC) and their respective subcommittees serve as the primary groups responsible for participatory governance recommendations to the President. Below is the complete list of Participatory Governance Committees at Oxnard College:

- CPC
- Budget Committee
- College Use, Development and Safety Committee
- Curriculum Committee
- Professional Development Committee
- PRC
- Student Equity Success Committee (SESC)
- Technology Effectiveness Committee (TEC)

Additional input into College decision-making is obtained through the operational committees and standing committees. These committees represent a broad range of interests and include membership from campus constituencies.

Analysis and Evaluation
Institutional leaders strongly encourage all groups to engage in innovation and initiatives designed to improve practices, programs, and services. The College has established institutional policies and procedures describing the roles for each constituent group in the institution's decision-making processes through adopted Board Policies and the Participatory Governance Manual.

IVA3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
The role of faculty in participatory governance is clearly defined. Consistent with California Code of Regulations Title 5 § 53200(b), faculty are represented by the Academic Senate and, as such, they are entitled to participate in ten specific areas of academic and professional responsibility, including curriculum, grading policies, educational program development et al. In addition, faculty members participate in the decision-making process on other academic and professional matters "as mutually agreed upon between the governing board and academic

senate." The language and intent of this regulation is captured in the College's PGM. (IVA3_01-PGM-AS)

Per the PGM, all participatory governance committees, except for Academic and Classified Senates, include voting representatives from administration. In addition, the Vice Presidents of Academic Affairs and Student Learning, Business Services, and Student Development serve on the Executive Council, along with the presidents of the Academic and Classified Senates, the Dean of Institutional Effectiveness, and the Director of Outreach and Marketing. The VPAA holds weekly meetings of the Deans Council, at which programmatic and operational imperatives are discussed. The Business Services Council and Student Services Council meet weekly as well.

Further, College administrators participate on Districtwide committees including District Council on Instruction, District Council on Student Services, District Council on Human Resources, District Council on Administrative Services, and District Council on Enrollment Management, among others.

Analysis and Evaluation
The roles of administration and faculty are clearly defined by the PGM and are consistent with district policies, accreditation Standards, and state regulations.

IVA4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
Oxnard College's Curriculum Committee, while composed of members of all College constituencies, is composed predominantly of faculty. The VPAA co-chairs the committee with a faculty member designated by the Academic Senate. They work collaboratively to ensure that curriculum advances from the faculty authors to the various levels of local and state approval and through articulation channels, as appropriate, involving both the University of California and the California State University systems.

Board Policy 4020- Curriculum Development and Administrative Procedure 4020- Curriculum Development (IVA4_01-BP4020; IVA4_02-AP4020) give the College responsibility to create and modify curriculum and course content. The College relies on the faculty, Academic Senate, and academic administrators to make recommendations and decisions in matters regarding curriculum and student learning programs and services.

Faculty are responsible for the creation of new curriculum as well as curricular updates including distance education. The College's Curriculum Committee has the primary responsibility for recommending, reviewing, and accepting course curriculum and student learning programs and services. The role and responsibilities of the College's Curriculum Committee are documented in Oxnard College's Participatory Governance Manual (IVA4_03-

OC-PGM-CC-Charge). Further, The College's Curriculum Committee is charged with the responsibility of approving all credit and non-credit courses and educational programs of the College and making recommendations to the Academic Senate. The Curriculum Committee is also responsible for ensuring that quality assurance standards are met for distance education courses (IVA4_04-OC-DE-Curriculum).

The two subcommittees of the Curriculum Committee, the Distance Education Committee and General Education Committee, are comprised primarily of faculty members, with some administrative members also involved. These subcommittees function smoothly because of their well-defined structures, policies, and procedures established in the Distance Education Handbook (IVA4_05-OC-DE-Handbook) and the General Education Handbook (IVA4_06-OC-GE-Handbook). The Distance Education subcommittee in particular has accomplished a significant amount of work over the last several years, especially related to the pandemic and the need for the College to convert all classes to online delivery.

All faculty and administrative members and representatives are responsible to ensure the College curriculum is soundly complying with state and local regulations and that it supports students in meeting their educational and professional goals. Once approved at the College level, curriculum is approved at the District Council on Curriculum and Instruction (DCCI), formerly called the District Technical Review Workgroup - Instructional (DTRW-I), before going to the Board of Trustees for final approval (IVA4_07-DTRW-I-Charge; IVA4_08-DTRW-I-Minutes-10-14-2021).

Analysis and Evaluation
The faculty and academic administrators, through policy and procedures articulated in Board Policy, Curriculum Committee bylaws, and well-defined committee structures, have distinct responsibilities for recommendations about curriculum and student learning programs and services. Further, faculty members and administrators attend the Academic Senate for California Community Colleges (ASCCC) Curriculum Institutes to ensure that any changes at the state level are immediately incorporated into local processes.

IVA5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
Oxnard College and the Ventura County Community College District have established polices and procedures that ensure appropriate and meaningful consideration of relevant perspectives of constituent groups through governance policies and procedures as well as participative planning models. The College Participatory Governance Manual describes the College's institutional governance and decision-making process (IVA5_01-OC-PGM). Committees play an important advisory role to the President and ultimately to the Board. The College's

participatory governance process fosters communication and ensures timely action on plans and implementation of policies.

The Board receives information and varying college level perspectives and makes recommendations and suggestions. Board Policy and Administrative Procedures 2510, Participation in Local Decision Making (IVA5_02-BP2510; IVA5_03-AP2510) specify the roles and value of faculty (Academic Senate), Staff, and Students. Additionally, the VCCCD Participatory Governance Handbook further outlines the roles of the Board of Trustees, the District Chancellor, Students, Faculty, Classified Staff, Administrators and Bargaining Unit Representatives (IVA5_04-VCCCD-PGH).

Oxnard College ensures the appropriate consideration of relevant perspectives by reviewing the Participatory Governance Manual (PGM) Philosophy and Guiding Principles (IVA5_05-OC-PGM-PGP) at a Participatory Governance Training (IVA5_06-PGT-Agenda). This training is facilitated at the beginning of the academic year and prior to the first committee meeting. This training is open to all but specifically developed for committee chairs. Through this training, the College ensures that each committee is led by chairs who have been trained on encouraging participation from all constituent groups and promote the College's Participatory Governance Norms, tools and roles. Additionally, committee chairs are also encouraged to identify committee mentors for the student representatives in their committees to support the student representatives during the committee meetings.

The College has also demonstrated consideration of diverse perspectives by moving to a "tri-chair" model in certain Participatory Governance Committees (IVA5_07-OC-PGM-Examples). The tri-chair model has encouraged Classified Staff participation and leadership in the Participatory Governance process. Additionally, the College is also finalizing the development of the College Equity Statement. Once finalized, it is expected that each committee will include the statement on their agendas which further demonstrates that the College and committee's value diverse perspectives.

Collaboration through committees at the College has led to setting institutional priorities and goals and timely action. Whenever the College is in need of diverse perspectives and timely action for critical College-wide plans, like the Facilities Master Plan, Student Equity Plan and the Institutional Self-Evaluation Report, representatives from the college working on these plans present to the various committees on campus to gather feedback, recommendations and revisions.

Analysis and Evaluation
The College ensures appropriate consideration of relevant perspectives from campus groups through policies, procedures, and practices that align decision making, expertise, and responsibilities, along with timely action. The College Participatory Governance process functions as a product of multiple representative bodies that inform one another and offer diverse perspectives. Through multiple efforts and practices the College has developed structures that allow for input and effective participation.

IVA6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
The Participatory Governance Manual, posted on the College website clearly outlines the hierarchy and structure for College decision-making (IVA6_01-Screenshot-OC-PG; IVA6_02-OC-PGM). The PGM identifies Participatory Governance, Standing and Ad Hoc Committees, describes the purpose of each, and outlines how the PG bodies work collaboratively in decision-making. Every participatory governance body keeps agendas, minutes and supporting meeting documents. These are posted to BoardDocs (IVA6_03-PRC-Agenda-Minutes), the District's public platform for meeting-records management. All meetings of all participatory governance bodies include a review and approval of prior meeting minutes, which then serve as public record of actions taken by participatory governance bodies. Reporting back to constituents on decisions and actions is clearly stated as a representative's responsibility. End-of-year surveys assess whether this responsibility is being met. Final decisions, which ultimately rest with the President, are reported publicly at planning retreats and All College Day in the fall each year. Budget and Resource Allocation decisions are published annually in (time), at (place). When a presidential decision is at odds with the recommendations of CPC or Senate bodies, the rationale for the decision is published in writing.

Analysis and Evaluation
The documentation and communication of the decision-making process and resulting decisions are systematic, transparent, and widely communicated. The standard is met.

IVA7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
In Spring 2019, a workgroup was formed, comprised of Academic Senate, Classified Senate and management representation to review and rewrite the Participatory Governance/Standing, Advisory, Ad Hoc Committees Manual. The process included review, discussion and feedback from all college constituencies including the ASG. The 2020–2022 Oxnard College PGM was formally adopted in June 2020.

Through the rewrite of the PGM, several committees were renamed, and committees were created to reflect the specific charges of each committee. CPC serves as a college wide planning and communication forum by reviewing recommendations from all participatory governance committees. With the establishment of CPC and the inclusion of planning, the Planning and Budget Committee was renamed Budget Committee and the Program Effectiveness and Planning Committee (PEPC) was renamed PRC as planning was no longer part of either committee charge.

At the end of each academic year, the PG committees complete a survey that is reviewed at CPC of best practices for the next academic year (IVA7_01-PG-Survey-Results).

Analysis and Evaluation
Annual goals are set every fall by each participatory governance committee and self-evaluation of the goals are discussed at the annual retreat. Committees confirm and forward goals to CPC by the first October meeting. At the end of the academic year, committees use the Committee Annual Report form to evaluate the status of their goals. The form must be submitted to CPC by the end of April for the evaluation process. This information is also used in identifying the committee's needs or support for the subsequent academic year.

The College's governance and decision-making policies, procedures, and processes are evaluated annually through PG Committee surveys to assure their integrity and effectiveness. Additionally, the results of these evaluations are widely communicated and used to make needed improvements and identify the best practices.

Conclusions on Standard IV.A. Decision Making Roles and Processes
Oxnard College uses and evaluates a well-organized system of governance and decision making to support institutional effectiveness. The College recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, and continuous improvement. Governance roles are defined in the Participatory Governance Manual and are designed to facilitate collegial discussion and decision-making that support student learning programs and services. College leaders create an environment that promotes participation from all constituency groups leading to institutional excellence in the service of student success and achievement.

Improvement Plan(s)
None.

Evidence List
IVA1_01-OC-EMP
IVA1_02-OC-FMP
IVA1_03-OC-PGM
IVA1_04-OC-AB705-Data
IVA1_05-Division-Meeting-Agendas
IVA1_06-DC-Agendas
IVA1_07-PR-Templates
IVA1_08-New-Course-Guidelines
IVA1_09-New-Program-Guidelines

IVA2_01-BP2510
IVA2_02-OC-PGM
IVA2_03-ASG-Agendas-F22

IVA3_01-PGM-AS

IVA4_01-BP4020
IVA4_02-AP4020
IVA4_03-OC-PGM-CC-Charge
IVA4_04-OC-DE-Curriculum
IVA4_05-OC-DE-Handbook
IVA4_06-OC-GE-Handbook
IVA4_07-DTRW-I-Charge
IVA4_08-DTRW-I-Minutes-10-14-21

IVA5_01-OC-PGM
IVA5_02-BP2510
IVA5_03-AP2510
IVA5_04-VCCCD-PGH
IVA5_05-OC-PGM-PGP
IVA5_06-PGT-Agenda
IVA5_07-OC-PGM-Examples

IVA6_01-Screenshot-OC-PG
IVA6_02-OC-PGM
IVA6_03-PRC-Agenda-Minutes

IVA7_01-PG-Survey-Results

IVB. Chief Executive Officer

IVB1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard
The President of Oxnard College has primary responsibility for the quality of the institution, and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness as described below.

Planning: The Participatory Governance Manual of 2020 describes the College's overall planning process, including planning at the unit level, through Program Plans, as well as at the macro-level, through CPC and the Executive Council. To establish clearer coherence in the integration of all College plans, the President initiated an Institutional Effectiveness Partnership Initiative application in June of 2019, with a focus on integrated planning and enrollment management. Additionally, the President led the development of the College's Educational Master Plan (EMP) during 2019–2020 in alignment with the College's participatory governance committees and processes. (IVB1_01-OC-EMP). The President meets weekly with the College's Executive

Council to conduct the College's business and deliberate recommendations from participatory governance committees.

Each month, the President meets with the President's Cabinet to hear from Collegewide leadership (i.e., managers, supervisors, Department Chairs, senate presidents, and Coordinators) to learn about developments across the College and to share important College updates.

Additionally, the President meets each month with the President's Advisory Council (PAC), consisting of cross-sector stakeholders. This group was established as the college emerged from the pandemic in order to forge stronger ties with community partners and solicit their input for the college's planning. At these PAC meetings, the College shares with the Council members College developments and plans, and members exchange updates from their own areas to foster strong collaboration. For instance, at the December 2021 meeting of the President's Advisory Council, the College took input from the Council for its next Facilities Master Plan. (IVB1_02-PAC-12-21-Minutes)

The President also participates in ad hoc meetings on temporary issues such as the College's COVID response workgroup, which met on a weekly basis through much of the pandemic, and still meets on a bi-weekly basis to plan the College's response to the public health crisis.

Moreover, the President participates in weekly Chancellor's Cabinet meetings, as well as monthly Consultation Council meetings to ensure that the college's plans are aligned with the district's plans.

Organizing: The President 2019-2022 was involved in the development of the Participatory Governance Manual (PGM). As part of revising the PG Manual, the President convened a PG Workgroup (IVB1_03-PG-Workgroup), which led to the establishment of the College Planning Council (CPC) (IVB1_04-PGM-CPC-Charge). CPC was designed to oversee the coordination of all College plans into a coherent whole in making recommendations to the College President, and to integrate resource allocation with College planning. The President initiated the establishment and hiring of a Director of Outreach and Marketing, and the Community Development/Institutional Advancement Specialist to fill two critical holes in the College's organizational structure.

Budgeting: The President meets weekly with the College's Vice President of Business Services to stay abreast of the College's financial condition. Additionally, the Budget Committee submits year-end reports and recommendations to the President for consideration. All PG committee recommendations regarding resource allocation are brought to the President's Executive Council President's Executive Council (IVB1_05-Executive-Council) for review and the President's final determination. The President 2019-2022 also led initiatives to help strengthen the College's fiscal future, such as the potential development of the College's vacant land and the inception of outreach to international students.

Selecting and Developing Personnel: Since arriving at Oxnard College in April of 2019, to 2022, the President hired a VPAA, a VPBS, a Dean of Institutional Effectiveness, a Director of Outreach and Marketing, and a Community Development/Institutional Advancement Specialist, and the President also participates in final interviews for all managerial and full-time faculty positions. The President regularly publicizes notices of conferences and other professional development opportunities to key College personnel. The President also participates in the District's Council on Human Resources, and influences Districtwide policies and practices regarding personnel issues and professional development. The President also initiated the development of a more comprehensive orientation for new employees.

Assessing Institutional Effectiveness: The Dean of Institutional Effectiveness reports directly to the President and they meet weekly. Additionally, the Dean of Institutional Effectiveness is a member of the Executive Council, and that office's team of research analysts has doubled in the past year. At Executive Council meetings, President's Cabinet meetings, and through the Collegewide bi-weekly epistle, *El Condor*, the President 2019-2022 frequently encouraged continuous improvement for all, beginning with an assessment of strengths and weaknesses.

Analysis and Evaluation
Oxnard College meets this Standard. The College President has primary responsibility for the quality of the institution and discharges that responsibility through the positions he oversees, the practices and processes he maintains, and the systems that support his office.

IVB2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard
The President delegates core College areas to relevant vice presidents (e.g., business services, academic affairs, and student development) but stays closely connected to the vice presidents via weekly meetings to stay well informed of all significant College issues and to offer support to the vice presidents whenever they need it. Moreover, through weekly Executive Council meetings (IVB2_01-EC-Agenda), the work of the vice presidents is well coordinated. The President empowers the vice presidents to make hiring decisions, oversee personnel issues, manage budgetary matters, and take responsibility over other organizational items. Additionally, the President directly supervises the Dean of Institutional Effectiveness, the Director of Outreach & Marketing, and the Director of Institutional Advancement to ensure that these key functions are not siloed but are responsive to overall College needs. For the same purpose, these three individuals meet weekly in the Executive Council to ensure that College plans and operations are synergistic.

Analysis and Evaluation
Oxnard College meets this standard. Under the President's planning, oversight, and evaluation, the College's administrative structure is adequate for its purpose, size, and complexity. The

President delegates authority appropriately to ensure that all essential College functions are effectively performed.

IVB3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard
Establishing a collegial process that sets values, goals, and priorities: The President led the College toward the adoption of new Guiding Principles in September 2020, which were codified in the Educational Master Plan (2021-2030) (IVB3_01-OC-EMP). The President reinforces those guiding principles by example, and frequently communicates those principles in his bi-weekly epistles to all College employees and in his many meetings.

The President led the College in determining its goals and priorities through the new Educational Master Plan, and by making sure that college-level decisions and priorities are aligned with those goals. He does so by ensuring that key goals are the subject of the weekly Executive Council agenda, and he frequently reinforces the need for salient metrics and data to ensure that the college is making progress toward those goals. The President also instituted an annual Planning Retreat to measure progress toward the college's key goals and to develop an annual operating plan for the coming year.

As noted previously, the president convened a Participatory Governance workgroup to revise the college's Participatory Governance handbook, which resulted in the creation of the College Planning Council.

Analysis and Evaluation
Oxnard College meets this Standard. The President guides institutional teaching and learning by maintaining collegial processes that set the values, goals, and priorities of the college. He continually prods the campus to maintain high-performance standards for student achievement and insists on high quality research and analysis for evaluation and planning. He has pushed for tighter integration of planning and resource allocation for the purpose of enhancing student success.

IVB4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
The President meets on a weekly basis with the accreditation liaison officer to, among other matters, review and discuss accreditation progress. Additionally, the Dean of Library and Learning Resources, who plays a key accreditation leadership role, along with the Vice President of Academic Affairs, made a presentation to the President's Cabinet in January of 2022 to keep all managers, supervisors, coordinators, department chairs, and senate presidents apprised of the college's accreditation plans. The President has periodically written to the campus about the accreditation standards, including the importance of continuous improvement. Additionally, the college's Guiding Principles specifically incorporate continuous improvement.

The President participated in an accreditation workshop presented at Oxnard College by the ACCJC in April 2021 (IVB4_01-AW-ACCJC-Training), and has also participated in specific accreditation visits for the college's dental hygiene program and fire academy.

Analysis and Evaluation
Oxnard College meets this Standard. The President takes a lead role in the college's accreditation processes and fosters a culture of continuous improvement.

IVB5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
Through a system of Board and College governance, the Oxnard College President ensures appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action on institutional plans, policies, and curricular change. The College committees are aligned with District and Board committees. This alignment, initiated in 2009, required a couple of years to achieve. The Board of Trustees has changed the structure of its committees in various ways since that time, but these changes have always stayed in alignment with processes at the College level. The Board has undergone extensive professional development in the various areas of oversight. Through the alignment of the various committees and a system of Board and College governance, the College ensures appropriate consideration of relevant perspectives.

All new policies and budgets go through an extensive participatory governance process involving the District and Oxnard College committees. For example, Budget Committee handles campus involvement in the budget discussions. The Academic Senate reviews new Board Policies and participates in the creation of APs, which are jointly written by District and College administrators in consultation and with a goal of consensus with the Academic and Classified

Senates. The APs, which operationalize Board Policies, are submitted to the Board of Trustees as information items, but Board feedback on the APs is welcome. Many APs require frequent revision due to budget changes, innovations, and legal changes. Ultimately, all College committees provide recommendations to the president as demonstrated in the PGM decision-making chart (IVB5_01-PGM-Decision-Chart).

Analysis and Evaluation
Through its system of Board and College governance, the Oxnard College President ensures the appropriate consideration of relevant perspectives and timely action on institutional plans, policies, curricular change, and other considerations.

IVB6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
The President takes an active role in communicating with the communities served by the college. One vehicle through which he does this is the President's Advisory Council, which includes superintendents from the surrounding K-12 districts, officers with the surrounding universities, elected officials, the City Manager of Oxnard, and other civic leaders (IVB6_01-PAC-Agenda). The President's Advisory Council meets monthly and each month the president showcases one of the college's programs, and then asks the Council members to share news of any developments in their organizations.
The President also meets annually or more often with principals and counselors of the K-12 schools in the college's feeder schools.

Additionally, the President periodically writes guest columns for the primary newspaper in Ventura County and often approves press releases about college programs or notable achievements.
Moreover, the President has been interviewed on local radio stations and has spoken at town halls to which community members have been invited.

In addition to these structured occasions, the President frequently meets with individual community members or community groups to hear their concerns and to help foster closer working relationships within the community.

Analysis and Evaluation
Oxnard College meets this Standard. The President communicates often and through various venues with the community, keeping the community informed of college developments, and staying aware of community interests.

Conclusions on Standard IV.B. CEO
The college president and CEO provides primary responsibility for the institution, its planning and participatory governance processes, organizational structure and health, budgeting, personnel matters should they rise to that office's level, and assessing Institutional

Effectiveness. These efforts are discharged through the president's direct reports. To that end, the President also oversees the administrative structure and leadership personnel for the college. The President guides teaching and learning goals and principles, sets high performance standards and expectations for research and planning, while also overseeing the accreditation process and communicating goals and planning to the campus and community.

Improvement Plan(s)
None

Evidence List
IVB1_01-OC-EMP
IVB1_02-PAC-12-21-Minutes
IVB1_03-PG-Workgroup
IVB1_04-PGM-CPC-Charge
IVB1_05-Executive-Council

IVB2_01-EC-Agenda

IVB3_01-OC-EMP

IVB4_01-AW-ACCJC-Training

IVB5_01-PGM-Decision-Chart

IVB6_01-PAC-Agenda

IVC. Governing Board

IVC1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard
The Ventura Community College District is governed by an elected board of five trustees (IVC1_01-BP2010). BP 2200 Board Duties and Responsibilities outlines the responsibilities of the Board of Trustees, which include establishing academic standards and graduation requirements, improvement of the quality, integrity, efficiency, and effectiveness of district student learning programs and services, and oversight of the stability and sustainability of finances necessary to support student learning programs and services within the District's mission (IVC1_02-BP2200; IVC1_03-BP1200). BP 2205 Delineation of System and Board Function further clarifies the role of the board and its relationship to each college, also illustrated in greater detail in the District's Participatory Governance Handbook (IVC1_04-BP2205; IVC1_05-VCCCD-PGH). BP and AP 2410 Board Policy ensure regular review of board

policies with a five-year review cycle. The most recent cycle includes an additional two years, now 2016-2023, due to pandemic challenges (IVC1_06-BP2410; IVC1_07-AP2410).

Analysis and Evaluation
The VCCCD Board of Trustees has authority over and responsibility for policies related to the quality and effectiveness of both academic and student services programs, as well as the financial health of the institution. Relevant board policies codify those specific responsibilities and also ensure regular review of board policies.

IVC2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
BP 2715 and AP 2715(A) cover the Board of Trustees Ethics and Standards and affirm each trustee's status as a member of a legal entity that is strongest and most effective when acting as a unit, not as a group of individuals (IVC2_01-BP2715; IVC2_02-AP2715-A). AP 2715(A) Board Code of Ethics affirms that trustees will support and maintain ethical principles including the imperative to "Recognize that individual Board members have no legal authority outside the meetings of the Board and fully support Board actions as a unit once taken."

The Board Ground Rules agreed to during the August 4, 2020 Board of Trustees Meeting outline trustees' commitment to working as a transparent, effective, and respectful entity and appear on every board meeting agenda (IVC2_03-VCCCD-Board-Ground-Rules). One ground rule, in particular, addresses acting as a unit and reads "once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again."

Analysis and Evaluation
BP 2715 and AP 2715(A) provide guidance to the Board regarding acting as a collective entity. The Board has reaffirmed its understanding of trustee roles and responsibilities through the establishment and review of Board Ground Rules.

IVC3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
The Board of Trustees oversees the hiring and evaluation of the Chancellor. BP 2431 CEO Selection outlines the framework for recruiting a Chancellor (IVC3_01-BP2431). The most recent CEO hiring took place in 2022, and the timeline and process were broadly distributed. The Board discussed and publicly shared its recruitment process during multiple meetings, affirming recruitment committee membership, district and community representation and participation, the position description, and timelines (IVC3_02-BOT-Meeting-12-20-21; IVC3_03-BOT-Minutes-01-22-22; IVC3_04-BOT-Meeting-02-02-22; IVC3_05-Chancellor-Forum-05-04-2022).

Similarly, the evaluation process for the Chancellor is specifically codified in BP 2435 Evaluation of the Chancellor and further delineated in AP 2435, requiring formal evaluation at least once each fiscal year (IVC3_06-AP2435). The Board uses evaluation criteria based on the Board Policy, the Chancellor's job description, performance goals and objectives, and mutual agreement with the Chancellor as listed in BP 2430 Delegation of Authority to Chancellor (IVC3_07-BP2430).

The Board is responsible for adhering to the evaluation cycle and process, conducting its evaluation of the Chancellor on an annual cycle, typically in June (IVC3_08-BOT-Agenda-6-21-21). The Board completes the evaluation process with the Chancellor.

Analysis and Evaluation
The VCCCD Board of Trustees has established policies for selecting and evaluating the Chancellor and follows these policies as described, including an annual evaluation of the Chancellor's performance.

IVC4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
Members of the Board of Trustees are elected by the electorate in five designated trustee areas, as outlined in BP 2100 Board Elections (IV4_01-BP2100). They are an independent group of elected officials who represent the public's interest to ensure educational quality at all three colleges of the District. A student board member is selected each year by the students from each of the three colleges, as detailed in BP 2105 Election of Student Member (IVC4_02-BP2105). The board has the responsibility to advocate for and defend the District and the three colleges, while protecting the institutions from undue influence or political pressure. Current board members serve four-year terms and elections are staggered to ensure continuity.

Several board policies and administrative procedures clearly state board organization, duties, and authority. BP 2200 Board Duties and Responsibilities, BP 2201 Board Participation in District and Community Activities, BP 2205 Delineation of System and Board Function, and BP 2430 Delegation of Authority to Chancellor provide the board with guidelines of their roles, responsibilities, and limits to their role in district operations (IVC4_03-BP2200; IVC4_04-BP2201; IVC4_05-BP2205; IVC4_06-BP2430).

BP 2710 Conflict of Interest, BP 2715 Board Code of Ethics/Standards of Practice, BP 2716 Political Activity, and BP 2717 Personal Use of Public/District Resources further clarify the roles of board members in their handling of district and personal business as related to the District's educational quality (IVC4_07-BP2710; IVC4_08-BP2715; IVC4_09-BP2716; IVC4_10-BP2717).

Analysis and Evaluation
Board policies include clear guidelines for the roles and responsibilities of the board with its main focus on serving as an independent, policy-making body that ensures the colleges' educational quality in service to the public interest. Policies on conflict of interest and board ethics clearly outline the responsibility of the board to avoid political pressure and advocate on behalf of the institutions and the students served.

IVC5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard
BP 2200 Board Duties and Responsibilities provides broad categories of board responsibility, including "establishment of policies consistent with the district's mission statement," "the improvement in the quality, integrity, efficiency, and effectiveness of district student learning programs and services," and "final accountability for the district's educational quality, legal matters, and financial integrity" (IVC5_01-BP2200). The Board of Trustees has policies for engaging in district wide strategic planning and establishes district strategic goals that are consistent with the district mission to ensure the quality, integrity, and improvement of academic and service programs (IVC5_02-BP2425; IVC5_03-BP3250; IVC5_04-BOT-Minutes-07-10-21). BP 6300 Fiscal Management ensures the ongoing fiscal stability of the District by the board (IVC5_05-BP6300). The Board of Trustees regularly reviews, discusses, and approves the budget allocation model, as well as tentative and adopted budgets (IVC5_06-BP6200; IVC5_07-BOT-Minutes-06-15-21).

The Board of Trustees develops policy and provides broad oversight for the District (IVC5_01-BP2200). BP 2510 Participation in Local Decision Making establishes that "The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations," which includes educational quality, legal matters, and financial integrity and stability (IVC5_08-BP2510).

Analysis and Evaluation
The Board of Trustees has established policies that align with the district mission and ensure the quality, integrity, and improvement of student learning programs and services. The board engages in district wide strategic planning, establishing district strategic goals consistent with the district mission. Regular review, discussion, and approval of district finances, including the budget allocation model and tentative and adopted budgets, enables oversight of fiscal integrity and stability. The Board of Trustees has oversight on matters related to educational quality, legal matters, and financial integrity and stability.

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IVC6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
The Board of Trustees publishes policies that specify its size, duties, responsibilities, structure, and operating procedures along with meeting agendas and related documents on the public district BoardDocs site (IVC6_01-VCCD-BoardDocs-Policies). The Board consists of five members serving four-year terms elected by the public from corresponding areas of the county, with staggered elections so that roughly half the trustees are elected each election cycle (IVC6_02-BP2010; IVC6_03-BP2100). In addition, the Board includes one student member serving a one-year term with an advisory vote, elected by the student body (IVC6-04-BP2015; IVC6_05-BP2105). The duties and responsibilities of the Board are summarized in BP 2200 Board Duties and Responsibilities (IVC6_06-BP2200), outlining how the Board provides broad oversight and develops policy for the district. Officers of the Board are the chair, vice-chair, and secretary. The chair and vice-chair are elected annually, while the Chancellor serves as the secretary to the Board, each with respective duties (IVC6_07-BP2210). Additional responsibilities of the chair are designated in BP 2215 Role of the Board Chair (IVC6_08-BP2215). BP 2220 Committees of the Board summarizes committee responsibilities and meeting frequency (IVC6_09-BP2220). Board Policies are regularly reviewed and updated (IVC6_10-BOT-Minutes-03-08-22).

Policies describe regular board meetings, special and emergency meetings, and the annual organizational meeting (IVC6_11-BP2310; IVC6_12-BP2320; IVC6_13-BP2305). Additional operating procedures are found in several additional policies such as BP 2340 Agendas, BP 2330 Quorum and Voting, BP 2350 Speakers that describes the procedure for the public to address the Board, and BP 2360 Minutes that describes the public record of the meetings (IVC6_14-BP2340; IVC6_15-BP2330; IVC6_16,BP2350; IVC6_17-BP2360).

Analysis and Evaluation
The Board of Trustees publishes policies about its size, duties, responsibilities, structure, and operating procedures and makes them readily available to the public on the district BoardDocs site.

IVC7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
The board regularly assesses its policies and ground rules for effectiveness in fulfilling the district and colleges' missions and revises them as necessary (IVC7_01-VCCD-Policies&Procedures). The board recently noted the need to revise the five-year policy/procedure review cycle, extending the review timeline by two years due to global pandemic challenges (IVC7_02-BP2410). Consistent review is conducted through existing

colleges and district governance bodies as outlined in the VCCCD Participatory Governance Handbook (IVC7_03-VCCCD-PGH).

The board conducts an annual self-assessment, which takes place during the strategic planning meeting (IVC7_04-BOT-Minutes-01-09-21). In addition, the board provides verbal feedback at the conclusion of each board meeting to remind all members to continue to conduct business according to policies and procedures and VCCCD Board of Trustees Ground Rules (IVC7_05-BOT-Minutes-05-11-22).

Although the review of policies and procedures is taking place, the board does not always adhere to its published policies and procedures. Trustees sometimes do not consistently follow their own ground rules that appear as a standing agenda item, including ground rules 4 and 5 (IVC7_06-BOT-Ground-Rules). Ground Rule 4 states that "...*All other Trustees' requests for data or information shall be made at Board meetings and directed to the Board Chair. The Board Chair will then informally poll the Board to see if a majority supports the request....*" Requests for information and data often come from a minority of trustees and do not have full board support. Gound Rule 5 states that "*Trustees avoid backtracking; once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again. The Board respects the requests of members to revisit issues when based on new information.*" The board sometimes revisits items after voting on the same item.

As one example, BP 5530 and AP 5530 Student Rights and Grievances were on the agenda for action to adopt having completed the appropriate participatory governance review (IVC7_07-BOT-Agenda-2021-08-10). Discussion took place and a single trustee wanted changes to the AP and requested the policies be brought back to the relevant board committee for further discussion (IVC7_08-BOT-Minutes-2021-08-10-Item 15.09). Although APs do not fall within board purview, and the board voted to adopt BP 5530, both BP and AP 5530 were on the agenda at the next board committee meeting (IVC7_08-BOT-Minutes-2021-08-10-Item 15.09; IVC7_09-PPSS-Agenda-2021-08-26- Item 6.04).

Analysis and Evaluation
The District has a process and timeline for reviewing and revising all policies and procedures for their effectiveness in fulfilling the district mission. Although the review of policies and procedures is taking place, the board does not consistently adhere to its published policies and procedures.

IVC8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The District, along with the three colleges, presents data on student success to the Board of Trustees at the mid-year strategic planning sessions and periodically on focused topics. BP and

AP 2425 Board/District Planning ensure that data are presented and assessed at the June strategic planning session as evidence of meeting district goals and objectives (IVC8_01-BP2425; IVC8_02-AP2425). Institutional plans, such as college Educational Master Plans, are presented to the board for approval before adoption (IVC8_03-BOT-Minutes-05-14-19; IVC8_04-BOT-Minutes-06-11-19). The VCCCD Annual State of the District is presented to the board and includes an institutional effectiveness section; the data presented 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 (IVC8_05-BOT-Minutes-06-21-21; IVC8_06-State-of-District-06-2021; IVC8_07-State-of-District-06-2022; IVC8_08-BOT-Minutes-06-14-22).

The mid-year planning focuses on enrollment projections, budget updates, budget strategies, and review of board goals and objectives. The VCCCD Strategic Plan serves as guidance for accomplishing the goals for student success (IVC8_09-VCCCD-Strategic-Plan). The strategic goals were developed and adopted by the Board of Trustees at their July 7, 2021, meeting, becoming the core of the VCCCD Strategic Plan (IVC8_10-BOT-Minutes-07-10-21). The strategic goals include 1) Instill a culture that values diversity, students, our communities, collaboration, and the success of each employee; 2) Increase equitable access and success for all students; 3) Support the closing of academic achievement and support services equity gaps across racial, ethnic, socioeconomic, and gender groups; and 4) Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

Analysis and Evaluation
The board is regularly and effectively informed on key indicators of student learning and achievement. There is often discussion on these key indicators with all vital district and college employees present. Board agendas and minutes provide evidence of the board conducting a regular review of student success and academic quality improvement. In addition, they have reviewed and accepted institutional plans including Educational Master Plans from each college and the VCCCD Strategic Plan.

IVC9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
BP 2740 Trustee Professional Development expresses the board's commitment and active participation in professional development activities that include new member orientation (IVC9_01-BP2740). During the July 10, 2021 Annual Board of Trustees Strategic Planning Session, Trustees reviewed a list of proposed local, state, and national professional development activities (IVC9_02-BOT-SPS-7-10-21). A board agenda calendar is agendized as a standing Board of Trustees meeting agenda item to track requested and planned study sessions (IV9_03-BOT-Future-Agenda-Items). Trustees provide a report on professional development

activities within a standing Board of Trustees meeting agenda item (IVC9_04-BOT-Minutes-05-11-21).

Following the election of a trustee, the Chancellor, board chair, and vice chair conducted the New Trustee Orientation on December 17, 2020 with the newly elected trustee (IV9_05-New-Trustee-Orientation). BP 2100 addresses board elections, including staggered terms of office (IVC9_06-BP2100).

Analysis and Evaluation
The board participates and supports ongoing training for board development. Trustees annually review a list of professional development opportunities and attend professional development activities. Trustees provide updates during agendized Board of Trustee Meeting Reports to report on completed training and professional development.

IVC10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
The VCCCD Board of Trustees has an established process for board evaluation outlined in BP 2745 Board Evaluation and the corresponding procedure (IVC10_01-BP2745; IVC10_02-AP2745). The procedure calls for the appointment of two trustees to an Ad Hoc Committee on Board Evaluation who review the evaluation tool and recommend updates to the full board, as needed (IVC10_03-BOT-Agenda-03-10-20). Board Evaluations are usually distributed in spring; results from the performance evaluation are posted publicly and reviewed in a public meeting by trustees. Results are used to improve board performance, academic quality, and institutional effectiveness. Evaluation results are reviewed during the Board of Trustees Annual Strategic Planning Session.

The board uses a meeting evaluation form at the conclusion of each regular board meeting. The agenda item includes the completed summary form from the previous meeting and a blank form to complete for the current meeting. The new evaluation process provides an opportunity for trustee assessment and discussion of areas for improvement (IVC10_04-Board-Eval-Form). As a result of evaluation in 2021, the board organized training for members to include an overview of board roles and practices (IVC10_05-BOT-Minutes-01-08-22; IVC10_06-BOT-Minutes-01-22-22). Paper copies of the evaluation form are also made available at meetings for any attendee to complete for board consideration.

Analysis and Evaluation
The board has a board policy on evaluation that includes the board's effectiveness in promoting and sustaining academic quality and effectiveness and which guides its annual review. Trustees

review and revise their evaluation process on a regular basis. Most recently in spring 2021, the board adopted a new evaluative procedure and participated in board training to address evaluation feedback.

IVC11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees has approved two policies that relate to the code of ethics and exclusions for conflicts of interest. BP 2715 Board Code of Ethics/Standards of Practice includes the expected behavior for all board members as well as avenues for responding to any concerns regarding those standards (IVC11_01-BP2715). "All board members are expected to maintain high standards of conduct and ethical behavior. To maintain public confidence in the board, and in the institutional integrity of the colleges under its governance, the board will be prepared to investigate the factual basis behind any charge or complaint of trustee misconduct." The corresponding AP 2715(A) Board Code of Ethics further specifies action that may be taken when a violation is suspected, including consultation with legal counsel and/or referral to law enforcement in cases involving a violation of law (IVC11_02-AP2715-A). The Chancellor and board chair are responsible for monitoring adherence to the code of ethics.

Several additional policies prohibit conflicts of interest among board members. BP 2710 Conflict of Interest defines conflicts of interest and designates appropriate responses should a conflict of interest be suspected: consulting legal counsel if it is unclear if a conflict of interest exists and complying with the California Code of Regulations regarding conflicts of interest (IVC11_03-BP2710). AP 2710 Conflict of Interest further defines prohibited activities, including being involved in incompatible activities, holding a financial interest in any contracts voted upon (unless recusing themselves from the vote), or accepting gifts in excess of allowable amounts and types as defined in law (IVC11_04-AP2710).

Each board member submits a Form 700 Statement of Economic Interest annually, and these forms are retained by the district office to document the holdings of board members and as resources should potential conflicts of interest need to be reviewed (IVC11_05-VCCCD-2020-SEI). If a conflict of interest exists, the affected board member abstains from the vote related to that item (IVC11_06-BOT-Minutes-09-08-20) BP 2717 Personal Use of Public/District Resources further prohibits the use of district resources, except where allowable by law (IVC11_07-BP2717).

Analysis and Evaluation
To ensure compliance, a Statement of Economic Interest must be submitted annually by each board member. Policies outline actions that will be taken if violations are suspected or have occurred. The majority of board members do not hold an economic interest in the District or its colleges.

IVC12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
Authority to operate and control district business is delegated to the Chancellor by the Board of Trustees as outlined in BP 2430 Delegation of Authority to the Chancellor (IVC12_01-BP2430). This Board Policy describes delegation of authority to the Chancellor, including but not limited to, granting the authority to supervise the general business procedures of the district and budget, to authorize employment and fix job responsibilities, and act as the professional advisor to the board in policy formation. BP 2434 Chancellor's Relationship with the board further clarifies that the "Board delegates full responsibility and authority to him or her to implement and administer board policies without board interference and holds him or her accountable for the leadership and operation of the district and the colleges" (IVC12_02-BP2434). The relationship between the board and the Chancellor is also addressed in BP 2200 Board Duties and Responsibilities stating that the board develops policy and provides broad oversight and delegates the implementation of its policies and performance of district duties and obligations to the Chancellor (IVC12_03-BP2200).

The board discussions of operational details have, at times, impeded the Chancellor's ability to implement and administer board policies and the operations of the district. For example, BP 5530 Students Rights and Grievances, and the corresponding AP 5530 as information, have come to the board for approval twice: on April 13, 2021 and June 15, 2021 (IVC12_04-BP5530; IVC12_05-AP5530). No action was taken at either meeting due to repeated requests to change an administrative procedure, lying outside board purview, that escalated student grievances to the Chancellor and board rather than to the college President, contrary to recommended practice and recommendation of the Chancellor (IVC12_06-BOT-Minutes-04-13-21; IVC12_07-BOT-Minutes-06-15-21).

The percentage of on-ground classes for the fall 2021 and spring 2022 schedules was a frequent topic of discussion at board meetings (IVC12_08-BOT-Minutes-05-25-21; IVC12_09-BOT-Minutes-04-13-21). Operational decisions regarding course modality had been vetted and discussed at the college and district level with employee and student input, but some trustees still advocated for higher numbers of in-person classes. The Board did not reach any formal recommendations or take any action regarding modality percentages, but some trustees' comments suggested that operational changes had been directed by the board but were not being implemented.

Another example of interference by the board occurred when a college president verbally shared with two trustees a proposal and requested funding that benefitted the specific interest of one college, bypassing the district participatory governance review process, including chancellor review (IVC12_10-BOT-Minutes-08-10-21). A third example occurred when Trustees proposed to provide input on use of federal funds (IVC12_11-BOT-Minutes-05-11-21).

The board chair and vice chair met with the Standard IV.C writing team members and the Chancellor in September 2021 to review standards where there were areas of concern, including those discussed above. The Board contracted the Collaborative Brain Trust consultant, Dr. Brice Harris, who provided a summary report that included strategies for improvement after viewing meeting recordings and interviewing individuals across the District (IVC12_12-CBT-Summary-Strategies). As follow-up, the Board had two sessions with Collaborative Brain Trust consultant, Dr. Helen Benjamin, on January 8, 2022 and on January 22, 2022 to implement some of the suggested strategies for improvement (IVC12_13-BOT-Minutes-01-08-22; IVC12_14-BOT-Minutes-01-22-22). Outcomes from the two sessions included increased understanding of the standards and the development of a Board Vision Statement (IVC12_13-BOT-Minutes-01-08-22). Dr. Benjamin will have another session with the board for review and assessment of progress and adherence to the action steps.

Analysis and Evaluation
The Board of Trustees has several policies that delegate responsibility and authority to the Chancellor to implement and administer board policies and hold the Chancellor accountable for the operation of the District. Sometimes the board veers into operations interfering with the Chancellor's ability to implement and administer board policies and the operation of the District. The board has been working with an external consultant to address areas of concern.

IVC13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
BP 3200 Accreditation ensures that the Board of Trustees is kept informed of accreditation processes, reports, and accreditation status and that the board is included in processes for which their involvement is required (IVC13_01-BP3200). The Board of Trustees received training on accreditation processes for governing boards by Dr. Catherine Webb on June 21, 2021 in advance of the accreditation cycle (IVC13_02-BOT-Minutes-06-21-21; IVC13_03-ACCJC-Pres-BOT-06-21-21). The board is kept informed of reports due to the Commission; for example, ACCJC Mid-Term reports are reviewed by the board (IVC13_04-BOT-Minutes-03-10-20). During the development of Institutional Self-Evaluation Reports, a standing agenda item on accreditation updates keeps the board informed of progress on and timelines for the ISER, sometimes taking written form and sometimes delivered as an oral report (IVC13_05-BOT-Agenda-05-11-22; IVC13_06-BOT-Accred-Update-02-15-22; IVC13_07-BOT-Minutes-03-08-22). When made aware of possible areas of concern for accreditation, the Board contracted with

the Collaborative Brain Trust for assessment and help developing strategies for improvement, working with Dr. Helen Benjamin (IVC13_08-BOT-Minutes-01-08-22).

Analysis and Evaluation
Members of the Board of Trustees receive information about Accreditation Standards, Eligibility Requirements, accreditation status, and various accreditation processes throughout the accreditation cycle. The board receives training about accreditation and regularly receives updates on current accreditation progress as well as reviews accreditation documents such as mid-term reports and ISERs. When learning about possible areas of concern for accreditation, the board contracted with external consultants to help develop strategies for improvement.

Conclusions on Standard IVC. Governing Board
The Ventura County Community College District Board of Trustees has policies and procedures which document and guide its work to assure that each college in the District has high quality student learning programs and services. It ensures that these programs and services support the mission of the institution, and that key indicators of student learning and achievement are reviewed periodically in support of improving academic quality. The board also ensures the financial integrity and stability of the District and colleges and adheres to its code of ethics.

However, in the areas of delegation of authority to the Chancellor and adherence to board policies, the board has sometimes been inconsistent in its actions. There have been isolated instances where the board has interfered in college decision-making processes. It has had direct communication with and support for particular college initiatives prior to those proposals being fully vetted by the appropriate participatory governance committees. In addition, the board has tried to direct operational decisions despite the Chancellor's and other college leadership's stated intentions.

In 2021, the board identified areas of needed improvement regarding its processes, contracted with a consultant to receive guidance on areas to address, and began board training in January 2022 in order to clarify and recommit to recommendations regarding improvement of its practices. Ongoing assessment and training will help to further augment progress being made on these measures.

Improvement Plan(s)
The board will undergo professional development training within six months of the ISER submission date. This professional development will reiterate the roles and responsibilities required of an independent, policy-making body. The board will further demonstrate actions consistent with its roles and responsibilities as evidenced through its annual evaluation process.

Evidence List
IVC1_01-BP2010
IVC1_02-BP2200
IVC1_03-BP1200
IVC1_04-BP2205

IVC1_05-VCCCD-PGH
IVC1_06-BP2410
IVC1_07-AP2410

IVC2_01-BP2715
IVC2_02-AP2715-A
IVC2_03-VCCCD-Board-Ground-Rules

IVC3_01-BP2431
IVC3_02-BOT-Meeting-12-20-21
IVC3_03-BOT-Minutes-01-22-22
IVC3_04-BOT-Meeting-02-02-22
IVC3_05-Chancellor-Forum-05-04-2022
IVC3_06-AP2435
IVC3_07-BP2430
IVC3_08-BOT-Agenda-6-21-21

IVC4_01-BP2100
IVC4_02-BP2105
IVC4_03-BP2200
IVC4_04-BP2201
IVC4_05-BP2205
IVC4_06-BP2430
IVC4_07-BP2710
IVC4_08-BP2715
IVC4_09-BP2716
IVC4_10-BP2717

IVC5_01-BP2200
IVC5_02-BP2425
IVC5_03-BP3250
IVC5_04-BOT-Minutes-07-10-21
IVC5_05-BP6300
IVC5_06-BP6200
IVC5_07-BOT-Minutes-06-15-21
IVC5_08-BP2510

IVC6_01-VCCCD-BoardDocs-Policies
IVC6_02-BP2010
IVC6_03-BP2100
IVC6_04-BP2015
IVC6_05-BP2105
IVC6_06-BP2200
IVC6_07-BP2210

IVC6_08-BP2215
IVC6_09-BP2220
IVC6_10-BOT-Minutes-03-08-22
IVC6_11-BP2310
IVC6_12-BP2320
IVC6_13-BP2305
IVC6_14-BP2340
IVC6_15-BP2330
IVC6_16-BP2350
IVC6_17-BP2360

IVC7_01-VCCCD-Policies&Procedures
IVC7_02-BP2410
IVC7_03-VCCCD-PGH
IVC7_04-BOT-Minutes-01-09-21
IVC7_05-BOT-Minutes-05-11-22
IVC7_06-BOT-Ground-Rules
IVC7_07-BOT-Agenda-2021-08-10
IVC7_08-BOT-Minutes-2021-08-10-Item 15.09
IVC7_09-PPSS-Agenda-2021-08-26-Item 6.04

IVC8_01-BP2425
IVC8_02-AP2425
IVC8_03-BOT-Minutes-05-14-19
IVC8_04-BOT-Minutes-06-11-19
IVC8_05-BOT-Minutes-06-21-21
IVC8_06-State-of-District-06-2021
IVC8_07-State-of-District-06-2022
IVC8_08-BOT-Minutes-06-14-22
IVC8_09-VCCCD-Strategic-Plan
IVC8_10-BOT-Minutes-07-10-21

IVC9_01-BP2740
IVC9_02-BOT-SPS-7-10-21
IVC9_03-BOT-Future-Agenda-Items
IVC9_04-BOT-Minutes-05-11-21
IVC9_05-New-Trustee-Orientation
IVC9_06-BP2100

IVC10_01-BP2745
IVC10_02-AP2745
IVC10_03-BOT-Agenda-03-10-20
IVC10_04-Board-Eval-Form
IVC10_05-BOT-Minutes-01-08-22

IVC10_06-BOT-Minutes-01-22-22

IVC11_01-BP2715
IVC11_02-AP2715-A
IVC11_03-BP2710
IVC11_04-AP2710
IVC11_05-VCCCD-2020-SEI
IVC11_06-BOT-Minutes-09-08-20
IVC11_07-BP2717

IVC12_01-BP2430
IVC12_02-BP2434
IVC12_03-BP2200
IVC12_04-BP5530
IVC12_05-AP5530
IVC12_06-BOT-Minutes-04-13-21
IVC12_07-BOT-Minutes-06-15-21
IVC12_08-BOT-Minutes-05-25-21
IVC12_09-BOT-Minutes-04-13-21
IVC12_10-BOT-Minutes-08-10-21
IVC12_11-BOT-Minutes-05-11-21
IVC12_12-CBT-Summary-Strategies
IVC12_13-BOT-Minutes-01-08-22
IVC12_14-BOT-Minutes-01-22-22

IVC13_01-BP3200
IVC13_02-BOT-Minutes-06-21-21
IVC13_03-ACCJC-Pres-BOT-06-21-21
IVC13_04-BOT-Minutes-03-10-20
IVC13_05-BOT-Agenda-05-11-22
IVC13_06-BOT-Accred-Update-02-15-22
IVC13_07-BOT-Minutes-03-08-22
IVC13_08-BOT-Minutes-01-08-22

IVD. Multi-College Districts or Systems

IVD1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Ventura County Community College District consists of the Chancellor's Office, District Administrative Center and three colleges: Moorpark College, Oxnard College, and Ventura College as stated in BP 1100: Ventura County Community College District (IVD1_01-BP1100). The District employs a Chancellor, who is the CEO of this multi-college system and provides leadership in setting and communicating expectations of educational excellence and integrity through Chancellor's Forums, Town Halls, Flex Day presentations, and meetings with various committees, councils, and task forces (IVD1_02-Flex-Day-Fall-2020; IVD1_01-BP1100: Ventura County Community College District)

BP 2430 Delegation of Authority to Chancellor affirms that the Chancellor is appointed by the Board of Trustees which 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 (IVD1_03-BP2430). As stated in BP 3100: Organizational Structure, the Chancellor "shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" (IVD1_04-BP3100)**.** AP 7120-B Recruitment and Hiring: College President asserts that the Chancellor is also responsible for making the final decision of whom to select for the College President positions (IVD1_05-AP7120-B).

As evidenced in BP 2425 Board/District Planning, the Chancellor will ensure that the Board is engaged in districtwide Strategic Planning and that the Chancellor will prepare appropriate administrative procedures to ensure the Board participates effectively in districtwide strategic planning. The Board will conduct an annual assessment of its district strategic planning goals and objectives and their implementation to assess effectiveness in support of student learning and organizational operations. Per BP 2425 Board/District Planning, the Chancellor is also responsible for developing a multiple-year District Strategic Master Plan prepared with input from Consultation Council: the representative body designed to facilitate cross-district communication, support the governance processes at each College, and assist in district governance as described in the accreditation standards. The members of the Consultation Council include all Vice Chancellors, Director of Public Affairs and Marketing, one College Chief Instructional Officer (appointed by the Chancellor), one District Classified Representative, one College President, all Academic Senate Presidents or designees, all Classified Senate Presidents or designees, one Associated Student Government Representative, and both Collective Bargaining Unit representatives. This Strategic Plan provides general direction for subsequent

board planning activities. During the board's annual June strategic planning meeting, the board, in conjunction with district constituents, establishes, modifies, or eliminates strategic planning goals and objectives based upon demographic, economic, technological, legislative, and other changes impacting the District (IVD1_06-BOT-Minutes-07-10-21; IVD1_07-BP2425)**.**

This plan further outlines the districtwide Measures of Achievement that align with the VCCCD Strategic Goals and the CCCCO's Vision for Success Goals, incorporates and identifies major strategies to obtain the measures of achievement, and maps the districtwide measures of achievement to each of the college's strategic goals and metrics/objectives. Districtwide Tableau dashboards and reports, published on the District's institutional effectiveness websites, provide ongoing student success and institutional effectiveness data to the college and public stakeholders (IVD1_08VCCCD-PGH). The Chancellor establishes clearly defined roles, authority, and responsibility between the colleges and the District (IVD1_09-Functional-Map).

Analysis and Evaluation
The Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District through regularly scheduled district and college meetings. Clearly defined roles, authority, and responsibilities have been established between the colleges and the District. Established Board Policies and Administrative Procedures delineate the roles and responsibilities of the District and the College, as outlined in the VCCCD Integrated Planning Manual, the VCCCD Strategic Plan, Decision-Making Handbook, District Functional Map, and the District and College's websites and within organizational charts.

IVD2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard
Revisions to the District Functional Map have been ongoing to reflect the organizational changes that have taken place and more clearly define roles and responsibilities and link these responsibilities to the mission and accreditation standards (IVD2_01-BP2205; IVD2_02-Functional-Map-2016). The updated Participatory Governance Handbook which is reviewed by Consultation Council reflects the Board's policies and procedures related to the roles and responsibilities of the District and the colleges to ensure that responsibilities are clarified and delineated (IVD2_03-VCCCD-PGH). The District serves as the coordinating agency, working collaboratively with the leadership of the three colleges, to provide specific centralized services that support the colleges in achieving their missions.

Operational responsibilities and functions are coordinated through cross-functional districtwide participatory governance committees such as the Chancellor's Cabinet, the District Council on

Human Resources (DCHR), the District Council on Administrative Services (DCAS), the Information Technology Administrative Committee (ITAC), the District Council on Enrollment Management (DCEM), and the Institutional Effectiveness Advisory Committee (IEAC) (IVD2_04-IEAC-05-13-21-Self-Appraisal). These committees work to ensure that the District provides needed services to support the colleges' missions and District's strategic goals. District committees are assessed via a yearly survey; this self-assessment is used to redefine goals for the upcoming year. The District services have been evaluated regarding their support to the colleges via surveys distributed to the colleges through the program review process (IVD2_03-VCCCD-PGH; IVD2_04-IEAC-05-13-21-Self-Appraisal). The District Council on Accreditation Planning (DCAP) reviews these responsibilities and functions as they relate to the accreditation standards (IVD2_03-VCCCD-PGH)

Functions specifically conducted by District staff include (IVD2_01-BP2205):

- Institutional Effectiveness (IVD2_03-VCCCD-PGH; IVD2_05-BP3225; IVD2_06-BOT-02-09-21-IE-update),
- Human Resources (IVD2_07-BP7120; IVD2_08-BP7140),
- Business and Administrative Services (IVD2_09-AP6200; IVD2_10-AP6250; IVD2_11-AP6300),
- Instructional Technology (IVD2_12-AP3720-A),
- Educational Support Services (IVD2_06-BOT-02-09-21-IE-update; IVD2_10-AP6250), and
- Public Affairs and Marketing (IVD2_13-BOT-PAM-10-2020).

The District has expanded its level of service with the addition of positions such as the Vice Chancellor of Institutional Effectiveness and the Director of Public Affairs and Marketing (IVD2_14-BOT-Director-Public-Affairs). This expansion is intended to support the efforts of the colleges in meeting their mission and institutional effectiveness goals.

Analysis and Evaluation

District staff work to support the activities at the colleges and to provide the needed resources for the colleges to meet their established missions in accordance with the accreditation standards. There is a balance of responsibility of service and support activities between the District and the colleges. Functional Maps and the District Participatory Governance Handbook have been developed and refined by District committees with broad representation. DCAP, in planning the Institutional Self-Evaluation Report, has reviewed the District's processes for allocation of resources and planning to ensure the District's performance is reflected in the accredited status of the institution.

IVD3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
BP 6200 Budget Preparation outlines eight budget development criteria that must be integrated in the budget planning process, including a commitment to supporting individual college institutional planning in alignment with the college's educational master plans as well as the requirement that "Unrestricted general fund reserves shall be no less than 5% of the current year unrestricted and designated general fund budgeted expenditures" (IVD3_01-BP6200). The board policy provides a framework for the more detailed procedures that appear in AP 6200 (IVD3_02-AP6200).

The Chancellor and the Vice Chancellor of Business and Administrative Services work with the leadership at the colleges on budget preparation and allocation to ensure effective operations and sustainability of the colleges and the District. The District uses a Budget Allocation Model and an Infrastructure Funding Model that address the distribution of resources and are not prescriptive of how funds are to be spent at the colleges and District Administrative Center, and these models are reviewed annually (IVD3_03-BAM-2021-2022; IVD3_04-2022-Infrastructure-Funding-Model; IVD3_05-BOT-BAM-03-10-20; IVD3_06-BOT-IFM-Approval-03-23-21). To ensure these processes are well-understood across the district, the Budget and Resource allocation is reviewed and discussed at the District Council for Administrative Services (DCAS), which is a districtwide participatory governance group (IVD3_01-BP6200).

The District prepares an annual Adoption Budget and provides regular updates to the Board on the budget and financial status of the District (IVD3_07-Adoption-Budget-2019-2020; IVD3_08-BOT-Adoption-Budget-09-11-18). The District budget and expenditures are audited annually, and these audits are reviewed, discussed, and approved by the Board of Trustees (IVD3_09-BOT-Audit-Approval-03-09-21; IVD3_10-VCCCD-2020-Report).

Analysis and Evaluation
The District has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the District. The District uses approved allocation models to allocate resources, and it ensures effective control of expenditures through the budget review process. The District operates in a financially solvent position with an adequate level of reserves. The District employs a conservative approach to allocating funded growth dollars through the allocation model.

IVD4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard
BP 2430 Delegation of Authority to Chancellor establishes that "The Chancellor will ensure that District college presidents have primary authority for institutional quality and provide effective leadership in planning, organizing, budgeting, selecting, and developing employees and assessing campus effectiveness" (IVD4_01-BP2430). AP 7120-C Recruitment and Hiring: Academic Managers further provides that the college President has authority over processes

for hiring those in college leadership positions. The President conducts final interviews and ultimately is the signatory for final hiring decisions at the college level (IVD4_02-AP7120-C). The scope of the President's authority is further delineated in the most recently revised Functional Map which provides roles and responsibilities as well as guidance for how tasks are identified for the respective functions to be administered by the colleges (IVD4_03-Functional-Map). The Participatory Governance Handbook provides the roles and responsibilities of the various constituency groups and their role in the overall operational schemes at both the college and district levels (IVD4_04-VCCCD-PGH). Due to the pressures of the Covid-19 Pandemic, additional responsibilities have been focused with the Chancellor and delegated to the college Presidents. Consistency and standardization in response to the Pandemic and working conditions are balanced with the need for local campus decision making (IVD4_05-Chancellor-Email-03-02-20).

Accountability of each college President is integrated in regular meetings with the Chancellor, as well as part of the annual evaluation process, in which goals for the year are established and mutually agreed upon. The Chancellor assesses performance on these measures through the formal evaluation process (IVD4_06-Admin-Sup-Eval-Form).

Analysis and Evaluation
College Presidents are delegated with the responsibility and authority to serve as the CEO for their college. This includes the selection and management of their management team, accountability for budget development and fiscal status, short and long-term planning, and daily operations. The Presidents ensure that the colleges meet and maintain accreditation standards, provide quality programs and support services, and that resources are managed to provide for long-term operation. The District continues to value college autonomy in order to meet the different student and community needs and align with their respective missions. Through goal setting and evaluations, the Chancellor holds the college Presidents accountable for their performances and the operations of the colleges.

IVD5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
The VCCCD Strategic Plan confirms the alignment of the State Chancellor's Office Vision for Success Goals with the Ventura County Community College District (VCCCD) Strategic Goals developed by the Board of Trustees; and allows the colleges to align their strategic plans accordingly, based on their respective planning cycles (IVD5_01-BOT-Minutes-06-21-21; IVD5_02-BOT-Minutes-07-11-21). During the colleges' planning cycle, they establish and/or update their own strategic goals and metrics/measures, in alignment with the District's strategic goals and measures of achievement framework according to the educational, workforce, and cultural needs of the communities they serve. This process allows for the alignment with the VCCCD (and CCCCO) as they determine the metrics they will focus on and establish their college-specific targets (IVD5_03-VCCCD-Strategic-Plan; IVD5_04-Strategic-Plan-BOT-01-22-22).

To collect feedback on the metrics included in the VCCCD strategic plan, the VCCCD Strategic Measures of Achievement, the Strategies, the alignment with the CCCCO's Vision for Success Goals, and the newly formed VCCCD Strategic Goals were placed into an easy-to-read "crosswalk" with correlating data and reasoning behind the metrics and baseline determination. Distribution throughout the District occurred between the months of August 2021 and October 2021 for review and comment (IVD5_05-Draft-VCCCD-Strategic-Goals; IVD5_06-SMAS-PPT-CS; IVD5_07-SMAS-PPT-DCEM; IVD5_08-SMAS-PPT-AS).

Although the VCCCD' Strategic Plan defines the Strategic Measures of Achievement that will be used for the district as a whole, in order to create a uniform methodology, the plan only includes districtwide targets, with the understanding that each of the colleges establishes metrics that maximize their growth in alignment with these targets. This strategic plan serves as a planning framework for the colleges, allowing colleges the autonomy and responsibility for implementing the goals and measures of achievement of the district plan, through their own college-based strategic or educational master plans (IVD5_09-OC-Strategic-Plan).

Annually, the VCCCD Chancellor reviews the progress made on each strategic measure of achievement, provides an update of accomplishments, and recommends areas of improvement to prioritize for continuous improvement at the Board of Trustees Strategic Planning Session(s) (IVD5_10-VCCCD-State-of-District).

The District Institutional Effectiveness teams' creation of Tableau Dashboard visualizations allow transparency while providing ongoing progress made toward the VCCCD Strategic Plan's measures of achievement (IVD5_11-Tableau-Dashboard). Tableau provides the tool to disaggregate data by ethnicity, gender, age, location and multiple additional filters to identify success, diversity, and equity gaps among the various student populations. The VCCCD Strategic Plan's measures of achievement are subject to regular review and revision, while remaining responsive to the needs of the students and the community (IVD5_12-VCCCD-BOT-Minutes-01-22-22).

The Institutional Effectiveness Advisory Council (IEAC) maintains a "survey calendar" which identifies the various surveys, participants, and timelines that are ongoing throughout the academic year (IVD5_13-IEAC-Survey-03-02-21). These surveys offer insight as to what is working and what might need to be improved. The IEAC is a participatory governance committee composed of representation across the District (IVD5_14-VCCCD-Survey-Plan).

In addition, there are ongoing discussions throughout the District at other participatory governance committees, such as the District Council Enrollment Management, on priorities related to the strategic plan, with an emphasis on identifying those common activities that all three colleges can work on toward the achievement of desired VCCCD goals and strategic measures of achievement (IVD5_15-DCEM-Minutes-12-10-21). In addition, it offers the opportunity to have discussions to improve and/or support the enhancement of district support systems (business services, human resources, institutional effectiveness, marketing etc.) to promote the accomplishment of the strategic measures of achievement districtwide.

By creating districtwide measures, colleges will be able to compare their progress with the District as a whole. Utilizing data throughout the strategic plan cycle to refine and improve the support of all groups involved supports the continuous improvement of the District, and in turn, supports the success of all students at each of the colleges and within the community (IVD5_16-DCEM-Minutes-09-10-21; IVD5_17-DCEM-Minutes-01-14-22).

In March 2022, the District Council on Accreditation Planning's (DCAP's) title and charge were modified to the District Council on Accreditation *and* Planning and assigned the responsibility of districtwide planning. Simultaneously, the District Council on Enrollment Management's (DCEM's) reporting structure was modified to report to the District Council on Accreditation *and* Planning (DCAP). (IVD5_18-DCAP-Minutes-03-17-22; IVD5_19-DCEM-Minutes-03-04-22; IVD5_20-DCAP-Charge; IVD5_21-DCEM-Charge).

Analysis and Evaluation
District and college planning are integrated with a framework and workflow that also ensures that the missions of the district and colleges align. The missions focus on student learning and achievement and involve institutional effectiveness for sustainability in providing quality educational opportunities throughout the county. Data on student learning and achievement are regularly evaluated at the colleges and presented to the board to inform the development of new goals and objectives by the board as part of continuous quality improvement. The Strategic Plan serves as the framework for bringing together and integrating the goals of the California Community College Chancellor's Office, the VCCCD Board of Trustees and the three community colleges. The strategic plan focuses on realizing the full potential of each college within the district and meeting the future workforce needs of the region.

IVD6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard
BP 3250 Institutional Planning describes a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research (IVD6_01-BP3250). The VCCCD Participatory Governance Handbook is a comprehensive guide to collaborative decision-making and participatory governance processes between and among faculty, staff, and student representatives at each of the District's four sites and outlines reporting structures among committees to ensure that information is shared more broadly to relevant constituents. The purpose of this handbook is to clarify the participatory governance process used within our District, which is a significant pathway for communication regarding college and district business. The relationship of college committees to district committees is mapped, and the respective role and authority of the various governing bodies are defined. All District groups report to the Chancellor (IVD6_02-VCCCD-PGH).

The VCCCD Decision-Making Handbook is located on the District website and referenced in BP 2205 (Delineation of System and Board Functions), BP 2510 (Participation in Local Decision Making), and AP 2510 (Participation in Local Decision Making) (IVD6_03-BP2205; IVD6_04-BP2510; IVD6_05-AP2510). Some of the key committees outlined in the handbook are:

- Chancellor's Cabinet
- Chancellor's Presidents Council
- Chancellor's Administrative Council
- District Consultation Council
- District Council on Administration Services
- District Council on Accreditation and Planning
- District Council on Human Resources
- Institutional Effectiveness Advisory Committee

Minutes from District and college council/committee meetings are shared publicly and available on BoardDocs (IVD6_06-Consultation-Council-10-01-21; IVD6_07-IEAC-Minutes-10-14-21). District governance committees provide a forum for sharing information with college and district constituent groups. Each group consists of college and district administrators and constituent group representatives and meets regularly to ensure that information for decision-making is provided. At the initial meeting of each academic year, each governance committee reviews the committee charge and membership to ensure that the roles and responsibilities remain pertinent. This also serves as an orientation for new committee members about their role in serving as a constituency representative and the responsibility of sharing information and action items with their constituency group.

A recent example of a communication cycle which illustrates how information is shared to inform students, employees, and the community about operational decisions relates to COVID-19 communications. The item has been regularly discussed during the Chancellor's Cabinet and Consultation Council meetings and placed on the agenda for Board of Trustees meetings. District and college communications are distributed to students and employees with information on district and college decisions, protocols, policy, and other related information. The district and college websites are also updated regularly with information on decisions impacting students, employees, and the community (IVD_08-FY22-MarketingCalendar).

Analysis and Evaluation
There are multiple processes for sustaining timely, accurate, and complete information between the District and colleges. Regular meetings take place with the Chancellor's leadership team, Chancellor's Cabinet, district councils and committees, as well as task forces and workgroups, to ensure timely, accurate, and complete communication is provided about their decision-making processes. Meeting records are recorded and posted on the District's website and on BoardDocs, which connects district decision-making information to employees, students, and the public.

IVD7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Board Policy 3225 Institutional Effectiveness identifies the VCCCD Board of Trustees' commitment to developing a framework of indicators designed to measure the ongoing condition of the District's operational environment (IVD7_01-BP3225). The District's Institutional Effectiveness Advisory Committee (IEAC), which is a districtwide participatory governance committee, facilitates collaboration with relevant stakeholders across the District to improve the availability and accuracy of data (quantitative and qualitative) as well as the communication and sharing of districtwide resources assuring the linking of research, data collection, planning strategies, program development, and assessment (IVD7_02-IEAC-Charge). The IEAC also maintains an annual survey calendar, identifying surveys throughout the District, which are updated on an ongoing basis at IEAC meetings (IVD7_03-IEAC-Survey-Planning).

Systemwide, the Participatory Governance Handbook includes the District Governance Evaluation process for each participatory governance committee (IVD7_04-VCCCD-PGH). Each participatory governance committee throughout the District is evaluated annually, and results are utilized to inform the modification of the committee's charge as well as the development of new goals for the upcoming year (IVD7_05-DTRW-SS-Self-Appraisal; IVD7_06-DTRW-I-Self-Appraisal). Participatory Governance minutes, which include the committee's reflection on the outcomes, are publicly posted (IVD7_07-ATAC-Minutes-06-04-20).

Planning processes and communication about institutional effectiveness are also shared at meetings of the Board of Trustees. For example, at the June 21, 2021 Board of Trustees' Strategic Planning Session, the Chancellor presented the State of the District Update and responded to trustee questions. The overview included a year-in-review, which integrated an overall assessment of the District's COVID-19 Response, discussion of the District's student success support systems, and a statewide/VCCCD comparative review of data trends. These trends included five-year course success rates - disaggregated by ethnicity, five-year college level Math and English completion rates disaggregated by ethnicity, as well as hiring demographics to include a three-year trend of ethnicity percentages by employee groups.

The Chancellor also presented multiple examples of the VCCCD's partnerships and service to the community, highlighting ongoing partnerships and activities across the three colleges. An examination of the financials related to HEERF COVID Relief funding, unrestricted general fund resources and tentative budget discussions was also provided, along with discussions focusing on districtwide sustainability, website redesign, information technology security, and employee development and support (IVD7_08-State-of-District-06-21-21)

In follow-up, a discussion ensued, correlating the CCCCO's Vision for Success and the VCCCD Strategic Goals. Each strategic goal was fine-tuned, based on the discussions at the Strategic

Planning Session which included the Chancellor's presentation to the Board of Trustees. As a result of the Strategic Planning Session, a draft crosswalk was developed that identified the correlating CCCCO Vision for Success Metrics, VCCCD Strategic Goal, the Measures of Achievement, and the Major Strategies to facilitate the obtainment of the measures (IVD7_09-Draft-VCCCD-Strategic-Goals).   These VCCCD Strategic Measures and Strategies were vetted at all three colleges and the District through the Classified Senates, Academic Senates, Chancellor's Cabinet, and Consultation Council (IVD7_10-VCCCD-Strategic-Goals). The creation of a regularly updated public VCCCD Tableau dashboard facilitates the communication, identifies progress, and provides an ongoing status update relative to achieving the measures of achievement that directly correlate to the VCCCD Strategic Goals and the CCCCO's Vision for Success Goals (IVD7_11-Tableau-Dashboard). During the January 22, 2022 Board of Trustees meeting, the VCCCD Strategic Plan, which incorporated the Strategic Measures of Achievement and the Major Strategies, was reviewed (IVD7_12-VCCCD-Strategic-Plan; IVD7_13-Final-Strategic-Plan-PPT; IVD7_14-Strategic-Plan-Video-PDF).

A regularly scheduled update on Institutional Effectiveness at the Board of Trustees strategic planning session meetings includes information and data on the VCCCD strategic measures of achievement (IVD7_15-IE-Report-BOT-12-14-21).

Analysis and Evaluation
Governance and decision-making policies, procedures, and processes are routinely evaluated on an annual basis with a focus on evaluating effectiveness and making improvements as warranted. Under the Chancellor's leadership, the District implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness data and evaluation support. The most recent revision of the District's strategic planning process included alignment of the District's goals with the California Community Colleges Chancellor's Office (CCCCO) Vision for Success Goals. This fostered a planning environment with greater clarity to monitor outcomes using Tableau dashboards to assess and evaluate progress. The public Tableau dashboard is the tool utilized to widely communicate outcomes with data used as a basis for improvement.

Conclusions on Standard IVD: Multi-College Districts or Systems
Ventura County Community College District is composed of three colleges and the district offices. The Chancellor provides overall leadership for the District and ensures that there is coordinated planning across the District with sufficient direction to colleges to support agreed-upon district goals. Board policies and administrative procedures, along with the Participatory Governance Handbook, delineate roles and responsibilities between district offices and the respective colleges and outline decision-making processes. Regular communication across the District and an integrated planning process that aligns district and college efforts further support achievement of institutional outcomes. The Chancellor ensures effective control of expenditures and delegates authority to each President to implement policies. Regular assessment of systems, policies, and practices takes place, and results are shared via publicly posted planning documents, reports to the Board of Trustees, and communications across the District.

Improvement Plan
None.

Evidence List
IVD1_01-BP1100
IVD1_02-Flex-Day-Fall-2020
IVD1_03-BP2430
IVD1_04-BP3100
IVD1_05-AP7120-B
IVD1_06-BOT-Minutes-07-10-21
IVD1_07-BP2425
IVD1_08-VCCCD-PGH
IVD1_09-Functional-Map

IVD2_01-BP2205
IVD2_02-Functional-Map-2016
IVD2_03-VCCCD-PGH
IVD2_04-IEAC-05-13-21-Self-Appraisal
IVD2_05-BP3225
IVD2_06-BOT-02-09-21-IE-update
IVD2_07-BP7120
IVD2_08-BP7140
IVD2_09-AP6200
IVD2_10-AP6250
IVD2_11-AP6300
IVD2_12-AP3720-A
IVD2_13-BOT-PAM-10-2020
IVD2_14-BOT-Director-Public-Affairs

IVD3_01-BP6200
IVD3_02-AP6200
IVD3_03-BAM-2021-2022
IVD3_04-2022-Infrastructure-Funding-Model
IVD3_05-BOT-BAM-03-10-20
IVD3_06-BOT-IFM-Approval-03-23-21
IVD3_07-Adoption-Budget-2019-2020
IVD3_08-BOT-Adoption-Budget-09-11-18
IVD3_09-BOT-Audit-Approval-03-09-21
IVD3_10-VCCCD-2020-Report

IVD4_01-BP2430
IVD4_02-AP7120-C
IVD4_03-Functional-Map
IVD4_04-VCCCD-PGH
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IVD5_01-BOT-Minutes-06-21-21
IVD5_02-BOT-Minutes-07-11-21
IVD5_03-VCCCD-Strategic-Plan
IVD5_04-Strategic-Plan-BOT-01-22-22
IVD5_05-Draft-VCCCD-Strategic-Goals
IVD5_06-SMAS-PPT-CS
IVD5_07-SMAS-PPT-DCEM
IVD5_08-SMAS-PPT-AS
IVD5_09-OC-Strategic-Plan
IVD5_10-VCCCD-State-of-District
IVD5_11-Tableau-Dashboard
IVD5_12-VCCCD-BOT-Minutes-01-22-22
IVD5_13-IEAC-Survey-03-02-21
IVD5_14-VCCCD-Survey-Plan
IVD5_15-DCEM-Minutes-12-10-21
IVD5_16-DCEM-Minutes-09-10-21
IVD5_17-DCEM-Minutes-01-14-22
IVD5_18-DCAP-Minutes-03-17-22
IVD5_19-DCEM-Minutes-03-04-22
IVD5_20-DCAP-Charge
IVD5_21-DCEM-Charge

IVD6_01-BP3250
IVD6_02-VCCCD-PGH
IVD6_03-BP2205
IVD6_04-BP2510
IVD6_05-AP2510
IVD6_06-Consultation-Council-10-01-21
IVD6_07-IEAC-Minutes-10-14-21
IVD6_08-FY22-MarketingCalendar

IVD7_01-BP3225
IVD7_02-IEAC -Charge
IVD7_03-IEAC-Survey-Planning
IVD7_04-VCCCD-PGH
IVD7_05-DTRW-SS-Self-Appraisal
IVD7_06-DTRW-I-Self-Appraisal

IVD7_07-ATAC-Minutes-06-04-20
IVD7_08-State-of-District-06-21-21
IVD7_09-Draft-VCCCD-Strategic-Goals
IVD7_10-VCCCD-Strategic-Goals
IVD7_11-Tableau-Dashboard
IVD7_12-VCCCD-Strategic-Plan
IVD7_13-Final-Strategic-Plan-PPT
IVD7_14-Strategic-Plan-Video-PDF
IVD7_15-IE-Report-BOT-12-14-21

H. QUALITY FOCUS ESSAY

H. Quality Focus Essay

Introduction of Projects

Oxnard College proudly serves a diverse community comprised largely of immigrant, military, and working and middle-class families. For nearly half a century, the college has helped students discover and pursue new careers as well as opportunities for university transfer. As a Hispanic-Serving Institution from the college's inception, supporting first-generation and immigrant families is in the college's DNA.

The COVID-19 pandemic has underscored how vulnerable the college's student population is to economic, public health, and societal ills. In fact, the college's immediate ZIP Code was the most heavily impacted by the pandemic among all ZIP Codes in Ventura County. Longstanding challenges for students were exacerbated multifold as they struggled to succeed in class, remain healthy, and support themselves and their families during the initial pandemic years. Many students gave up entirely, and countless others did not bother enrolling at all given the odds stacked against them. These factors become interwoven into Oxnard College's planning, and they provide a foundation for the three QFE projects the College has identified to focus on over the next five years:

1. Expanding and integrating mentorship opportunities for students and employees.
2. Augmenting and enhancing the college's various online services and resources.
3. Deepening the college's resources and honing its strategies for increasing student transfer rates to four-year institutions.

These three projects are central to the college's recent efforts and attention. They draw from the college's Educational Master Plan for 2021-2030 (H_01-OC-EMP-2021-2030), and the robust participatory governance process which shaped that product, as well as the college's Focused Innovation Groups in 2021-2022 (H_02-FIG-Transfer-Team), which consisted of faculty and staff making data-informed recommendations for reform across various areas of need. These processes saw a heightened focus on supporting students struggling to complete their academic goals, expanding the college's ability to support those students across myriad online platforms, and increasing the college's lackluster transfer rates.

Anticipated Impact on Student Learning and Achievement

Outcomes and Measures
Various outcomes and progress measures include the following:
1. Streamlining mentorship programs at the college.
2. Educating and connecting students and employees to mentorship opportunities and maintaining contact.
3. Tracking data outcomes of mentorship programs.
4. Expanding online services and resources to meet student needs.

5. Tracking and comparing participation and satisfaction levels between online and in-person services.
6. Expanding the FIG team to an ongoing taskforce focused on university transfer.

Project Summaries and Action Plans for Outcomes and Measures

Mentorship:

This project seeks to survey the landscape of OC mentorship programs, streamline those existing initiatives, augment them where needed, and track outcomes in order to shape any additional changes. By providing streamlined and targeted mentorship opportunities for students and employees alike, the college intends to support those who are struggling or transitioning into new chapters of their lives. Currently, the college provides several mentorship programs such as First Year Experience (FYE) mentors to help onboard new students, the OC Cascading Mentoring to connect faculty members with students, Condor to Condor Peer Mentors consisting of students helping students, the Faculty Mentoring Program to pair experienced and new faculty members, and the Oxnard Male Educational Achievement (OMEGA) initiative to support equitable outcomes among male students, among others.

Activity	Responsible Party	Resources	Timeline
Inventory existing mentor programs	VPSD, Dean of Student Success, mentor coordinators, First Step Coordinator	Staff time	Fall semester 2022 and annually thereafter
Develop a plan to streamline and focus mentor programs	VPSD, Dean of Student Success, mentor coordinators, First Step Coordinator	Staff time	Spring 2023
Develop program reviews for mentorship programs	VPAA, VPSD, Dean of IE, First Step Coordinator	Staff time	Spring 2023
Implement cohort service model	First Step Coordinator	Staff time	Fall 2023 and thereafter
Track success and retention data against non-served peers	Dean of IE, First Step Coordinator	Staff time	Ongoing
Identify mentor space	VPSD, Dean of Student Success	Staff time	Fall 2022 and thereafter
Identify sustainable supervision	VPSD, Dean of Student Success	Staff time	Ongoing

Online Services and Resources:
This project will examine which existing online services and resources are performing well, which need improvement, and which areas not currently providing online services and would benefit from doing so. The project's goal is to ensure that students can easily access and engage the online platforms needed to advance their academic and career goals. These services are not limited to online learning and may touch on everything from mental health resources to tutoring, Open Educational Resources development, and various student services offices.

Activity	Responsible Party	Resources	Timeline
Inventory existing online services	VPSD, VPAA, Dean's Council	Staff time	Fall 2022 & annually thereafter
Survey students about experiences	Dean of IE, Marketing, dean of student development	Staff time	Fall 2022 and annually thereafter
Develop evaluation tools (e.g., point of contact survey)	Dean of IE	Staff time	Spring 2023
Enhance program reviews	Dean of IE, VPAA, VPSD	Staff time	Spring 2023

Transfer Culture and Results:

Oxnard College seeks to develop a culture of transfer, invoking transfer-minded practices into every office's and employee's work. The College has been working to increase the number of students completing an Academic Degree for Transfer (ADT) but the percentage of students enrolling in a four-year institution remains low. The College has realized a 71% increase in the number of students who complete an Academic Degree for Transfer (ADT). In order to better prepare, support, and motivate students for transfer, the college will augment its efforts and resources to prepare students to be transfer ready and to follow through on transfer goals. Oxnard College will refocus its resources, strategies, and processes on robustly helping students identify and, importantly, pursue their transfer goals.

Activity	Responsible Party	Resources	Timeline
Integrate career and transfer exploration and readiness into onboarding, advising, and instruction	VPSD, VPAA, Dean of Student Success, UTC Coordinator	Staff time	Ongoing
Increase from 28% to 60% in 10 years; annual increase of just over 3 percentage points per year	College-wide, UTC Coordinator	Staff time	2022-2032
Expand UTC classroom visits	UTC Coordinator	Staff time	Fall 2022 and ongoing thereafter
Incorporate transfer services into syllabi.	Academic senate, VPAA, UTC Coordinator, faculty	Staff time	Spring 2023
Continue to collect and analyze student transfer data annually	Dean of IE	Staff time	Annually
Establish a Transfer Success Committee (under Student Success & Equity)	Exec Council, Participatory Governance	Staff time	Fall 2022
Establish Transfer Peers (OC alum at four-years)	UTC Coordinator, Proyecto Exito director	Staff time	Fall 2022 and annually thereafter
Incorporate transfer workshops into new student orientations	FYE, Dean of Student Success, VPSD	Staff time	Fall 2023 and annually thereafter
Highlight transfer stories	UTC coordinator, Outreach and Marketing	Staff time	Ongoing
Promote university rep visits	UTC coordinator, Director of Marketing	Staff time	Ongoing
Expand and promote Transfer Thursday activities	UTC Coordinator	Staff time	Ongoing
Identify funds to support university/college tours	VPAA, Dean of Student Success, Director of Proyecto Exito	Staff time	Ongoing
Expand and promote Transfer Thursday activities	UTC Coordinator	Staff time	Ongoing

Reestablish university fairs on campus	UTC Coordinator	Staff time	Fall 2022 and thereafter
Establish university liaisons for smoother hand offs at colleges	UTC Coordinator, Director of Proyecto Exito	Staff time	Ongoing
Grow transfer application workshops	UTC Coordinator	Staff time	Fall 2022 and annually thereafter
Establish transfer peers (OC alums) on university campuses	UTC Coordinator, Director of Proyecto Exito	Staff time	Ongoing
Create Transfer and Resources module on canvas	UTC Coordinator, Instructional Technologist, Academic Senate	Staff time	Ongoing
Establish transfer peers (OC alums) on university campuses	UTC Coordinator, Director of Proyecto Exito	Staff time	Ongoing
Expand Honors Program	Honors advisor, Dean of Student Success	Staff time	Ongoing

Conclusion: Turning the Tide

Though these projects were rooted in traditional planning, resources, and processes, they were ultimately shaped by the experiences of Oxnard College students throughout the COVID-19 pandemic. No doubt these projects would be helpful outside that dark context as well but after witnessing just how vulnerable the college's students were to remote learning and how a lack of sustained support could lead to worsening complications, these three projects emerged as significant models to turn the tide.

As the college moves into its next planning cycles, providing direct mentor support, quality online services, and a culture of transfer will ensure that student success remains at the heart of Oxnard College's work in the years to come.

Quality Focus Essay Evidence List
H_01-OC-EMP-2021-2030
H_02-FIG-Transfer-Team